

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 8, 2026 at 3:30 p.m. This meeting will be held in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

a. April 10, 2026 (**SEN-MAY 8/26-1**)

Motion: That the minutes of the open session of the meeting of the Senate held on April 10, 2026 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

a. President's Report **INFORMATION**

CONSENT

This consent agenda is to group together routine or informational items that do not require a decision by Senate. This approach is meant to allow Senate to focus its time on matters requiring deliberation.

5. CORRESPONDENCE

a. Campus Planning Committee

i. Semi-annual Report to Senate on Campus Development **INFORMATION**
(**SEN-MAY 8/26-2**)

b. Office of the Ombudsperson

i. The 2025 Ombudsperson Report – January to December 2025 **INFORMATION**
(**SEN-MAY 8/26-3**)

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Appeals – Janna Promislow, Chair
 - i. 2025/2026 Annual Report (**SEN-MAY 8/26-4**) **INFORMATION**
- b. Senate Committee on Learning and Teaching – Li-Shih Huang, Chair
 - i. 2025/2026 Annual Report (**SEN-MAY 8/26-5**) **INFORMATION**
- c. Senate Committee on Libraries – Bob Howell, Acting Chair
 - i. 2025/2026 Annual Report (**SEN-MAY 8/26-6**) **INFORMATION**
- d. Senate Committee on Planning – Elizabeth Adjin-Tettey, Chair
 - i. 2025/2026 Annual Report (**SEN-MAY 8/26-7**) **INFORMATION**
- e. Senate Committee on University Budget – David Scoones, Chair
 - i. 2025/2026 Annual Report (**SEN-MAY 8/26-8**) **INFORMATION**

7. OTHER BUSINESS

- a. Annual Report on UVic-approved Research Centres (**SEN-MAY 8/26-9**) **INFORMATION**
- b. 2025 Policy Annual Report (**SEN-MAY 8/26-10**) **INFORMATION**
- c. 2025/2026 Emeriti (**SEN-MAY 8/26-11**) **INFORMATION**
- d. 2026/2027 Senate Elections (**SEN-MAY 8/26-12**) **INFORMATION**

REGULAR

8. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Academic Standards – Danu Stinson, Chair
 - i. Revisions to the Academic Concessions Regulation in the Undergraduate Academic Calendar (**SEN-MAY 8/26-13**) **ACTION**

Motion: That Senate approve the revisions to the Undergraduate Academic Concessions Regulation in the Undergraduate Academic Calendar, effective September 2026.

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| <ul style="list-style-type: none"> ii. Changes to the Admission Requirements for the Master of Nursing
(SEN-MAY 8/26-14) | ACTION |
| <p><u>Motion:</u> That Senate approve the changes to the admission requirements for the Master of Nursing in the graduate academic calendar, effective September 2026.</p> | |
| <ul style="list-style-type: none"> iii. Changes to the Admission Requirements for the Master of Science, Clinical Psychology (SEN-MAY 8/26-15) | ACTION |
| <p><u>Motion:</u> That Senate approve the changes to the admission requirements for the Master of Science, Clinical Psychology in the graduate academic calendar, effective September 2026.</p> | |
| <ul style="list-style-type: none"> iv. Proposed revisions to the Policy on Academic Integrity
(SEN-MAY 8/26-16) | ACTION |
| <p><u>Motion:</u> That Senate approve the proposed revisions to the Policy on Academic Integrity in the academic calendars, effective September 2026.</p> | |
| <ul style="list-style-type: none"> v. Change to the calendar entry for the Graduation Dean's List
(SEN-MAY 8/26-17) | ACTION |
| <p><u>Motion:</u> That Senate approve the calendar entry for the Graduation Dean's List for undergraduate degree-seeking students in all faculties except Law in the undergraduate academic calendar, effective May 2026.</p> | |
| <ul style="list-style-type: none"> vi. Change to Graduation Standing in the Faculty of Science
(SEN-MAY 8/26-18) | ACTION |
| <p><u>Motion:</u> That Senate approve the changes to the Graduation Standing language for the Faculty of Science in the undergraduate academic calendar, effective May 2026.</p> | |
| <ul style="list-style-type: none"> b. Senate Committee on Agenda and Governance <ul style="list-style-type: none"> - Qwul'sih'yah'maht, Robina Thomas, Chair | |
| <ul style="list-style-type: none"> <ul style="list-style-type: none"> i. Appointment to the 2025/2026 Senate Committee on Learning and Teaching (SEN-MAY 8/26-19) | ACTION |
| <p><u>Motion:</u> That Senate approve the appointment of Evan Maher to the 2025/2026 Senate Committee on Learning and Teaching as the UVSS representative, effective immediately and ending June 30, 2026.</p> | |

- ii. Appointments to the 2026/2027 Senate Standing Committees **ACTION**
(SEN-MAY 8/26-19)

Motion: That Senate approve the appointments to the 2026/2027 Senate standing committees for the terms indicated in the attached document.

c. Senate Committee on Awards – Maureen Ryan, Chair

- i. New and Revised Awards **(SEN-MAY 8/26-20)** **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:

NEW AND REVISED TERMS OF REFERENCE

- Allana Lindgren International Graduate Student Scholarship in Fine Arts* (New)
- Dr. Julius F. Schleicher Graduate Scholarships* (Revised)
- Edythe Hembroff-Schleicher Scholarship* (Revised)
- Eloise Spitzer Award for Graduate Studies* (New)
- Faculty of Education Emergency Bursary (Revised)
- Goldstream Hatchery Education Bursary* (Revised)
- Jane Zhu Entrepreneurship Scholarship (Revised)
- Johann Strauss Foundation Scholarship* (Revised)
- Mary Catherine and Gloria Marshall Memorial Award* (Revised)
- Patrick Gregory Memorial Award in Biology* (New)
- Peter McCully Salmonid Conservation Award (New)
- Royal Canadian Legion Indigenous Education Award (New)
- Shaan Pruden and Stefan Schaefer Indigenous Entrance Undergraduate Scholarship* (New)
- Victoria General Hospital Auxiliary Nurse Practitioner Award* (New)
- Vikes International Athlete Award (Revised)
- Wanosts'a7 Scholarship* (Revised)
- Winner Medical Young Pioneer in Social Innovation with Health Technology Scholarship* (Revised)

ICD POLICY AND OTHER REVISIONS

- C. H. Dowling Memorial Award* (Revised)
- Christopher S. Johnson Scholarship* (Revised)
- Courage to Persevere Award (Revised)
- Crabtree Family Entrance Scholarship* (Revised)
- Dr. Frank Parnell Memorial Award* (Revised)

- Edna and Jack Marshall Indigenous Fine Arts Scholarship* (Revised)
- Eloise Spitzer Scholarship for Indigenous Women* (Revised)
- Ethel Dent Banks and Margaret Maunsell Award* (Revised)
- Faculty of Fine Arts Indigenous Student Award* (Revised)
- Gladys Pearson Indigenous Student Scholarship (Revised)
- Indigenous Law Student Award (Revised)
- Janet Person Legacy Award* (Revised)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Khowutzun Forestry Award in Environmental Studies (Revised)
- Law Foundation of British Columbia Diversity Access Grant* (Revised)
- Life in Law Diversity Award (Revised)
- Marianne Johnson Scholarship in Education* (Revised)
- Marilyn (Leslie) Kan and John Y.H. Kan Award* (Revised)
- Marilyn (Leslie) Kan and John Y.H. Kan Award for Indigenous Students* (Revised)
- Marilyn (Leslie) Kan and John Y.H. Kan Award for Undergraduate Indigenous Law Students* (Revised)
- Mary Naidu Entrance Scholarship for Indigenous Students* (Revised)
- Microserve Scholarship in Business Management Information Systems (Revised)
- MT + Co. Leonard George Memorial Indigenous Law Scholar Award* (Revised)
- One Heart for Reconciliation Award* (Revised)
- Phil Petersen Scholarship in Social Work (Revised)
- R. J. McMaster Award (Revised)
- Ralston S. Alexander K.C. Memorial Award (Revised)
- Salish Weave Indigenous Legal Scholar Award* (Revised)
- Salish Weave Visual Arts Award (Revised)
- Scotiabank Program for Law Students Scholarship (Revised)
- SMONEĆ Natural Sciences Scholarship for Graduate Students (Revised)
- Sylvia Brown Law Entrance Scholarship* (Revised)
- Ted and Helen Hughes Entrance Award* (Revised)
- Thundercat Award (Revised)
- Tolmie-Wood Scholarship* (Revised)
- Tru Cooperative Bank Indigenous Scholarship (Revised)
- UVic Undergraduate Indigenous Scholarship* (Revised)
- The Dais/Visca Indigenous Law Rejuvenation Award (Revised)
- WATT Consulting Group 40th Anniversary Award* (Revised)

- Y. P. Heung Foundation Post-Secondary Scholarship (Revised)

ICD – FIRST NATIONS, MÉTIS AND/OR INUIT

- Alan Steven John Award in Visual Arts (Revised)
- Allan and Rosamund Russell Award in Civil Engineering (Revised)
- Allison Osler Entrance Scholarship* (Revised)
- Arbutus Law Group Award (Revised)
- C. T. W. Memorial Fellowship for Indigenous Students* (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Graduate Scholarship (Revised)
- CFUW Victoria Doreen Sutherland Indigenous Scholarship in the Faculty of Health* (Revised)
- CFUW Victoria Doreen Sutherland Scholarship in the School of EPHE* (Revised)
- Chief Michael A. Underwood Memorial Scholarship* (Revised)
- Christine Welsh Scholarship* (Revised)
- CPA Education Foundation Diversity Award* (Revised)
- Dean of Science Entrance Scholarship for Indigenous Students* (Revised)
- Dean's Award for Indigenous Graduate Students (Revised)
- Dr. Jack and Verna Miller Indigenous Athletics Award* (Revised)
- Dr. Charlotte Loppie Award* (Revised)
- Edwards, Kenny and Bray Award for BIPOC Students in Law (Revised)
- Enbridge Scholarship in Engineering and Computer Science (Revised)
- Enbridge Travel Award for Engineering and Computer Science Students (Revised)
- Fasken Indigenous Entrance Scholarship (Revised)
- Graduate Economics Scholarship for Women (Revised)
- Greater Victoria Chamber 1863 Impact Award* (Revised)
- Gregory and Victoria Spievak Graduate Scholarship* (Revised)
- Harris & Co Diversity Entrance Award (Revised)
- Hart Will Graduate Fellowship in Indigenous Governance & Leadership* (Revised)
- Hilder School of Music Award* (Revised)
- Indigenous Perspectives Camp 25th Anniversary Award (Revised)

- Jack Howard Jackson Memorial Award (Revised)
- Jean Tutcho Indigenous Undergraduate Award in Visual Arts* (Revised)
- JFK Law LLP Indigenous Legal Orders Scholarship (Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Part-Time Students (Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Students (Revised)
- John and Ann McLaren Award* (Revised)
- John Michael Brownutt Scholarship* (Revised)
- Joseph Arvay Social Justice Award (Revised)
- Joyce Family Foundation Award* (Revised)
- Langford-Seaborne Award for Indigenous Students in Humanities* (Revised)
- Langford-Seaborne Award for Indigenous Students in Social Sciences* (Revised)
- LE,NONET Bursary (Revised)
- Loretta Warnsby Memorial Award in Law* (Revised)
- Mandell Pinder LLP Indigenous Law Scholar Award (Revised)
- Mark Krasnick Leadership Award* (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science* (Revised)
- Mosaic Forest Management Award in Indigenous Language Revitalization* (Revised)
- Myrna and Terry Daniels Award in Indigenous Education* (Revised)
- Norah and Calvin Banks Indigenous Science Scholarship* (Revised)
- Olthuis Kleer Townshend Indigenous Law Scholar Award (Revised)
- Presquito Murdoch Indigenous Law Award* (Revised)
- Raincoast Conservation Award (Revised)
- Ratcliff LLP Indigenous Law Scholar Award* (Revised)
- Robert and Audrey Harry Indigenous Scholarship in Nursing* (Revised)
- RPIA ACE Finance Award for BIPOC Students (Revised)
- S. Aitken Graduate Award* (Revised)
- Salish Weave Indigenous Education Award (Revised)
- Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (Revised)
- Sellemah Scholarship* (Revised)
- Shelagh Rogers Entrance Scholarship (Revised)
- Skeena Scholarship in Creative Writing (Revised)
- SMONEĆ Natural Sciences Scholarship (Revised)
- Soleil Brooks Vikes Women's Rugby Award* (Revised)

- Steven P. Starkovich Opportunity Entrance Award (Revised)
- Storrow Family Award* (Revised)
- Thomas M. Hess Scholarship in Indigenous Language Revitalization* (Revised)
- UVic Business Class of 2009 Award* (Revised)
- UVSS BIPOC Public Interest Research Award* (Revised)
- Victoria Korean Presbyterian Church Award* (Revised)
- WIN Self-Sufficiency Bursary (Revised)
- Woodward & Company Indigenous Law Scholar Award* (Revised)
- Xa7limut (Ha-lay-mut) Jack Campo Indigenous Law Award (Revised)

ICD – INCLUSIVE OF ALL INDIGENOUS PEOPLES LOCALLY AND GLOBALLY

- Arseneo Leite Memorial Scholarship* (Revised)
- CPA Education Foundation Inclusion Award (Revised)
- Dianne Draper Environmental Sustainability and Stewardship Scholarship (Revised)
- Dr. Larry McCann Award for Interdisciplinary Leadership in Geography (Revised)
- Dr. Elmar B. F. Brosterhus Scholarship* (Revised)
- Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)
- Helen Lansdowne Award* (Revised)
- Joyce Underwood Indigenous Undergraduate Student Scholarship in Social Sciences* (Revised)
- Maple Reinders Scholarship (Revised)
- Mastercard Award in Cyber Security (Revised)
- Stantec Award (Revised)
- Vancouver Security Traders Association (VSTA) Finance Award (Revised)
- VicFounders Award (Revised)

ICD – SPECIFIC NATIONS

- COYA Scholarship (Revised)
- Fanny Williams Huu-ay-aht First Nation Scholarship (Revised)
- Gervin Métis Award for Distinguished Advocacy and Leadership (Revised)
- Inuit Women or Two-Spirit Legal Scholar Award (Revised)
- Lii Michif Niiyanaan Award (Revised)
- TANSI Award* (Revised)
- TANSI Scholarship* (Revised)

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d. Senate Committee on Curriculum – Dennine Dudley, Chair

i. 2026/2027 Cycle 2 Curriculum Submissions (**SEN-MAY 8/26-21**)

ACTION

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

Motion: 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.

Note: The summaries of the curriculum changes from the faculties have been included in the docket. To view the complete curriculum submissions, please email Kathy MacDonald, Senate Coordinator, at usec2@uvic.ca.

9. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Social Sciences

i. Procedures for the Appointment and Review of the Associate Dean(s) in Social Sciences the Faculty of Social Sciences (GV0645) (**SEN-MAY 8/26-22**)

ACTION

Motion: That Senate approve, and recommend that the Board of Governors also approve, the revised *Procedures for the Appointment and Review of the Associate Dean of Social Sciences* (GV0645).

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

11. OTHER BUSINESS

a. Proposed Revisions to the Resolution of Non-Academic Misconduct Allegations Policy (AC1300) (**SEN-MAY 8/26-23**)

ACTION

Motion: That Senate approve, and recommend that the Board of Governors also approve, the attached updated Resolution of Non-Academic Misconduct Allegations Policy (AC1300).

b. Election to the Senate Committee on Agenda and Governance (**SEN-MAY 8/26-24**)

ACTION

12. ADJOURNMENT

Meeting of Senate
April 10, 2026

MINUTES

A meeting of the Senate of the University of Victoria was held on April 10, 2026 at 3:32 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 members of Senate to the meeting.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. MINUTES

a. March 6, 2026

Motion: (P. Loock/L. Harder)

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

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

There was none.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Revisions to the Policy on Academic Integrity

Danu Stinson, Chair of the Senate Committee on Academic Standards, presented the proposal, acknowledging the subcommittee's extensive efforts over the past four years and emphasizing the importance of this long-awaited revision.

Motion: (F. Kodar/M. Ryan)

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

A Senate member expressed appreciation for the committee's work, noting the policy represented a substantial improvement. However, the member also voiced concern that small units and sessional instructors would serve as the initial decision-makers rather than an academic integrity office. In response, Yasmine Kandil, Chair of the SCAS Subcommittee for the Policy on Academic Integrity, explained that consultations showed a clear preference for handling matters at the unit level and that students reported feeling intimidated when required to meet directly with a Chair. She further noted that the Division of Learning and Teaching Innovation will establish a community of practice and that the academic integrity advisor role was designed to support workload distribution, consistent with practices at peer institutions. Nevertheless, as the policy will be reviewed in two years, the university may decide to move to such a model in the future.

A Senator inquired about how the policy accounts for students with accommodations, especially regarding the distinction between authorized and unauthorized use of GenAI and also expressed concern about the reliance on a single module. In response, Y. Kandil noted that the diversity of AI tools necessitates a flexible model in which instructors may opt in to any university approved platform. The Senator also sought clarification on the role of the Centre for Accessible Learning (CAL) and other units in issuing written authorization. Y. Kandil confirmed that enhanced communication and guidance for instructors will be provided.

A member of Senate expressed concern regarding the sections on copyright and intellectual property, noting that this policy may not be the appropriate place for such provisions and suggesting that any violation would constitute an infringement. The Senator also questioned whether the potential penalty of a failing grade was fair and equitable in matters related to intellectual property. Ada Saab, Associate University Secretary, responded that the committee had reviewed practices at other institutions and that concerns had been raised during consultations about the uploading of instructor materials. She clarified that the penalties were intended to be conduct based rather than grade based. Another suggestion was made that additional education should be in place prior to implementation. Y. Kandil noted that this policy could be linked to others to support clarity. A Senator further emphasized concerns about students understanding the intellectual property of the instructor and the need to ensure the gravity of the offense was understood even by students not in a course.

A Senator asked how false positives in AI detection tools would be addressed, particularly in relation to the burden of proof. David Scoones, a member of the SCAS subcommittee, responded that in such cases instructors would be required to substantiate their concerns but also noted that AI detection software is not permitted to be used by instructors.

In response to a Senator's question regarding the definition of "Disciplinary Academic Suspension", Y. Kandil explained that the threshold within the successive penalty system

was designed to reflect the progressive nature of the disciplinary process. A further comment was raised concerning the claim of a case involving a graduate student's misconduct related to a criminal matter, which the Senator believed should have been addressed as an academic integrity violation but was not. A motion was subsequently proposed to reduce the number of instances required for Disciplinary Academic Suspension from five to three.

Carrie Andersen, University Secretary, advised that it would not be appropriate for Senate to introduce such substantial changes to one of the main principles of the proposed revision at this stage. A. Lepp added that members could vote on the full proposal and if it were defeated, this type of amendment could be referred to the committee for consideration in a future revision.

The Senator insisted that this motion should be put before Senate and challenged the Chair's decision not to permit the proposed change. The Senator requested that this challenge be decided by secret ballot.

A. Lepp reminded Senate that, in accordance with the Senate Rules and Procedures, at least fourteen members must support the use of a secret ballot. After a show of hands confirming this requirement, a secret ballot was conducted on the motion.

Motion: (A. Weaver/C. Bradley)

That the Chair should allow a motion to amend the definition of "Disciplinary Academic Suspension" from "(normally a culmination of five or more instances)" to "(normally a culmination of three or more instances)".

DEFEATED

A member of Senate observed that the recent vote to challenge a decision of the Chair was not a procedure outlined in the Senate Rules and Procedures. Although the matter was now concluded, the member noted that this type of scenario should be considered for future procedural clarification.

With respect to the proposed policy, a Senator recommended that the section concerning the sharing of an instructor's intellectual property be revised to specify what forms of sharing are permitted. It was further suggested that the Notice of Academic Integrity Violation include the specific appeal timeline currently outlined under Student Responsibilities.

A Senator raised concerns about situations—particularly for new students unfamiliar with the policy—in which violations occur in parallel or in close succession, asking how such cases would be addressed. Y. Kandil responded that the Office of the Registrar and Enrolment Management would be aware of these circumstances, and that decision-makers are expected to take such factors into account, as outlined in the policy. A follow-up question was posed regarding cases in which a significant amount of time has passed between violations. Y. Kandil noted that all violations are time-stamped.

A Senator then asked whether the policy envisions appeals being based on questions of fact or on a standard of reasonableness. Y. Kandil replied that the focus of appeals is procedural. A further question was raised regarding the absence of a statute of limitations, with an example provided. A. Saab advised that a mechanism exists to address such situations.

A Senator expressed concern that shifting responsibilities from Chairs to instructors could lead to inconsistencies and asked whether a mechanism existed to address this. Y. Kandil responded that the academic integrity coordinator and the emerging communities of practice would play a key role in supporting consistency.

A member of Senate asked whether a student who uploads an instructor's material would be treated the same as a student who uploads text using CAL approved speech-to-read software as an accommodation. Y. Kandil replied that such matters would be assessed on the basis of reasonableness and judgment, noting that the accommodation software would be considered university approved, as outlined in the policy. A Senator further observed that graduate supervisors may have vested interests, including financial ones, and suggested that additional safeguards may be required. Y. Kandil responded that such concerns could be addressed through the remediation process or by the academic integrity coordinator.

In response to a previous question asked by a Senator regarding students who violate the policy but who are not in a course, A. Saab referred to the section which deals with non-course-based penalties.

Referring to the recently defeated motion, Carrie Andersen, University Secretary, informed Senate of the delayed vote for the purposes of transparency. She noted that the delay did not alter the outcome of the defeat.

A Senator sought clarification on the section titled "Multiple submissions without prior permission" noting the absence of a statute of limitations and asking how many courses were implicated. Y. Kandil confirmed it was two or more courses.

A Senator proposed, in light of the extensive discussion, an amendment be made to table the proposal. C. Andersen clarified that such a motion would return the proposal to the committee for consideration of Senate's feedback.

A Senator asked for the votes to be recorded in the minutes.

Motion: (E. Maher/M. Caryk)
That the proposal on the revisions to the Policy on
Academic Integrity be sent back to the Senate Committee
on Academic Standards for further consideration.

CARRIED
22 for
18 against
1 abstained

ii. Core Writing & Research Requirement Proposal

D. Stinson introduced the proposal. A. Lepp noted the addition of the effective date to the motion.

Motion: (A. Weaver/T. Milford)

That Senate approve the establishment of the Core Writing & Research Requirement as a replacement for the current Academic Writing Requirement (AWR) and require the completion of the proposed Core Writing & Research Requirement for all undergraduate students, effective September 2028.

A member of Senate proposed an amendment to the motion and commented that, while the proposal presented opportunities to reduce barriers to student success, concerns remained regarding the maintenance of academic standards, the accuracy of supporting data from some faculties, and the availability of necessary resources. Elizabeth Adjin-Tetty, Associate Vice-President Academic Programs, provided an overview of the memo circulated with the agenda, emphasizing that the request before Senate was not the approval of specific courses but the approval of a university-wide requirement establishing core competencies.

Further concerns were raised regarding the type of data that would need to be collected, the development of retention strategies, and the challenge of identifying students who may be at risk in large classes. E. Adjin-Tetty reiterated that the approval being sought was based on skills and competencies and noted that, in 2012, Senate approved the transition from the Undergraduate English Requirement to its current form.

Cindy Holder, member of the AWR Working Group, reminded Senate that academic units have ownership of their courses and are empowered to determine how they are delivered. She noted that the Senate Committees on Academic Standards and Curriculum are the bodies responsible for determining whether courses meet established requirements. C. Holder emphasized the importance of considering the requirement in functional terms and in relation to the specific ways competencies are combined.

A member of Senate then read a revised motion for consideration. Todd Milford, also a member of the AWR Working Group, responded to the four points outlined in the new motion. In response to a Senator's question regarding external reviews, E. Adjin-Tetty confirmed that the Core Writing & Research Requirement would undergo the regular quality assurance review process.

Following brief discussion on the way in which the amended motion was brought to the discussion, a member of Senate requested that the new motion be decided by secret ballot. After a show of hands confirmed the required support, a secret ballot was conducted. A Senator requested that the votes be recorded in the minutes.

Motion: (L. Marks/S. Humphreys)

That the Core proposal be postponed for this meeting, and send back to SCAS and to the Academic Writing Requirement Working Group for further amendments. In particular, it is recommended that SCAS and the AWRWG consider further amendments to ensure the following:

1. That writing and reading be defined as not just two of six competencies for Core, but the primary and overarching competencies with 4 other subsidiary competencies. (The writing and reading can be from a disciplinary lens).
2. That class size for the Core courses across campus align with national and international research-based standards for the successful teaching of first-year undergraduate writing.
3. That prior to Senate approval of the Core proposal, that there be a clear, robust and transparent planning process put in place that will ensure that there will be an adequate number of Core seats for first year students across campus, and that there also not be a major excess in seats.
4. That there be a mandatory 3-year review of the Core program before it is approved by Senate — a review that is conducted by experts external to UVic with expertise in teaching academic writing/communication courses. This review will assess to what extent students are acquiring the Core competencies and do so in an objective and measurable way. The review will also determine if the planning for Core is appropriate, so there are enough seats for students to access the course in first year, but not too many seats. The results of the review would be sent to SCAS and to Senate for discussion and possible recommendations for amendments to the Core program.

CARRIED

22 for
20 against

b. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the new and revised awards. There were no questions.

Motion: (M. Ryan/R. Hancock)

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

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

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

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CARRIED

c. Senate Committee on Learning and Teaching

i. Annual Report on Course Delivery Modes (2025/26)

Li-Shih Huang, Chair of the Senate Committee on Learning and Teaching, introduced the annual report. There were no questions.

d. Senate Committee on Planning

i. Proposed changes to the Major and Honours programs in Art History and Visual Studies

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

Motion: (M. Laidlaw/E. Campbell)

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

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

a. Consultation – Proposed Revisions to Resolution of Non-Academic Misconduct Allegations Policy (AC1300)

Joel Lynn, Executive Director, Student Development & Success, introduced the proposal and noted that the memo distributed with the agenda outlined the work completed to date and

detailed the proposed additions. He then introduced Kirsten McMenamie, Director of the Office of Student Life, and Emma Naismith, Associate Director, Student Conduct & Case Resolution.

Referring to a PowerPoint presentation, J. Lynn outlined the purpose of the policy, provided an overview of the stakeholder consultation process, reviewed the key themes identified through that consultation, and described the proposed changes to the policy.

J. Lynn posed three questions for Senate's consideration. While there were no comments on the first two questions, discussion arose in response to the third, which asked whether there were any questions regarding the three key themes identified and the proposed responses to them. Suggestions included revising the policy title to explicitly reference students, given that the policy applies only to them; adding a link to policies governing non-student community members; and expanding the definition of non-academic misconduct related to personal and material benefit, as any transaction could be interpreted as conferring a personal benefit. A further suggestion was made to clarify the policy's treatment of criminal charges, convictions, or court judgments, noting that these should not be limited solely to Canadian law.

There being no further comments, J. Lynn briefly outlined the next steps.

9. OTHER BUSINESS

At the close of the meeting, C. Andersen reminded Senators of their responsibility as campus leaders who work collectively to uphold and strengthen academic governance.

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

April 10, 2026 Senate Meeting				SEN-MAY 8/26-1
Name	In Attendance	Regrets		Page 10 of 11 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aggarwal, Aarav			Student Senator	Elected from the Student Societies
Alatorre, Carmen	X		Faculty of Fine Arts	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Bengtson, Jonathan	X		University Librarian	Ex officio
Bradley, Colin	X		A/Dean, Faculty of Engineering and Computer Science	Ex officio
Brown, Graham			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
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			Student Senator	Elected from the Student Societies
Gair, Jane			Faculty of Health	Elected by the Faculty
Goodman, Emily			Student Senator	Elected from the Student Societies
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hopper, Tammy	X		Dean, Faculty of Health	Ex officio
Hopper, Tim		X	Faculty of Health	Elected by the Faculty Members
Hudson, Logan		X	Student Senator	Elected from the Student Societies
Humphreys, Sara	X		Faculty of Humanities	Elected by the Faculty Members
Ipiroti, Vita			Student Senator	Elected from the Student Societies
Irvine, Valerie	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			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
Loock, Peter	X		Dean, Faculty of Science	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
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			Faculty of Humanities	Elected by the Faculty Members
Wang, Alivia	X		Convocation Senator	Elected by the Convocation
Weaver, Andrew	X		Faculty of Science	Elected by the Faculty Members
Weber, Jens	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the Faculty Members

MEMBERSHIP OF THE SENATE

Effective January 9, 2026

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

Chancellor: Marion Buller (31/12/27)

Acting President and Vice-Chancellor:

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

Vice-President Academic and Provost: Elizabeth Croft

Vice-President Research and Innovation: Lisa Kalynchuk

Acting Dean of Peter B. Gustavson School of Business:

Graham Brown

Acting Dean of Education: Todd Milford

Acting Dean of Engineering: Colin Bradley

Dean of Continuing Studies: Jo-Anne Clarke

Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean Faculty of Health: Tammy Hopper

Dean of Humanities: Annalee Lepp (Vice-Chair)

Dean of Law: Freya Kodar

Dean of Science: Peter Looock

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

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

BUSI: Sudhir Nair (30/6/28)

Brock Smith (30/6/27)

EDUC: Valerie Irvine (30/6/28)

Anita Prest (30/6/26)

ENGR: Daniela Constantinescu (30/6/26)

Jens Weber (30/6/28)

FINE: Carmen Alatorre (30/6/28)

Dennine Dudley (30/6/27)

GRAD: Martin Farnham (30/6/28)

Martha McGinnis (30/6/26)

HLTH: Jane Gair (30/6/28)

Leigh Anne Swayne (30/6/28)

HUMS: Lynne Marks (30/6/27)

Colin Macleod (30/6/28)

LAW: Geoff Loomer (30/6/28)

Andrew Newcombe (30/6/26)

SCIE: Mark Laidlaw (30/6/26)

Travis Martin (30/6/26)

SOSC: April Nowell (30/6/27)

CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (30/6/26)

Jason Colby (30/6/27)

Adam Con (30/6/26)

Chris Eagle (30/6/26)

Rob Hancock (30/6/27)

Tim Hopper (30/6/28)

Sara Humphreys (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

(continued)

Anastasia Mallidou (30/6/26)

Maureen Ryan (30/6/27)

Jill Walshaw (30/6/28)

Andrew Weaver (30/6/27)

Lina Zhou (30/6/26)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES -

Section 35 (2) (h)

Aarav Aggarwal (30/6/26)

Michael Caryk "

Cohen Cheetham "

Daniil Filipovich "

Emily Goodman "

Logan Hudson "

Vita Ipiroti "

Cole Kennedy "

May Kong "

Charlie Krueger "

Artem Kuklev "

Evan Maher "

Mackenzie McNiven "

Deborah Sharpe "

Eva Thompson "

Vacancy "

MEMBERS ELECTED BY THE CONVOCATION

- Section 35 (2) (i)

Kelly Diether (30/6/27)

Kate Donovan (30/6/27)

Alivia Wang (30/6/27)

Victoria Wyatt (30/6/27)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Acting Head, Division of Medical Sciences:

Hector Caruncho (30/04/26)

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

Member elected by the Professional Librarians:

Inba Kehoe (30/06/27)

Continuing Sessional: Vacancy (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

Assoc. VP Student Affairs: Jim Dunsdon

Assoc. VP Academic Programs: Elizabeth Adjin-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab



Office of the Vice-President Finance and Operations

MEMO

University
of Victoria

Date: April 22, 2026

To: Carrie Andersen
University Secretary

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

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its May 8, 2026, meeting.

A handwritten signature in blue ink, appearing to read 'Elizabeth Croft', written over a horizontal line.

Elizabeth Croft
Vice-President Academic and Provost

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

Kristi Simpson
Vice-President Finance and Operations



University
of Victoria

Semi-Annual Report to Senate on Campus Development

Executive Summary

Construction of the Engineering/Computer Science Building Extension (ECSE) and High Bay Research and Structures Laboratory (HBRSL) is underway. The project supports the expansion of Faculty of Engineering and Computer Science programs. The project has advanced significantly with the installation of the exterior cladding and interior finishes on ECSE. The completion of the ECSE remains on track for September 2026. On the HBRSL, progress has been made on the mass timber structure and corrective work for the strong wall is anticipated to be complete by May 2026. The project team is resequencing the schedule for opening of the HBRSL in 2027.

The university's Real Estate Strategy identifies three areas adjacent to the main campus for development: University District (the Ian Stewart Complex and surrounding lands), Cedar Hill Corner and the Queenswood Campus. The Strategy is designed to deliver new housing within a vibrant, connected community while generating revenue for the university. The first project under this strategy is currently in the planning phase: the University District in the District of Saanich, which includes the Ian Stewart Complex and surrounding lands. The University District Master Plan concept was presented to the community in June 2025, where the community was generally supportive of the concept plan. After completion of Indigenous consultation and approval from the Province, UVic Properties is preparing to submit a re-zoning application for University District this year. Campus Planning staff have also been engaged with the District of Oak Bay to update policy that supports a mixed-use development on Cedar Hill Corner. This work is in support of future planning on this site.

As UVic was preparing to start construction on the next on-campus student housing project in summer 2026, the Province announced a 5-year funding delay due to fiscal constraints. Campus Planning staff will advance the project's Development Variance Permit application with the District of Saanich in order to ensure the project is "shovel-ready" when funding becomes available. With the re-paced schedule, the 510-Bed Student Housing project is anticipated to be complete in 2034.

A key goal of the university's Climate and Sustainability Action Plan is to achieve net zero greenhouse gas (GHG) emissions by 2040, with an interim target of a 50% reduction from the 2010 baseline by 2030. The university remains on track to meet this interim target, primarily through the District Energy Plant (DEP) Electrification Project. The project includes the installation of two new electric boilers that will greatly reduce GHG emissions from the DEP and achieve UVic's 2030 GHG reduction target. To accommodate the boilers, a small addition on the rear of the existing DEP is required. The project's completion is anticipated for December 2026.

1.0 Engineering and Computer Science Expansion

The university is developing an addition to the Engineering/Computer Science Building (ECSE) and new High Bay Research and Structures Laboratory (HBRSL) building to support the expansion of Faculty of Engineering and Computer Science programs and research.

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

The ECSE and the adjacent HBRSL will provide the space required to support expansion of the Civil Engineering program and incremental growth within the Faculty of Engineering and Computer Science. The project will allow the Faculty to meet continued student demand, work toward meeting the current and anticipated labour market demand for program graduates and build a world-class research profile.

The Engineering Expansion Project is being delivered by Bird Construction. Over the winter, advancement of the ECSE included installation of the exterior cladding, electric and mechanical installations and interior finishes to drywall and painting. The construction of the HBRSL faced challenges with the collapse of a section of rebar structure in summer 2025. In February 2026, corrective work for the strong wall commenced and is anticipated to be complete by May 2026. This summer, ECSE will complete remaining work including interior finishes and landscaping in order to open for September 2026, while HBRSL is resequencing the schedule to determine a new competition date in 2027.

More information: [uvic.ca/engineeringexpansion](https://www.uvic.ca/engineeringexpansion)

2.0 Real Estate Strategy

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

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

University District

The University District Master Plan concept was presented to the community in June 2025. The concept for new housing has been well received by the broader community. After completion of Indigenous consultation and approval from the Province as required under the University Act, UVic Properties will finalize materials to commence the re-zoning process with the District of Saanich.

More information: <https://www.uvic.ca/udistrict>

Cedar Hill Corner

In 2025, UVic participated in the District of Oak Bay's engagement on their Official Community Plan (OCP) update in order to include policy that supports mixed-use development on Cedar Hill Corner. In December

2025, the OCP was adopted with Cedar Hill Corner identified as a new development site. Campus Planning staff have been engaged with the District in order to establish a process that supports zoning policy and background studies that will advance concept planning for Cedar Hill Corner. This work is in support of future planning on this site.

3.0 510-Bed Student Housing Expansion

To respond to the growing demands for on-campus accommodation, UVic has completed detailed design for the development of a new 510-bed student housing project dedicated to upper-year undergraduate and graduate students. In October 2025, the Provincial Government announced \$121M in funding support for the project. In February 2026, as part of the BC Budget, the 510-Bed student housing project was re-paced by 5 years, with a new targeted completion now set for 2034.

Over 2025, the project was under review with District of Saanich staff to consider a height and parking variance through a Development Variance Permit (DVP) application. In order to complete this review and maintain a shovel-ready status, the DVP will be presented to Council in May 2026.

The university has already dedicated significant time and resources to this project, and we remain deeply committed to seeing it through to completion.

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

4.0 District Energy Plant Electrification (DEP)

A key goal of the university's Climate and Sustainability Action Plan (CSAP) is to achieve net zero greenhouse gas (GHG) emissions by 2040, with an interim target of a 50% reduction from the 2010 baseline by 2030. As of 2023, the university has achieved a 30% reduction. The District Energy Plant (DEP) electrification project seeks to further reduce campus operations GHGs to 50% below our 2010 baseline to meet our CSAP reduction target.

The project includes the installation of two new electric boilers, which will enable the university to transition roughly 23% of overall on-campus natural gas consumption to renewable electricity. The natural gas system significantly increases the resilience of the system to interruptions in the supply of electricity or natural gas.

The project started construction over the summer and is anticipated to be completed by December 2026.

More information: <https://www.uvic.ca/campusplanning/current-projects/dep-electrification-project/index.php>



The 2025 OMBUDSPERSON REPORT

January to December 2025

Volume 29
Issue 1

The University of Victoria
Office of the Ombudsperson



CONTENTS

A Welcome from your Ombudsperson	3
Administrative Fairness The Ombudsperson's Focus	4
New Resources from the Ombudsperson.....	5
2025 In Review: The Office of the Ombudsperson at UVic.....	6
2025 In Review: User's Demographics	10
Recommendations	12
Should I? Justifying Your Choice of Penalty for Academic Misconduct ..	13
Enhanced Duty of Clarity: Maintaining Clear Boundaries Between Concessions and Accommodations	15
To end	17

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Nothing but a lot of
gratitude for the availability
of this service.

- 2025 Student

A Welcome from your Ombudsperson

On behalf of the Office of the Ombudsperson at the University of Victoria (the “Office”), I am pleased to present the 2025 Ombudsperson Report.

The Office’s impartial, independent, and confidential nature allows people to come forward to share concerns or injustices. From this engagement, I have the unique opportunity to hear voices and see patterns that may otherwise be hidden. In this report, I have selected two issues for your consideration this year entitled:

Should I? Justifying Your Choice of Penalty for Academic Misconduct

&

Enhanced Duty of Clarity: Maintaining Clear Boundaries Between Concessions and Accommodations.

If we have not met, my name is Angus Shaw. I work, live, and appreciate the lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), səliłwətaʔł (Tsleil-Waututh), Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt), and W̱SÁNEĆ Peoples as a visitor. I honour these heritages and I am committed to Reconciliation and ongoing learning. I am determined to recognize barriers, take feedback, and make the Office of the Ombudsperson accessible and approachable for everyone. Please know that you are welcome here.

I would like to thank the Office’s partners: the University of Victoria (“UVic”), the UVic Students’ Society (“UVSS”), and the UVic Graduate Students’ Society (“GSS”).

Further, I want to sincerely thank the many people who visited the Office in 2025 — your voices are invaluable to the work the Office undertakes.

Respectfully,



Angus Shaw, BA, JD (he/him)

Ombudsperson for the University of Victoria



Administrative Fairness *The Ombudsperson's Focus*

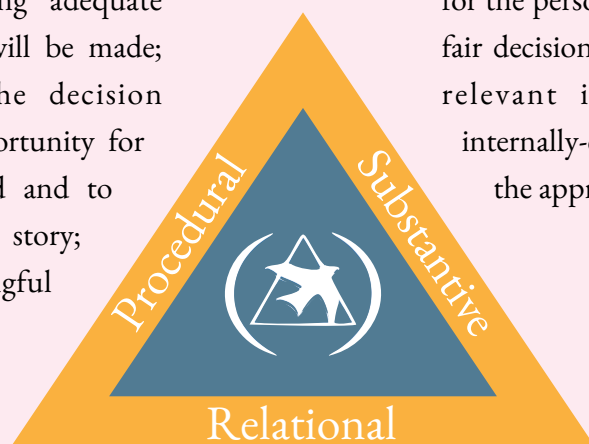
At our University, decision-makers are under a duty to act fairly and provide a fair process when making decisions that impact others. Their decisions affect students' careers, mental well-being, and finances. These impacts are serious and ought to come from well-reasoned, fair, and transparent deliberations. Although fairness is flexible and can apply differently in different circumstances, it is not optional. Decision-makers must avoid abuses of power and always be able to justify a decision — they must always be fair.

Fairness is
flexible, but not
optional

The limits and fairness guidance that apply to decision-makers come from our Canadian administrative law framework. For Ombudspersons, we have translated these concepts into a Triangle¹.

Procedural fairness refers to steps before, during, and after a decision. This has several features: an unbiased decision-maker; the right to participate in a decision; providing adequate notice that a decision will be made; information about the decision making criteria; an opportunity for the person to be heard and to present their side of the story; and clear and meaningful reasons for a decision.

Substantive fairness refers to the decision itself and includes following the relevant rules and considering individual circumstances to reach a fair outcome for the person impacted. A substantively fair decision must be rational, based on relevant information, justifiable, internally-consistent, and made with the appropriate authority.



Relational fairness refers to how a person is treated. Even if the decision was procedurally and substantively fair, if a person was treated disrespectfully or a decision-maker was not honest or forthright, the person may still feel unfairly treated. This includes cultural sensitivity, a trauma-informed approach, and treating someone with dignity.

¹ Adapted from Ombudsman Saskatchewan <https://ombudsman.sk.ca>

New Resources from the Ombudsperson

In 2025, the Office created and publicized several new resources on uvicombudsperson.ca. These materials are designed to help those seeking information and also create a place where all can turn to identify standards and best practices. Below are some of the most popular new resources available:



Giving Successful Feedback without Fear of Fallout

Strategies for students delivering feedback to help it be focused, respectful, and effective. It frames student feedback as a key driver of positive change at the University and highlights institutional safeguards that ensure fairness and accountability.



[Go to the article](#)



The Ombudsperson's Tips for Appeals

Practical guidance to help students decide whether to pursue an appeal and how to do so effectively. It clarifies the concepts of “grounds” and emphasizes that an appeal is not just a second-opinion. It offers step-by-step advice for crafting clear written submissions and highlights the time, effort, and fundamentals of the process.



[Go to the article](#)



Making Effective Decisions

Translates the principles of procedural fairness into a structured, nine-step approach inspired by the BC Ombudsperson for the UVic setting. By highlighting common pitfalls and best practices, it supports more consistent and defensible decisions..



[Go to the article](#)

“

Angus was so helpful!
His kind and gentle approach was
much appreciated. He provided
reassurance and validation [...] He
made a difficult time, less difficult.
- 2025 Student



2025 IN REVIEW: The Office of the Ombudsperson at UVic

The Office lives on three principles: *Independence*, *Impartiality*, and *Confidentiality* to ensure the Ombudsperson is free to uncover unfairness without influence and maintain the trust of visitors. The Ombudsperson is advised by a committee of individuals from the UVic community and follows a [Terms of Reference](#). Funding comes from the UVSS, the GSS, and UVic. The Office is staffed by one full-time Ombudsperson who serves approximately 22,000 students and many community members.

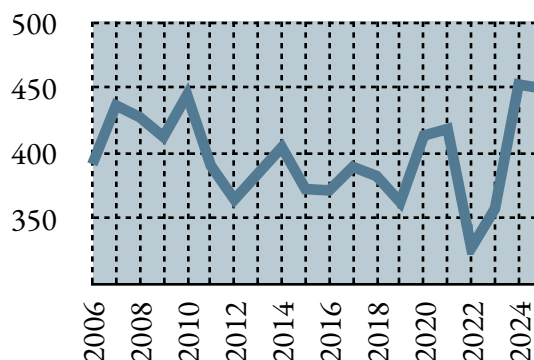
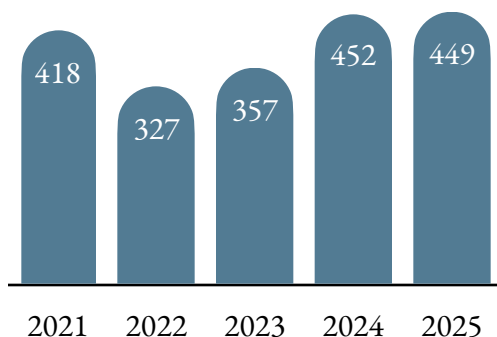
Day-to-day, the Ombudsperson hears visitors without judgement, fills gaps in knowledge, and provides balanced guidance to anyone who reaches out. The Office can help to diplomatically address a concern, facilitate communication, or, in some instances, investigate an issue and provide fairness recommendations. In all instances, the Ombudsperson seeks to increase the regard for fairness on campus. For more information visit uvicombudsperson.ca/beforeavisit.

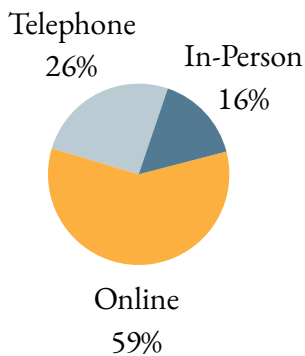
Those who reach out to the Ombudsperson (a “User”) approach with an issue and a file is created (a “Case”). Users can have multiple Cases. From these Users and Cases, the Ombudsperson collects data to compare with previous years and identify trends — see below.

Annual Cases

These charts below show the total number of Cases managed each year (January to December). Each Case can represent a relatively small or large workload, as each User’s needs are unique.

In 2025, the total number of annual Cases stayed relatively high at 449, which is comparable with 2024 at 452. In 2023, the total number of annual Cases was 357. It was 327 in 2022 and 418 in 2021.





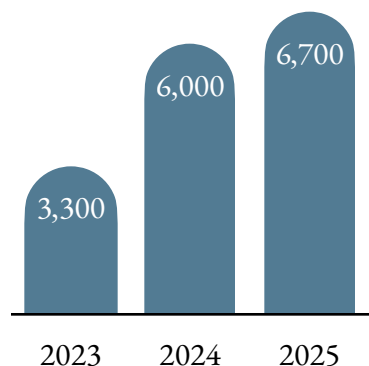
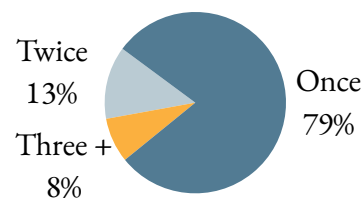
Appointment Modality

Users may book hour-long appointments with the Ombudsperson by registering at uvicom.mywconline.com or by contacting the Ombudsperson.

In 2025, the Office administered 427 appointments. 59% were online, 16% in-person, and 26% by telephone. Many users also sought assistance via email.

Appointments Per User

In 2025, 79% of Users who booked an appointment made only one appointment. 13% booked two appointments and 8% booked more than three appointments.



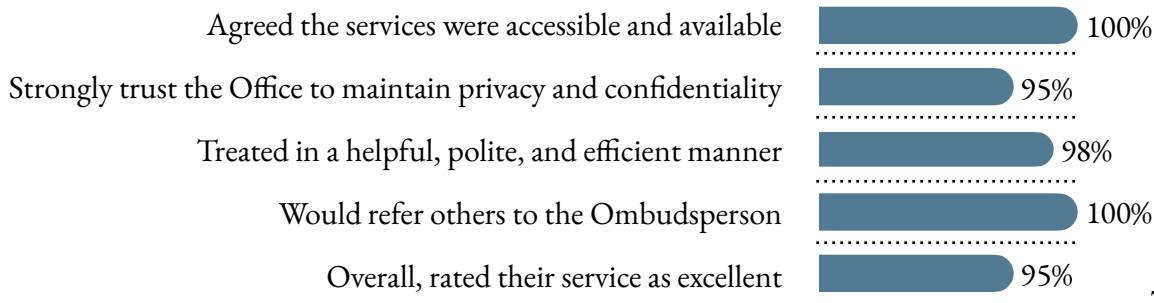
Website Visits

People may access resources through the Office's website: uvicombudsperson.ca, where there are resources, guides, and templates for students and decision-makers.

In 2025, this website registered around 6,700 unique new visitors. This is more than previous years — around 6,000 in 2024 and 3,300 in 2023.

User Satisfaction

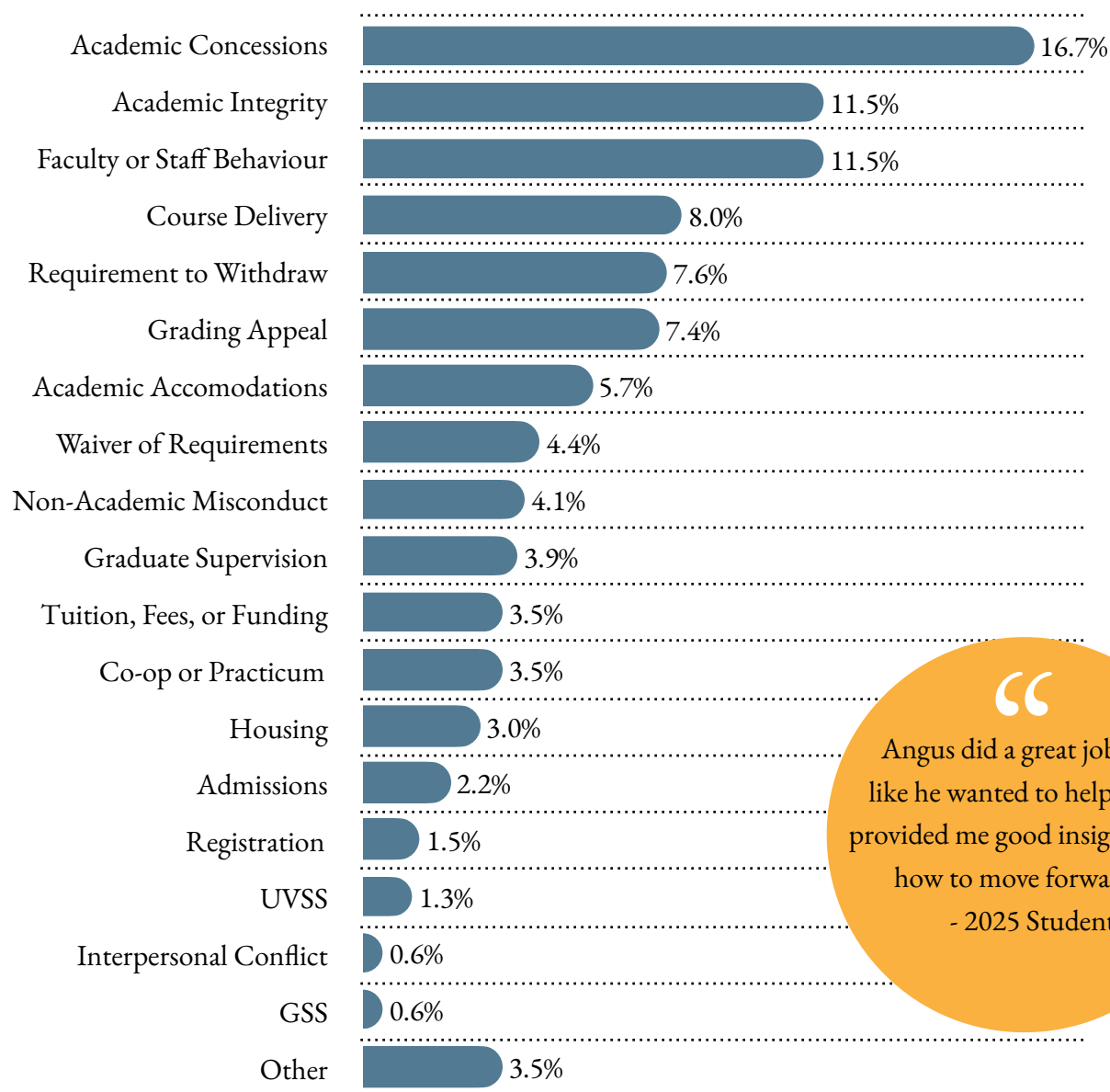
After an appointment, each User has the opportunity to provide feedback through an anonymous survey. The results below are based on 60 surveys in 2025. There is also an opportunity to leave anonymous feedback at uvicombudsperson.ca/survey/.



Nature of Case

The Ombudsperson categorizes and records the nature each Case. In 2025, Academic Concessions were the most common and represented 16.7% of all Cases at the Office. Visits about Academic Concessions have risen about 20% from 2024 and Academic Integrity has fallen about 26% from 2024.

The second most common nature in 2025 was Academic Integrity (11.5%), followed by Faculty or Staff Behaviour (11.5%), Course Delivery (8%), Requirement to Withdraw (7.6%), Grading Appeals (7.4%), and Academic Accommodations (5.7%). All other natures represented less than 5% of the total Cases at the Office.

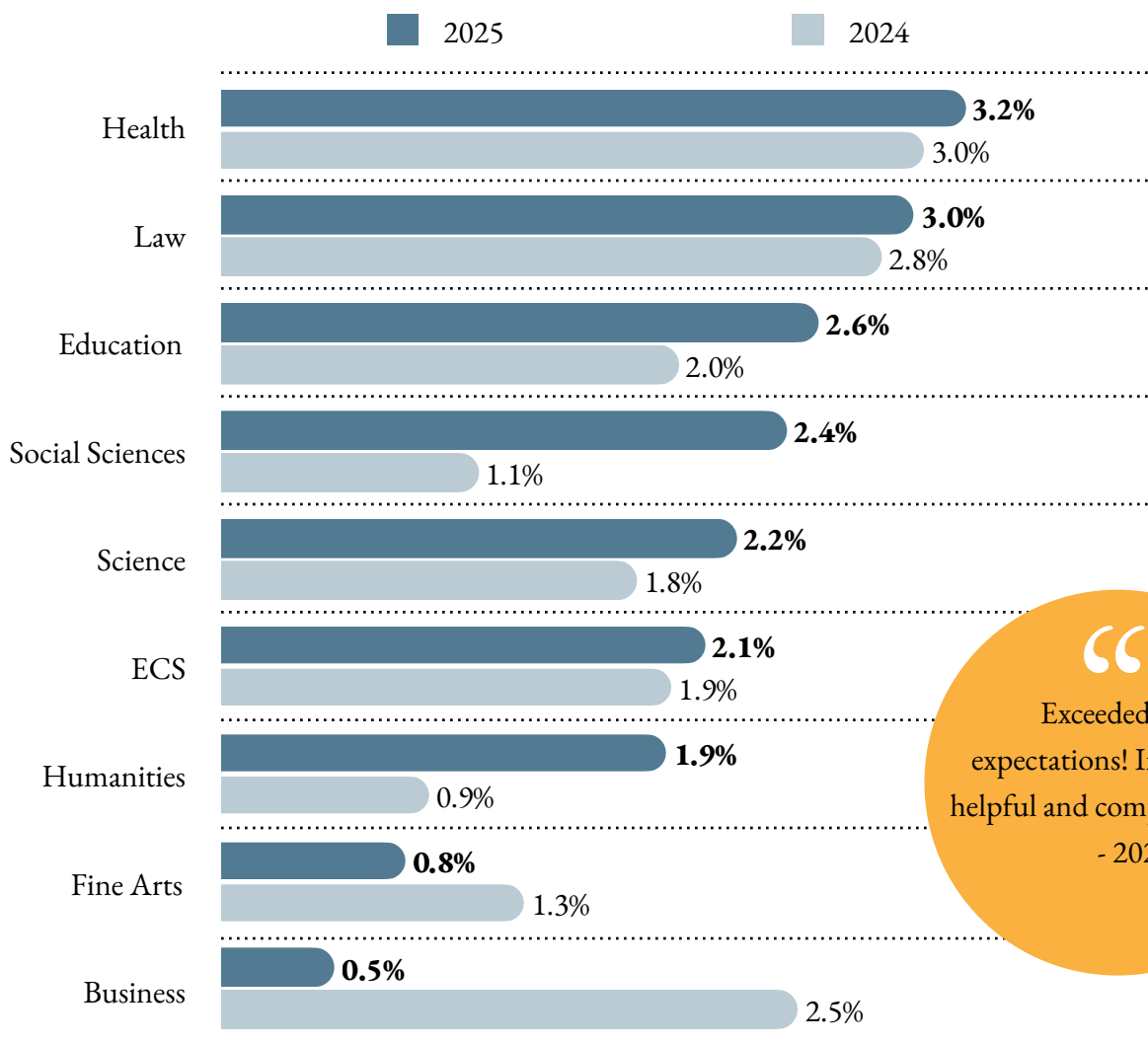


“
Angus did a great job, felt like he wanted to help, and provided me good insights on how to move forward.
- 2025 Student

Faculty or Division Representation

This chart below shows the percentage of students who sought assistance from the Office relative to headcount. The percentage is calculated by dividing the number of students from each Faculty or Division who sought assistance at the Office by the total number of students registered in that Faculty or Division in 2025.

In 2025, approximately 3.2% of students in the Faculty of Health sought assistance from the Office. About 3% of Law students, 2.6% of Education students did the same. The proportions of students seeking assistance from other Faculties and Divisions were each under 2.5%. These numbers are generally consistent with 2024 with exceptions in Social Science and Humanities, both of which rose significantly, and Business which fell by a significant amount.

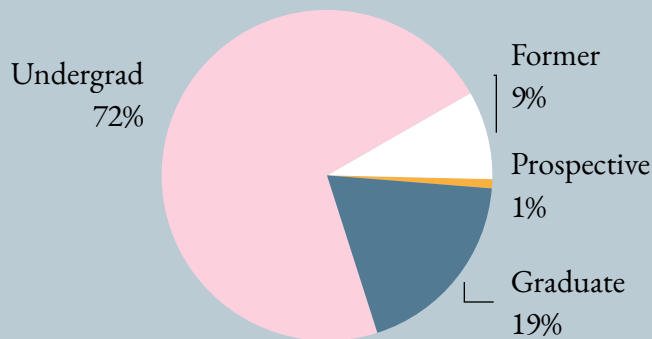


“
Exceeded my
expectations! Incredibly
helpful and compassionate!
- 2025 Student



2025 IN REVIEW: User's Demographics

The Ombudsperson serves all UVic students, former students, persons who have applied to become students, and other members of the University community. The Ombudsperson's advice and intervention, however, is generally confined to student-related issues.

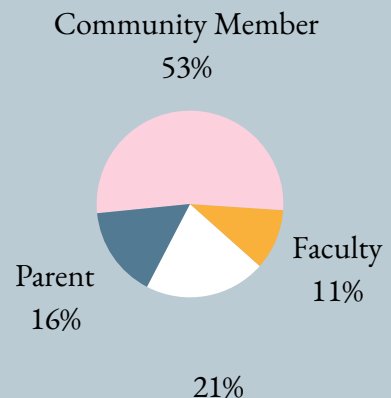


Student Users

In 2025, 90% of the Users were students. Of these student Users, 72% were undergraduate, 19% were graduate, 9% were former, and 1% were prospective.

Non-Student Users

In 2025, approximately 10% of Users were not students. This is in line with previous years. Of the Users who were not students, 16% were parents, 21% were staff, and 11% were faculty. 53% of these Users were other community members with University-related inquiries that did not fit into the other categories.

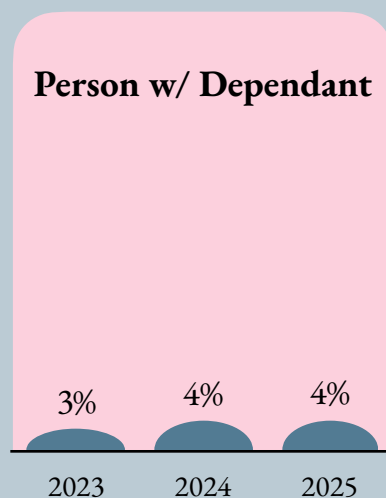
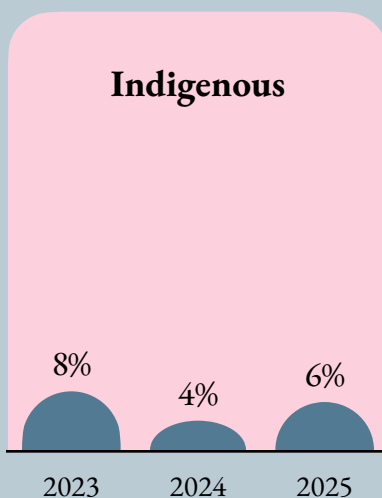
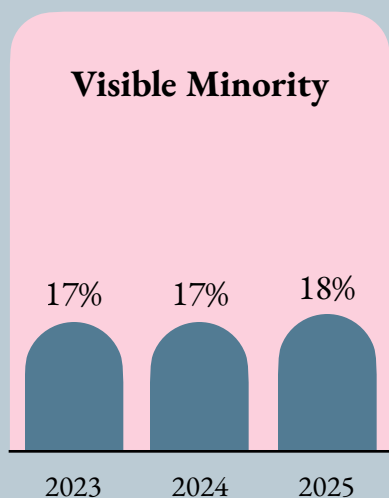
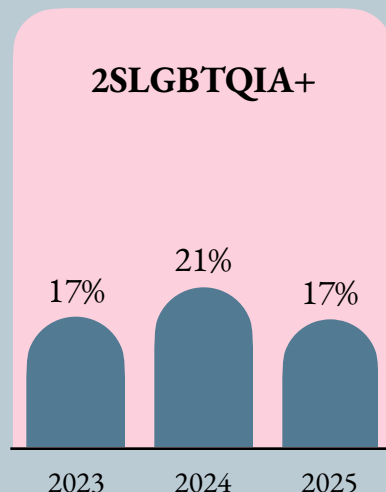
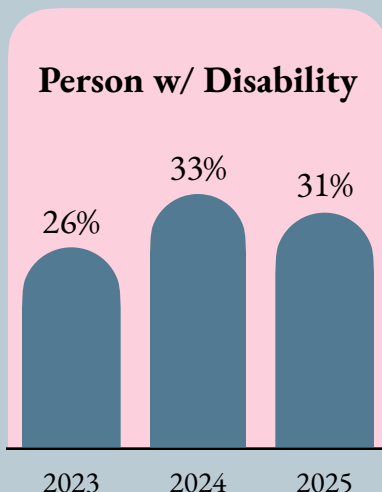
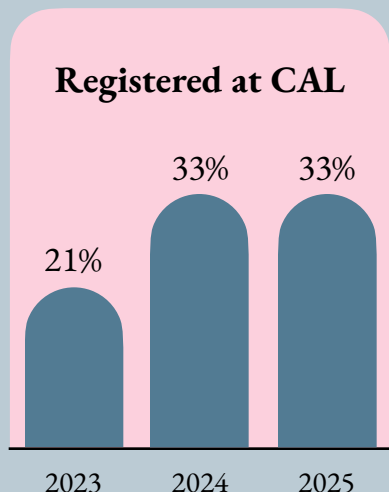


“

Very helpful, felt heard and I had all options laid out and explained thoroughly. Did not feel rushed or minimized!

- 2025 Student

Users are asked optional questions about how they identify. The charts below represent the percentage of students who identified themselves as belonging to each of these groups. Users who did not answer any demographic questions or not included in the calculations.



“

The Ombudsperson was good about creating a welcoming space where I could express my thoughts and feelings and gain valuable insights. This service was greatly appreciated.
- 2025 Student



Recommendations

The Ombudsperson has the unique opportunity to see patterns, identify trends, and hear voices that are otherwise hidden. As part of the Terms of Reference for the Office of the Ombudsperson, the Ombudsperson “may make recommendations for improvement to policies, procedures and practices.” Through the year, many of these recommendations are informal and private between the Office and a decision-maker. However, some recommendations are public and available for the community to review. Below are summaries of the most recent and active public recommendations. You can find a full archive of the Ombudsperson’s public recommendations [here](#).

- In 2023, the Ombudsperson issued the public recommendation **Trial By Surprise: Participation Rights in Misconduct Processes**. This recommendation came from the large amount of similar academic misconduct complaints where students were given few details before they were asked to meet or were rushed into a meeting without enough time or access to supports. In response, the Ombudsperson called on decision-makers to provide this information to students before they were asked to respond.
- In 2023, the Ombudsperson issued the public recommendation **Forced Fit: The Procrustean Urge to Fetter One’s Own Discretion** in response to decision-makers who were failing to consider context and individual circumstances of the students in front of them — in short, taking an inequitable one-size-fits-all approach. The Ombudsperson recommended that practices like this ought to be revised.
- In 2024, the Ombudsperson issued the public recommendation **Artificial Integrity: How AI is Inflaming Unfairness at UVic** in response to an alarming increase in complaints of unfairness in academic integrity processes. The Ombudsperson highlighted several examples of common unfairnesses at UVic: *flipping the burden; suppressing the student’s story; hiding the rationale; working backwards from a hunch; not treating the student as an individual; and unclear or shifting rules*. The Ombudsperson offered recommendations to create a more fair process and templates for decision-makers.

The following are the Ombudsperson’s public recommendations for 2025:



Should I? Justifying Your Choice of Penalty for Academic Misconduct

To: Individuals responsible for assigning penalties under the Academic Integrity policies

Interpretation of the Word “Should”

The word “should” appears several times in UVic’s Academic Integrity policies. In the penalty section, the policy-writers have indicated certain types of misconduct “should” correspond to a certain penalty. For example, the policy indicates that “[s]ingle or multiple instances of inadequate attribution of sources should result in a failing grade for the work.” The meaning of “should” is debated and sometimes misunderstood in this context. Does it mean that a specific penalty must always be imposed? Or does it mean the decision-maker has discretion? Consider the following examples:

You can pay \$100.

You should pay \$100.

Normally, you will pay \$100.

You must pay \$100.

In which of these instances are you required to pay \$100? When is it optional? When simplified through this type of plain example, the meaning becomes clearer: “should” means strong advice or a recommendation, but not an obligation. In the \$100 example, you “should” (or it is recommended that you) pay, but you are not required to do so. This logic applies to the word “should” in UVic’s Academic Integrity policy too. Penalties are recommended, but a decision-maker must still choose which penalty is appropriate. Not engaging in this choice or failing to explain why a certain penalty is appropriate is administratively unfair. “Because I said so” is not enough.

Treating “Should” as “Must” in Academic Integrity Settings

The Academic Integrity policies promise that decision-makers will act fairly and students will receive outcomes that are appropriate to the circumstances. The policies do not promote a one-size-fits-all approach where unintentional or minimal misconduct earns the same penalty as deliberate or severe misconduct.

There is a specific instance where the word “should” becomes particularly contentious: when a decision-maker issues a written reprimand letter to a student who has committed academic misconduct. The policy states that a decision-maker “shall make a

Alongside deciding if cheating happened, you must choose an appropriate penalty. You owe a student an explanation of why you decided the way you did — for both decisions.

determination with respect to the appropriate penalty, in accordance with this policy.” As part of their administrative law obligations, decision-makers must provide reasons for their decisions. The Supreme Court of Canada has stated that administrative decision-makers have a “responsibility to justify to the affected party, in a manner that is transparent and intelligible, the basis on which they arrived at a particular conclusion.” (*Vavilov v. Canada (Minister of Citizenship and Immigration)*, [2019] 4 S.C.R. 653 at para 96.) However, some decision-makers do not do this. They may write something along the lines of: “Following the Academic Integrity policy, you will receive a zero as a penalty,” without providing any further explanation — in short, they misinterpreted the “should” as “must” or did not meet their obligation to provide reasons.

Decision-makers have a “responsibility to justify to the affected party, in a manner that is transparent and intelligible, the basis on which they arrived at a particular conclusion.”

Students, the Ombudsperson, and appeals bodies are left with questions: Is the decision transparent and intelligible? Does it meet the obligations under administrative law? Is it fair?

The Ombudsperson’s conclusion is no. These types of decisions are unfair and ought to warrant an opportunity for the student to appeal and have an appropriate penalty imposed with reasons provided. When this unfairness occurs, students often feel dismayed that their individual circumstances were not considered or that a one-size-fits-all approach was applied. This practice is not in keeping with the spirit of the Academic Integrity Policy, nor with the equity and fairness commitments the University has made to its students. It leads to appeals, wasted resources, and inequitable outcomes.

Recommendations

Understand your duty and when you are required to make a decision. If you have determined that misconduct occurred, you must determine the appropriate penalty, and you must provide written reasons for that decision. Contact the Ombudsperson for a confidential consultation about an individual case or for general discussion. Consider the following:

- Have you collected enough information to properly determine the appropriate penalty?
- Are there reasons to depart from the recommended penalty in the policy?
- Are there particular aggravating or mitigating factors that support a different penalty?
- Have you communicated, in a manner that is transparent and intelligible, the basis on which you arrived at your conclusion?
- Reasons that only justify a decision with “because the policy said so” will likely be appealed and may be overturned. This misstep causes unnecessary stress for the student, uses scant resources inappropriately, and does not discharge your duties as an administrative decision-maker.

2

Enhanced Duty of Clarity: Maintaining Clear Boundaries Between Concessions and Accommodations

To: Individuals responsible for academic concessions decisions

There is recurring confusion at the intersection of academic concessions and academic accommodations, particularly where a student applying for an academic concession, such as a Withdrawal under Extenuating Circumstances (WE), references a disability or accommodation.

A WE is a retroactive academic concession available where a student demonstrates that unexpected and unavoidable circumstances or conflicting responsibilities prevented completion of course requirements. In contrast, academic accommodations are generally forward-looking. They are administered through the Centre for Accessible Learning (CAL) and are designed to ensure equitable access for students with ongoing disabilities or chronic conditions. Providing accommodations is a shared responsibility.

Students may naturally reference their disability or accommodation when applying for a concession. For example, a student may think it is essential to mention their disability, because their experience of an unexpected event may be different or more impactful than if there was no disability present. Not mentioning it may feel dishonest or withholding of essential information. Naturally, the presence of a disability or chronic condition shapes the impact of an event. However, the existence of a chronic condition, absent an unexpected and unavoidable circumstance or conflicting responsibility, does not normally satisfy the concession criteria.

Where these two frameworks are not carefully separated, there is a risk that the concession request is not fully assessed on its own merits.

Why this matters

When disability status is referenced in a concession application, the stakes and fairness implications are heightened. If a concession is denied and the reasoning or procedure suggests (or implies) that the outcome turned on the student's accommodation status — rather than on the neutral application of concession criteria — this creates a risk of perceived differential treatment on a protected ground. Even absent discriminatory intent, insufficiently clear reasoning may expose the institution to risk and undermine confidence in the integrity of the process.

There is an enhanced duty of clarity when a student discloses a disability.

Clear analytical boundaries and articulating reasoning with particular care protects students and the institution. They ensure that students are neither advantaged nor disadvantaged by disclosure of a disability, and that concession decisions remain transparent, defensible, and fair.

Recommendations

The Ombudsperson recommends that academic concession decision-makers:

1. **Confine their analysis to the criteria in the concession regulations and guidelines.** Decision-makers should assess whether the student has demonstrated unexpected and unavoidable circumstances or conflicting responsibilities within the meaning of the concession policy.
2. **Avoid importing accommodation reasoning into concession decisions.** The existence of a disability or accommodation should neither weigh for nor against the student unless it is directly relevant to understanding the impact of the circumstances detailed by the student. For example, a student may claim that there was an unexpected worsening or a “flare-up” that was not covered by their accommodation. These types of circumstances, despite being related to the accommodation, must be analyzed—on their own—against the concession criteria.
3. **Recognize an enhanced duty of clarity where a disability is disclosed.** If a concession is denied, stating simply that the request should be resolved under an academic accommodation does not discharge this duty appropriately. If a student references an accommodation or disability in a concession application, decision-makers ought to:
 - (a) provide clear written reasons demonstrating:
 - (i) how the concession criteria were independently applied to the student’s claims;
 - (ii) how the student’s disclosed disability or chronic condition impacted or did not impact the decision-maker’s analysis; and
 - (b) avoid assumptions or unsupported conclusions about the student’s disability or chronic condition.
4. **Recognize jurisdictional limits and state them transparently.** If recommending that a student consult CAL for prospective support, decision-makers should make clear that this recommendation is separate from the obligation to decide on the concession request before them. Decision-makers also ought to recognize that accommodations are generally forward-looking and there are typically no accommodations available for some common requests such as missed exams or changes to a student’s transcript.



T H A N K Y O U

To end ...

It is with gratitude that I acknowledge the many individuals who allowed this report to come into being and for the Office to fulfill its mission in 2025.

I am thankful to the dedicated members of the Ombudsperson Advisory Committee, the Office's funders (UVic, the UVSS, and the GSS), and the many individuals who strive to make the campus a more fair place for all.

Looking forward, the Office is well poised to advocate for fairness at UVic into 2026 and beyond. Any comments, feedback, or collaborations are welcome.

Sincerely yours,

Angus Shaw, BA, JD (he/him)
Ombudsperson for the University of Victoria
uvicombudsperson.ca
ombudsperson@uvic.ca
(250)721-8357

SENATE



SENATE COMMITTEE ON APPEALS

To: Senate
From: Senate Committee on Appeals
Date: April 22, 2026
Subject: 2025/2026 Annual Report

The [Terms of Reference and Procedural Guidelines for the Senate Committee on Appeals](#) require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2025/2026 academic year.

APPEALS RECEIVED

The Senate Committee on Appeals (the “Committee”) received 7 appeals in 2025/2026.

Non-Academic Misconduct Appeals:

The Committee received no non-academic misconduct appeals in 2025/2026.

New Academic Appeals

The Committee received 7 academic appeals in 2025/2026. Below is a brief description of each of these appeals:

1. An appeal involving a violation of the Policy on Academic Integrity. The appeal was dismissed. Final written reasons will be issued to the parties.
 2. An appeal involving a violation of the Policy on Academic Integrity, and a denial of a student’s request for an Academic Concession, Withdrawal under Extenuating Circumstance (WE). This appeal is ongoing.
 3. An appeal involving the denial of a student’s request for an Academic Concession, Withdrawal under Extenuating Circumstances (WE). This appeal was allowed. Final written reasons will be issued to the parties.
 4. An appeal involving the student being required to withdraw from the Faculty of Law. This appeal is ongoing.
 5. An appeal involving the denial of a student’s request for Academic Concession, Withdrawal under Extenuating Circumstances (WE). This appeal is ongoing.
 6. An appeal involving a 2nd violation of the Policy on Academic Integrity. This appeal is ongoing.
-

7. An appeal involving the denial of a student's request for Academic Concession, Withdrawal under Extenuating Circumstances (WE). This appeal is ongoing,

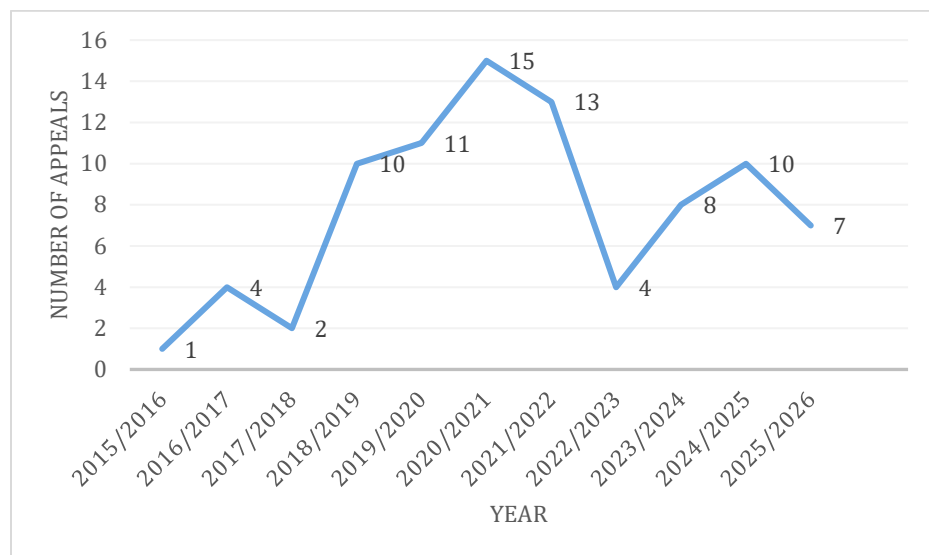
UPDATE ON PREVIOUS APPEALS

Over the course of 2025/2026, the Committee continued to work on a number of appeals that were previously reported on.

1. An appeal involving the [denial of a student's request for Academic Concession](#), backdated withdrawal request. The Appellant pursued a review of their academic accommodation through the policy on Academic Accommodations and Students with Disabilities (AC1205). The appeal was allowed.
2. An appeal involving a student who was required to withdraw from the Faculty of Human and Social Development. This appeal is ongoing. Final written reasons will be issued to the parties.
3. An appeal involving a violation of the Policy on Academic Integrity. This appeal was dismissed. Final written reasons will be issued to the parties.
4. An appeal involving a decision to deny the student's admission to the Faculty of Law. This appeal was dismissed. Final written reasons will be issued to the parties.
5. An appeal involving a violation to the Policy on Academic Integrity. This appeal was dismissed.

APPEALS TRACKING

Below is a chart showing the number of appeals filed in the past 11 years.



CONCLUSION

Thank-you to all members of the Senate Committee on Appeals. The work of this Committee is very important to the just operation of the university and your contributions are greatly appreciated.

Respectfully submitted,

2025/2026 Senate Committee on Appeals

Geoff Loomer (co-Chair), Faculty of Law

Janna Promislow (co-Chair), Faculty of Law

Carmen Alatorre, Faculty of Fine Arts

Michael Caryk, Student Senator

Jane Gair, Faculty of Health

Emily Goodman, Student Senator

Elisabeth Gugl, Faculty of Social Sciences

Daniil Filipovich, Student Senator

Leslee Francis Pelton, Faculty of Education

Mark Laidlaw, Faculty of Science

Maggie Lawton, GSS representative

Deborah Sharpe, Student Senator

Stuart Snaith, Peter B. Gustavson School of Business

Jill Walshaw, Faculty of Humanities

Lina Zhou, Faculty of Engineering

Ada Saab (Secretary), Associate University Secretary

SENATE



SENATE COMMITTEE ON LEARNING AND TEACHING

To: Senate
From: Senate Committee on Learning and Teaching
Date: March 25, 2026
Re: 2025/2026 Annual Report

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

The Senate Committee on Learning and Teaching met five times in 2025/2026; September 9, 2025, November 4, 2025, January 13, 2026, February 24, 2026, and March 24, 2026. An additional meeting is being scheduled for May 2026.

Over the year, the committee considered the following:

Universal Extended Time

At its September meeting, the committee reviewed a proposal referred by the Senate Committee on Agenda and Governance on the amendment of the Academic Accommodation Policy (AC1205) related to the use of Universal Extended Time (UET) for assessments at the university.

At its November, January and February meetings, the committee welcomed several guests to support its ongoing discussion on UET.

At its March meeting, the committee developed their response to the proposal for Senate. Another meeting is scheduled for May.

Equity, Diversity and Inclusion Training

At its November meeting, representatives from the Office of the Equity and Human Rights, presented "Equity Lens ABCs in Decision Making Processes." The presentation addressed the university's equity statement, distinctions between equity and equality, and provided an overview of the purpose and application of equity lens ABCs, including practical tools for teams.

Annual Report on Learning and Teaching Innovation

At its January meeting, the committee received an update from the Executive Director, Learning and Teaching, on activities and accomplishments over the previous year.

Course Delivery Modes for 2025/2026

At its March meeting, Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs, presented the 2025/2026 annual report on course delivery modes. Senate received the report for information at its April meeting.

Respectfully submitted,

2025/2026 YEAR Senate Committee on Learning and Teaching

Li-Shih Huang (Chair), Faculty of Graduate Studies

Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

Miranda Angus, Division of Continuing Studies

Tina Bebbington, Library Reference Services

Shailoo Bedi, Division of Learning and Teaching Support and Innovation

Erin Campbell, Faculty of Fine Arts

Daniela Constantinescu, Faculty of Engineering and Computer Science

Semyon Drozdetsckii, GSS Representative

Griffin Foster, UVSS Representative

Andrea Giles, Cooperative Education and Career Services

Emily Huynh, President's nominee

May Kong, Student Senator

Linnea Leist, Alumni Association

Wency Lum, Associate Vice-President Systems and Chief Information Officer

Courtney Lundrigan, University Librarian's designate

Anastasia Mallidou, Faculty of Health

Lynne Marks, Faculty of Humanities

Travis Martin, Faculty of Science

Mackenzie McNiven, Student Senator

Todd Milford, Faculty of Education

April Nowell, Faculty of Social Sciences

Tim Richards, Faculty of Law

Brock Smith, Peter B. Gustavson School of Business

Victoria Wyatt, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

SENATE



SENATE COMMITTEE ON LIBRARIES

To: Senate
From: Senate Committee on Libraries
Date: April 15, 2026
Re: 2025/2026 Annual Report

The [Terms of Reference for the Senate Committee on Libraries](#) define its scope and relationship with Senate and other Senate committees. Annually in May, the committee presents a report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Libraries met 4 times in during 2025/2026:

- September 24, 2025
- November 26, 2025
- January 21, 2026
- March 25, 2026

Another meeting is scheduled for May 13, 2026.

Throughout the 2025/2026 year, the committee undertook the following:

- Dr. Adrienne Boyarin chaired the September 2025 meeting. Professor Robert Howell assumed the chair from November 2025 for the remainder of the academic year.
- Jonathan Bengtson, University Librarian and Karen Munro, Associate University Librarian, Engagement and Learning, provided the committee with comprehensive updates on developments and events within the library system. Highlights included:
 - Artificial Intelligence and research
 - Communications issues
 - Capital proposals and developments
 - Space planning
 - Planning for hosting by UVic Libraries of Pacific Rim Resource Library Alliance (PRRLA) in Fall 2026
 - The zero-cost textbook program which saved students \$695,000 in Fall 2025 and an estimated \$3 million since the program launched
 - APC waivers for researchers
 - Activities concerning the Digital Scholarship Commons

- The unfortunate flooding in December 2025 of areas within McPherson Library and consequential renovations in Spring 2026
- Detailed presentations and discussions included:
 - UVic Libraries' launch of our Kula: Library Futures Academy, a library-based institute of advanced studies, and a cross-disciplinary space for creative scholarship and innovative ideas and collaboration especially concerning new technologies, methods and research practices. The role of the academic library is central in the facilitation of these perspectives as well as the identifying and enhancing of positive impacts upon human culture and society. The 2024-2026 series focused on human rights, cultural heritage and the role of an academic library in the 21st century of preserving and making accessible, in an ethical way, cultural heritage information and data. Dr. Matt Huculak is the Director of Kula: Library Futures Academy and made the presentation to the committee.
 - UVic Libraries' focus on Research Data Skills was presented by Nick Rochlin, Data Science Librarian, who acquainted the committee with the initiatives being undertaken in this context of science-based data. Other initiatives included the creation of an Indigenous Hub to consolidate resources that are scattered across units and institutions; redesigning the University Libraries website to amplify the content and to make resources more accessible; and continuing to add new resources and to facilitate access.
 - On a later occasion, UVic's Indigenous Initiatives Librarian, Jessie Lampreau, provided further matters concerning the Indigenous Hub. An emphasis has been placed on local Indigenous content and "hard to find" materials followed consultation with faculty and library stakeholders. Similarly, the need for inclusion of Indigenous research methodology for teaching and research continues to be a point of focus.
 - Generative artificial intelligence (Gen AI) workshops, programs and resources were presented by Karen Munro. A particular focus was a Faculty Forum held in November 2025. Topics examined how AI is transforming higher education, reimagining epistemology and the origins of knowledge, ethical concerns, access barriers and methodologies. In all these contexts UVic Libraries has an important role in providing trusted advice, training and infrastructural support to ensure AI literacy. There is a need to coordinate with the AI section of the Kula Academy (above) as well as to provide guidelines for citation of AI sources.
 - UVic Libraries, Dean Seeman, Director, Collections & Digital Infrastructure, updated the committee on the ongoing "comprehensive deselection" of physical items in the collection. This process is to ensure continued relevance of

the collection and to create needed space for future priorities. The process involves a systematic review of items with the guiding question:

“What is UVic Libraries physical collection for, and how does it fit into the global cultural heritage network.”

Special Collections and University Archives materials are not included in this review. Items prioritized for retention will be of recent circulation, purchase or publication and items not widely held elsewhere, items required for shared print initiatives, items of local significance or relevance to diverse and underrepresented communities. Deselection will focus on items of low or limited circulation, multiple copies or materials with online equivalents and superseded editions.

- Dr. Inba Kehoe, Head, Copyright and Scholarly Communications in UVic Libraries provided the committee with a comprehensive review and update of the ORCID (Open Researcher and Contributor ID) and Narrative CVs. ORCID provides a single location that enables scholars to upload and share scholarly work throughout all of a scholar’s professional life. Participants receive a dedicated marker to avoid mistaken identity. Individual CVs may also be uploaded.

Overall, the committee has enjoyed a productive and informative year.

Respectfully submitted,

2025/2026 Senate Committee on Libraries

Robert Howell (Acting Chair), Faculty of Law

Adrienne Boyarin (Chair), Faculty of Humanities

Jonathan Bengtson, University Librarian

Danielle Geller, Faculty of Fine Arts

Matt Huculak, Libraries, Systems Services

Shahira Khair, Associate University Librarian

Artem Kuklev, Student Senator

Bernardo Leite, GSS Representative

Wency Lum, Associate Vice-President Systems and CIO

Martha McGinnis, Faculty of Graduate Studies

Ry Moran, Associate University Librarian

Karen Munro, Associate University Librarian

Sudhir Nair, Peter B. Gustavson School of Business

Tatiana Qaqish, Division of Continuing Studies

Victor Ramraj, Representative of Council of Centre Directors

Brian Thom, Faculty of Social Sciences

Andrew Weaver, Faculty of Science

Lina Zhou, Faculty of Engineering and Computer Science

Kaelan Smith (Secretary), University Librarian’s Office

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: April 22, 2026
Re: 2025/2026 Annual Report

The [Terms of Reference for the Senate Committee on Planning](#) define its scope and relationship with Senate and other Senate Committees. Annually in May, the committee presents a report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Planning met seven times during 2025/2026 and is scheduled to meet on May 6, 2026.

- September 10, 2025
- October 8, 2025
- November 5, 2025
- December 3, 2025
- January 14, 2026
- February 4, 2026
- March 4, 2026

Throughout the 2025/2026 academic year, the committee undertook the following:

Recommendations to Senate and the Board of Governors

Proposal to extend the Approved Centre Status for the Centre for Indigenous Research and Community Engagement

At its April 2, 2025 meeting, the committee reviewed the proposal to grant a 12-month conditional continuation of the Approved Centre Status for the Centre for Indigenous Research and Community Engagement (CIRCLE) for the period June 11, 2025 - June 30, 2026. The proposal was approved by Senate at the May 2, 2025 meeting.

Proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems (IESVic)

At its April 2, 2025 meeting, the committee reviewed the proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for an 18-month period, October 1, 2025 - March 31, 2027. The proposal was approved by Senate at the May 2, 2025 meeting.



Proposal to establish a Bachelor of Engineering in Biomedical Engineering and Management

At its April 2, 2025 meeting, the committee reviewed the proposal to establish a Bachelor of Engineering in Biomedical Engineering and Management. The proposal was approved by Senate at the May 2, 2025 meeting, and by the Board of Governors at the May 27, 2025 meeting.

Proposal to establish a Non-credit Certificate program in Data Analytics

At its April 2, 2025 meeting, the committee reviewed the proposal to establish a non-credit certificate program in Data Analytics. The proposal was approved by Senate at the May 2, 2025 meeting, and by the Board of Governors at the May 27, 2025 meeting.

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

At its May 7, 2025 meeting, the committee reviewed the proposal to discontinue the Non-credit Professional Specialization Certificate in Population Health Data Analysis. The proposal was approved by Senate at the October 3, 2025 meeting, and by the Board of Governors at the November 25, 2025 meeting.

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

At its October 8, 2025 meeting, the committee reviewed the proposal to establish an Engineering and Computer Science (ECS) LaunchPad program. The proposal was approved by Senate at the November 7, 2025 meeting, and by the Board of Governors at the November 25, 2025 meeting.

Proposal to discontinue the Jointly Supervised Individual PhD (JSIP) program

At its October 8, 2025 meeting, the committee reviewed the proposal to discontinue the Jointly Supervised Individual PhD program. The proposal was approved by Senate at the November 7, 2025 meeting, and by the Board of Governors at the November 25, 2025 meeting.

Proposed changes to the Counselling Psychology graduate program

At its November 5, 2025 meeting, the committee reviewed the proposed changes to the Counselling Psychology graduate program. The proposal was approved by Senate at the December 5, 2025 meeting.

Proposal to establish a Non-credit Certificate in Gerontology

At its November 5, 2025 meeting, the committee reviewed the proposal to establish a Non-credit Certificate in Gerontology. The proposal was approved by Senate at the December 5, 2025 meeting, and by the Board of Governors at the February 3, 2026 meeting.

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

At its November 5, 2025 meeting, the committee reviewed the proposal to change the name of the Department of Biochemistry and Microbiology to the School of Molecular Life Sciences. The proposal was approved by Senate at the December 5, 2025 meeting, and by the Board of Governors at the February 3, 2026 meeting.

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

At its November 5, 2025 meeting, the committee reviewed the proposal to establish a Bachelor of Science degree in Molecular Life Sciences. The proposal was approved by Senate at the December 5, 2025 meeting, and by the Board of Governors at the February 3, 2026 meeting.

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

At its November 5, 2025 meeting, the committee reviewed the proposal to discontinue the Bachelor of Science programs in Biochemistry and Microbiology. The proposal was approved by Senate at the December 5, 2025 meeting, and by the Board of Governors at the February 3, 2026 meeting.

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

At its November 5, 2025 meeting, the committee reviewed the proposal to offer UVic's Master of Management degree in Bangkok, Thailand in partnership with Siam University. The proposal was approved by Senate at the December 5, 2025 meeting, and by the Board of Governors at a special meeting held on February 20, 2026.

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

At its November 5, 2025 meeting, the committee reviewed the proposal to offer UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore in partnership with PSB Academy. The proposal was approved by Senate at the December 5, 2025 meeting, and by the Board of Governors at the March 31, 2026 meeting.

Proposal to establish a Non-credit Certificate in Trade and Construction Management

At its meeting on December 3, 2025, the committee reviewed the proposal to establish a Non-credit Certificate in Trade and Construction Management. The proposal was approved by Senate at the January 9, 2026 meeting, and by the Board of Governors at the February 3, 2026 meeting.

Proposal to establish a Master of Community Planning (MCP) program

At its meeting on December 3, 2025, the committee reviewed the proposal to establish a Master of Community Planning (MCP) program. The proposal was approved by Senate at the January 9, 2026 meeting, and by the Board of Governors at the February 3, 2026 meeting.

Proposal to establish a Minor, General, and Major program in Media Studies (MDIA)

At its meeting on December 3, 2025, the committee reviewed the proposal to establish a Minor, General, and Major program in Media Studies (MDIA). The proposal was approved by Senate at the January 9, 2026 meeting, and by the Board of Governors at the February 3, 2026 meeting.

Proposal to discontinue the Bachelor of Science in Nursing Post-Diploma program (PDP)

At its meeting on February 4, 2026, the committee reviewed the proposal to discontinue the Bachelor of Science in Nursing Post-Diploma program (PDP). The proposal was approved by Senate at the March 6, 2026 meeting, and by the Board of Governors at the March 31, 2026 meeting.

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

At its meeting on February 4, 2026, the committee reviewed the proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory. The proposal was approved by Senate at the March 6, 2026 meeting, and by the Board of Governors at the March 31, 2026 meeting.

Proposed changes to the Master of Arts in Community Development

At its meeting on February 4, 2026, the committee reviewed the proposed changes to the Master of Arts in Community Development. The proposal was approved by Senate at the March 6, 2026 meeting.

Proposed changes to the Master in Management program

At its meeting on February 4, 2026, the committee reviewed the proposed changes to the Master in Management program. The proposal was approved by Senate at the March 6, 2026 meeting.

Proposed changes to the Business Minor program

At its meeting on February 4, 2026, the committee reviewed the proposed changes to the Business Minor program. The proposal was approved by Senate at the March 6, 2026 meeting.

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

At its meeting on February 4, 2026, the committee reviewed the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL). The proposal was approved by Senate at the March 6, 2026 meeting, and by the Board of Governors at the March 31, 2026 meeting.

Proposed changes to the Master of Engineering-Biomedical Systems

At its meeting on February 4, 2026, the committee reviewed the proposed changes to the Master of Engineering-Biomedical Systems. The proposal was approved by Senate at the March 6, 2026 meeting, and by the Board of Governors at the March 31, 2026 meeting.

Proposed changes to the Major and Honours programs in Art History and Visual Studies

At its meeting on March 4, 2026, the committee reviewed the proposed changes to the Major and Honours programs in Art History and Visual Studies. The proposal was approved by Senate at the April 10, 2026 meeting.

SCP will Consider the Following Proposals at its Meeting on May 6, 2026

Proposal to discontinue the Non-credit Certificate in General Studies

At its meeting on May 6, 2026, the committee will review the proposal to discontinue the Non-credit Certificate in General Studies.

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

At its meeting on May 6, 2026, the committee will review the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI).

Micro-certificates Approved

Proposal to establish a Micro-certificate in Applied Data Science: Machine Learning Fundamentals (CADS-MLF)

At its meeting on January 14, 2026, the committee reviewed and approved the proposal to establish a Micro-certificate in Applied Data Science: Machine Learning Fundamentals (CADS-MLF).

Proposal to establish a Micro-certificate in Applied Data Science: Data Analysis and Management (CADS-DAM)

At its meeting on January 14, 2026, the committee reviewed and approved the proposal to establish a Micro-certificate in Applied Data Science: Data Analysis and Management (CADS-DAMS).

Proposal to establish a Micro-certificate in Teaching French Immersion

At its meeting on January 14, 2026, the committee reviewed and approved the proposal to establish a Micro-certificate in Teaching French Immersion.

Program Proposals Submitted to the Ministry of Post-Secondary Education and Future Skills for Review and Approval

Proposal to establish a Master of Community Planning (MCP) program

On February 4, 2026, the proposal to establish a Master of Community Planning program was submitted to the Ministry of Post-Secondary Education and Future Skills for review and approval. At the time of this report, final approval had not been received.

Proposal to establish a Bachelor of Science in Molecular Life Sciences

On February 4, 2026, the proposal to establish a Bachelor of Science in Molecular Life Sciences was submitted to the Ministry of Post-Secondary Education and Future Skills for review and approval. At the time of this report, final approval had not been received.

Proposal to establish a Bachelor of Arts (Major, General, Minor) in Media Studies

On February 5, 2026, the proposal to establish a Bachelor of Arts (Major, General, Minor) in Media Studies was submitted to the Ministry of Post-Secondary Education and Future Skills for review and approval. At the time of this report, final approval had not been received.

Full Program Proposals Status Report

Proposal to establish a Master of Engineering in Aerospace Systems Engineering

On February 26, 2025, the proposal to establish a Master of Engineering in Aerospace Systems Engineering degree was submitted to the Ministry of Post-Secondary Education and Future Skills for review and approval. On April 30, 2025, the University of Victoria was granted approval to offer the degree under section 48(2) of the *University Act*.

Proposal to establish a Doctor of Engineering in Engineering Applications and Practice

On February 26, 2025, the proposal to establish a Doctor of Engineering in Engineering Applications and Practice was submitted to the Ministry of Post-Secondary Education and Future Skills for review and approval. On May 13, 2025, the University of Victoria was granted approval to offer the degree under section 48(2) of the *University Act*.

Proposal to establish a Bachelor of Engineering – Biomedical Engineering and Management

On May 29, 2025, the proposal to establish a Bachelor of Engineering - Biomedical Engineering and Management was submitted to the Ministry of Post-Secondary Education and Future Skills for review and approval. On September 29, 2025, the University of Victoria was granted approval to offer the degree under section 48(2) of the *University Act*.

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities

Stuart Snaith, President's nominee

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

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

SENATE



SENATE COMMITTEE ON UNIVERSITY BUDGET

To: Senate
From: Senate Committee on University Budget
Date: April 22, 2026
Re: 2025/2026 Annual Report

The [Terms of Reference for the Senate Committee on University Budget](#) define its scope and relationship with Senate, the President and senior administrators. Each spring, the committee presents an annual report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on University Budget met four times in during 2025/2026: September 12, 2025, October 1, 2025, January 30, 2026 and March 27, 2026. Throughout the the integrated planning and budget planning process, the committee worked with the President and with representatives from the Offices of the Vice-President Academic & Provost and Vice-President Finance and Operations.

At the September meeting, representatives from the Offices of the Vice-President Academic & Provost, and the Vice-President Finance and Operations provided an overview of the 2025/26 Budget Expenditure Allocation Report. This report was included in the [September 23, 2025 Open Board meeting docket](#). Committee members also received an update on the budget model process and the committee's role within it. In addition, the Associate Vice-President Academic Resource Planning, provided an overview of the academic resource planning cycle.

At this meeting, the committee passed a motion designating all meetings for 2025/2026 as closed and confidential, and all materials submitted to the committee during this period as closed and confidential unless explicitly submitted as open documents.

At the October meeting, representatives from the Offices of the Vice-President Academic & Provost, and the Vice-President Finance and Operations provided further updates and engaged in discussion with committee members regarding the budget model process.

At the January meeting, representatives from the Offices of the Vice-President Academic & Provost, and the Vice-President Finance and Operations updated the committee on enrolment scenarios and the budget model approach for 2026/27, held a preliminary discussion of the planning and budget framework, and provided an update on the budget model review. Committee members also received an update on the BC Public Post-Secondary Education Sector Review.



At the March meeting, the committee received presentations on the 2026/2027 to 2028/2029 Planning and Budget Framework. Members from Offices of the Vice-President Academic & Provost and the Vice-President Finance and Operations reviewed the strategies and priorities outlined in the framework, including sources of revenue, expenditures, fee increases, and priority investments.

Respectfully submitted,

2025/2026 Senate Committee on University Budget

David Scoones (Chair), Faculty of Social Sciences

Qianqian Du, Peter B. Gustavson School of Business

Chris Eagle, Faculty of Science

Loren Gaudet, Faculty of Humanities

Catherine Harding, Faculty of Fine Arts

Logan Hudson, Student Senator

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science

Robina Thomas, Acting President and Vice-Chancellor

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



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MEMO

To: Members of Senate

From: Dr. Lisa Kalynchuk, Vice President Research and Innovation
Dr. Fraser Hof, Associate Vice President Research

Date: April 16, 2026

Re: **Annual Report on UVic-Approved Research Centres**

UVic is home to 13 Research Centres approved under Policy RH8300. We are writing to report to Senate on the Centres' performance as well as provide an update on Centre governance and Policy revisions. Rather than report out on each Centre individually, this summary report provides selected highlights from different Centres across four thematic areas: Community Impact and Public Engagement, Funding Success, Recognition, and Partnerships.

Over the last year, UVic's Research Centres had notable successes in public health, climate policy, and international media coverage of major astronomical discoveries, and have secured significant provincial and federal grants. UVic researchers were awarded national and international accolades, including King Charles III Coronation Medals and Breakthrough Prizes. The activities and accomplishments of our Research Centres continue to further UVic's evolution as a global hub for impact and partnerships, enabling the growth of community-led initiatives and ongoing international collaboration.

The 2025-26 annual report on Research Centres also details several key leadership changes that took effect in early 2026, and the planned revitalization of the Centre for Indigenous Research and Community-Led Engagement (CIRCLE), which has been on hiatus since 2024.

The full report is appended here (Attachment A), along with an overview and description of current Research Centres (Attachment B).

Attachment A. University of Victoria Research Centre Highlights 2025-2026

Policy and Governance Update

In February 2026, the Board of Governors approved revisions to the Policy for Establishment, Review, and Closure of Research Centres (RH8300), following the Senate's approval in January 2026. The revisions include many improvements in governance, clarity of scope, and processes for external reviews, annual goal setting, and reporting. Among the key changes introduced in the revised policy is a streamlined annual reporting mechanism that consolidates five previously separate reporting requirements into a single, standardized annual report. More comprehensive and systematic reporting aligned with the new Policy framework will be provided beginning in the 2026-27 cycle. The following summary report for 2025-26 provides selected highlights from several Centres across four thematic areas: Community Impact and Public Engagement, Funding Success, Recognition, and Partnerships.

Research Achievements and Impacts

UVic currently hosts 13 Research Centres that vary widely in size, scope, and area of research, but that all serve the common purpose of maximizing research impact through coordination of efforts. In 2025-26, UVic's Research Centres demonstrated strong community engagement, including public lectures, policy discussions, and media outreach, positioning UVic as a leader in multiple fields. Research Centres have secured significant funding, with millions in grants supporting infrastructure, collaborative projects, and student research. Several Research Centre faculty affiliates have won prestigious awards, highlighting international recognition and leadership in research excellence. Finally, new and evolving partnerships with government, industry, and international institutions are strengthening UVic's research impact and outreach efforts.

1. Community Impacts

UVic's Research Centres play a pivotal role in fostering community engagement, policy influence, and global research leadership, strengthening both local impact and international collaborations.

- **Canadian Institute for Substance Use Research (CISUR):** The KnowAlcohol.ca app and health calculator, developed to support Canada's Guidance on Alcohol and Health, recorded approximately 400,000 site visits in the past year. Approximately one third of all CISUR publications have been cited in government policy documents.
- **Astronomy Research Centre (ARC):** PhD candidate Jess Speedie's study, published in *Nature*, provided the first definitive evidence for the gravitational instability pathway to giant planet formation — generating major international media coverage. A second ARC team used the James Webb Space Telescope to capture an unprecedented view of planet formation in action.
- **Pacific Institute for Climate Solutions (PICS):** PICS launched the award-winning podcast *A Radical Act of Hope* with Inuk climate advocate and Nobel Peace Prize nominee Siila Watt-Cloutier and released the *CleanBC Insights Series* — eight policy papers designed to inform BC climate policy.
- **Centre for Asia-Pacific Initiatives (CAPI):** CAPI Director Victor Ramraj was interviewed on CTV News regarding Prime Minister Carney's first official visit to Asia, reflecting CAPI's profile as a leading voice on Canadian–Asia Pacific policy engagement at a moment of heightened national interest in the Indo-Pacific.

Significance. *From a UVic PhD candidate's *Nature* publication generating international headlines, to policy-shaping alcohol health tools recording 400,000 site visits, to an award-winning podcast with a Nobel Peace Prize nominee, UVic's Research Centres are translating rigorous scholarship into real-world*

impact. Their reach extends from local communities and national policy to the front pages of global science coverage.

2. Major Funding Success

UVic Research Centres continue to attract significant external funding, reinforcing the university's position as a leader in research and innovation across multiple disciplines.

- **Centre for Advanced Materials and Related Technology (CAMTEC):** Awarded \$2.95M from the CFI Innovation Fund for instruments enabling advances in sustainable energy, clean materials, medical imaging, quantum computing, and additive manufacturing.
- **Centre for Global Studies (CFGS):** Hosts the \$2.5M, seven-year SSHRC Partnership Grant-funded Balance Co-Lab, supporting Indigenous self-determination and community well-being across nine Indigenous Nations and 24 university-based researchers from five institutions.
- **Centre for Studies in Religion and Society (CSRS):** A new collaboration with the Climate Disaster Project resulted in a \$2.5M SSHRC Partnership Grant for cross-disciplinary research at the intersection of religion, society, and climate.
- **CAPi:** One of six Canadian universities receiving funding from The Queen Elizabeth Scholars internship and fellowship program. CAPi also secured a 2025 APF Canada-Asia Joint Research Grant to co-organize the Paro Forum in Bhutan, strengthening its footprint in Indo-Pacific climate and legal research partnerships.

***Significance.** With over \$8M in new external funding secured in just these four highlights—spanning natural sciences, social sciences, and humanities—UVic's Research Centres are attracting the resources needed to address complex, cross-disciplinary challenges. These grants support everything from quantum computing infrastructure to Indigenous-led fisheries governance, reflecting the breadth and depth of UVic's research enterprise.*

3. Awards

Research excellence at UVic continues to be recognized through prestigious national and international awards.

- **CAMTEC:** Three affiliated researchers were recognized in UVic's 2025 REACH Awards: Dr. Dennis Hore (Research Impact Award), Dr. Magdalena Bazalova-Carter (Silver Medal for Research Excellence), and Dr. Heather Buckley (Excellence in Grad Supervision and Provost's EDI Award).
- **CISUR:** Three scientists received King Charles III Coronation Medals; one was named among STAT News's top 50 most influential scientists in the US. CISUR ranks above the 80th percentile worldwide in field-weighted citation impact across all 10 of its top research areas.
- **ARC:** Dr. Ruobing Dong was recognized by the Royal Society of Canada. ARC members shared in the 2025 Breakthrough Prize awarded to global CERN teams for expanding the frontiers of particle physics.

***Significance.** Spanning UVic's REACH Awards, royal honours, Royal Society of Canada recognition, and a share in the Breakthrough Prize, these accolades reflect both the range and the calibre of research being conducted across UVic's Centres. Individual recognition of this kind strengthens UVic's ability to recruit and retain exceptional researchers and reinforces the university's reputation as a destination for world-class scholarship.*



4. Partnerships

UVic Research Centres continue to strengthen global, national, community and industry partnerships, expanding their impact through collaborations that enhance research, education, and policy development. These strategic alliances foster the university's long-term relationships with academic, government, and other partners.

- **ARC – Canadian SKA Regional Data Centre:** ARC serves as host of the Canadian SKA Regional Data Centre (CanSRC), in partnership with the National Research Council and the Digital Research Alliance of Canada, as part of Canada's \$269.3M investment in the Square Kilometre Array (SKA) Observatory — positioning UVic as the Canadian hub for one of the largest radio astronomy projects in history.
- **CFGS – Balance Co-Lab:** Building research partnerships on food security, fisheries governance, and Indigenous-led impact assessment with nine Indigenous Nations (including Nuuchahnulth Nations through the Ha'oom Fisheries Society). The inaugural Balance Co-Lab Symposium (June 2025) brought together hereditary Chiefs, Elders, researchers, and community members.
- **IESVic:** Developing community-facing partnerships through the ACET initiative and expanding the Pacific Regional Institute for Marine Energy Discovery (PRIMED), with buoy deployments near Tofino and ongoing international collaboration with IASA on large-scale energy-economy-policy modelling.
- **Institute on Aging and Lifelong Health (IALH):** Launched a Smart Aging Workshop series with Tohoku University in Japan and is developing a new partnership with Berwick Retirement Communities to facilitate health research across seven residences on Vancouver Island.

Significance. Whether hosting Canada's hub for the Square Kilometre Array Observatory, co-building research with nine Indigenous Nations, deploying wave energy buoys near Tofino, or launching a Smart Aging Workshop series with Tohoku University, UVic's Research Centres are forging partnerships that are substantive, reciprocal, and enduring. These collaborations extend UVic's reach while grounding its research in the priorities of the communities and institutions it serves.

Looking Forward

Our Research Centres continue to evolve and grow their activities under strong leadership. The Centre for Global Studies welcomed Dr. Cynthia Milton as its new Director on January 1, 2026, following Dr. Oliver Schmidtke's many years of leadership. Dr. Bryson Robertson joined UVic on January 1, 2026 from Oregon State University and the Pacific Marine Energy Center. He arrived as a new researcher and was also immediately appointed as the Director of the Institute for Integrated Energy Systems (IESVic), bringing his expertise in wave, tidal, and offshore wind energy as well as a remarkable leadership track record. We are grateful to Andrew Rowe for his lengthy service as Acting Director of IESVic during the transition. As a successor to long-serving Director Paul Bramadat, CSRS appointed Rachel Brown, longtime Program and Research Coordinator, as Director starting July 1, 2025. We will launch a formal search for Director of the Institute for Aging and Lifelong Health (IALH) in Fall 2026.

Since 2024, the Centre for Indigenous Research and Community-Led Engagement (CIRCLE) has been lacking a Director and has therefore been on hiatus. We are grateful to members of the School of Indigenous Governance, especially Hōkūlani Aikau, for their extraordinary efforts at continuing the SAGE graduate mentoring program during this time. In the last year, a group of Indigenous scholars, members of OVPI, and members of OVPRI have convened on multiple occasions to chart a course forward. Together, we have assembled a significant set of new financial and administrative supports that are appropriate to the re-launch and support of CIRCLE, and we will start a search for a new Director in the coming year.

Attachment B. Research Centre Overview and Description

Name	Category	Director Name	Director Term	Most Recent Centre Review	Centre Status Expiry
Canadian Institute for Substance Use Research (CISUR)	Multi-Faculty	Dr. Tim Naimi	1 July 2025 – 30 June 2030	2021	30 June 2029
CISUR's mandate involves the study of psychoactive substance use, with particular attention to the exploration of ways to minimize negative impacts on individuals and society.					
Centre for Advanced Materials and Related Technology (CAMTEC)	Multi-Faculty	Dr. Rishi Gupta	1 July 2023 – 30 June 2028	2021	30 December 2029
CAMTEC is a Research Centre committed to interdisciplinary work on advanced materials and technology.					
Centre for Asia Pacific Initiatives (CAPI)	Multi-Faculty	Dr. Victor Ramraj	1 Sep 2017 – 30 June 2027	2021	30 June 2028
The Centre's primary mandate is to conduct and facilitate research on policy issues related to the Asia- Pacific region.					
Centre for Global Studies (CFGS)	Multi-Faculty	Dr. Cynthia Milton	1 Jan 2026 – 31 Dec 2031	2020	30 June 2028
CFGS is committed to fostering reflection on the complex array of social forces associated with an increasingly interconnected world characterized by new forms of economic activity, artistic production, politics, media, nationalism, ethnicity, spirituality and community that increasingly transcend local, national and regional boundaries.					
Centre for Indigenous Research and Community-Led Engagement (CIRCLE)	Multi-Faculty	Vacant	N/A	2024	Request to SCP to extend Centre hiatus to 30 June 2026
The mandate of CIRCLE involves providing opportunities for collaborative Indigenous research development and implementation as well as capacity development and support for diverse Indigenous and allied research partners.					
Centre for Studies in Religion and Society (CSRS)	Multi-Faculty	Dr. Rachel Brown	1 July 2025 – 30 Jun 2030	2021	20 October 2028
CSRS is a leading Centre in Canada for scholarly interdisciplinary research on the intersection of religion and public life.					

Institute on Aging and Lifelong Health (IALH)	Multi-Faculty	Dr. Jody Gawryluk (Acting)	1 July 2024 – 30 Jun 2026	2018	30 June 2028
IALH's mandate is to promote and conduct basic and applied research throughout the lifespan. Research is conducted in partnership with seniors, their families, organizations, health care providers and the government.					
Institute for Integrated Energy Systems (IESVic)	Multi-Faculty	Dr. Bryson Robertson	1 Jan 2026 – 31 Dec 2030	2018	31 Jun 2029
IESVic is unique in its wide-ranging approach to sustainable energy research. The Institute's work involves strategic clean technologies, electrification and system integration, built environment, energy-economy-policy modeling and integrated planning for water-energy-land systems.					
Astronomy Research Centre (ARC)	Intra-Faculty	Dr. Falk Herwig	1 July 2024 – 30 Jun 2029	July 2025	30 Jun 2032
ARC brings together world-renowned researchers with the expertise to answer many basic questions about our universe. Uvic scientists work closely with colleagues at the nearby NRC Herzberg Astronomy and Astrophysics Centre and at the TRIUMF Laboratory to form one of the largest concentrations of astronomy talent in Canada.					
Centre for Forest Biology (FORB)	Intra-Faculty	Dr. Juergen Ehling	1 Jan 2021 – 31 Dec 2025	2020	30 June 2028
FORB carries out fundamental and applied research in forest biology as well as trains graduate students and postdoctoral fellows.					
Centre for Regenerative Futures (CRF)	Intra-Faculty	Dr. Natalie Slawinski	1 July 2021 – 30 Jun 2026	TBD	30 Apr 2032
CRF (previously Centre for Social and Sustainable Innovation - CSSI) is powered by the constantly charging battery of action, ideas and research housed at the Peter B. Gustavson School of Business. The Centre's goal is to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives.					
Victoria Subatomic Physics and Accelerator Research Centre (VISPA)	Intra-Faculty	Dr. Randall Sobie	1 July 2017 – 31 Dec 2025	2022	30 June 2027
VISPA brings together people with the skills and expertise to investigate the fundamental constituents of the universe.					



PRESIDENT AND VICE-CHANCELLOR

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To: Members of Senate
From: Qwul'sih'yah'maht, Robina Thomas, Acting President and Vice-Chancellor
Date: April 22, 2026
Subject: 2025 Policy Annual Report

The Policy on University Policies and Procedures (GV0100) calls for the President to report annually to the Senate and the Board of Governors on university policy developed and reviewed during the previous year.

Attached for Senate's information is the 2025 Policy Annual Report. This report will also be presented to the Board of Governors at their meeting on May 26, 2026.

The 2025 Policy Annual Report captures university policy activities in the 2025 calendar year.

More information about the university policies can be found on the University Secretary's website at <https://www.uvic.ca/universitysecretary/>.



Introduction

Policies are core governing documents for the university. Good policies support the achievement of strategic priorities, promote operational practices that align with identified institutional values, and contribute to the management of institutional risk.

UVic's Policy Environment

UVic's [Policy on University Policies and Procedures \(GV0100\)](#) establishes a consistent framework for developing and reviewing university policies and procedures. The goal of this framework is to create and maintain user-friendly policies and procedures that are current and relevant to the needs of the university community.

Under the *Policy on University Policies and Procedures*, the President reports annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended.

Policy Oversight and Central Support

Up-to-date institutional policies are necessary for effective governance, help the institution mitigate risk, and promote institutional values. The president and vice-presidents, as the Designated Executive Officers (DEOs) are responsible for the maintenance and review of policies and procedures within their portfolios. Regular policy reviews are mandated by the *Policy on University Policies and Procedures*, or in some cases by legislation.

The University Secretary's Office (USEC) provides a central support function to the university executive team when they are developing, maintaining or rescinding policies. USEC is a resource for navigating the policy management process and ensures that policy changes are consistent and aligned with the university's policy framework.

Policy Highlights from 2025

From January to December 2025, the following university policies and procedures were developed, revised, or rescinded:

New Policies Developed	Portfolio	Effective Date
Indigenous Citizenship Declaration (ICD) Policy (GV0810)	PRES, VPI	November, 2025
Space Planning, Management, and Optimization Policy (BP3150)	VPFO	September, 2025

Revised Policies	Portfolio	Effective Date
Resolution of Non-Academic Misconduct Allegations (AC1300)	PRES	July, 2025
Major Capital Projects (FM5205)	VPFO	July, 2025
Signing Authority (FM5100)	VPFO	June, 2025
Sexualized Violence Prevention and Response (GV0245)	PRES	July, 2025
Responsible Investment (FM5215)	VPFO	January, 2025
Research or Teaching Involving Animals (RH8110)	VPRI	October, 2025
Policy on Public Interest Disclosure Act (GV0250)	PRES	January, 2025
Procedures for the Appointment of the Vice-President Indigenous (GV0330)	PRES	March, 2025
Interim Procedures for the Appointment of the Associate Dean of Health (GV0640)	VPAC	May, 2025

Policies with Editorial Changes or Changes to Procedures	Portfolio	Effective Date
Research or Teaching Involving Animals (RH8110)	VPRI	November, 2025
Policy on Non-remunerated Academic Appointments (GV0720)	VPAC	July, 2025

Rescinded Policies	Portfolio	Effective Date
Procedures for the Appointment and Review of the Head of the Division of Medical Sciences (GV0500)	VPAC	November, 2025

Looking Ahead

The University Secretary's Office continues to work with DEOs and other units and offices to proactively respond to university policy needs and changing regulatory requirements, and to prioritize reviews according to their institutional significance and the length of time since the policy was last reviewed.



MEMO

Office of the University Secretary

Michael Williams Building, Room A138 | PO Box 1700 STN CSC Victoria BC V8W 2Y2

Phone: 250-721-8101 | Email: usec@uvic.ca

To: Members of Senate
 From: Carrie Andersen, University Secretary
 Date: April 22, 2026
 Subject: 2025/2026 Emeriti

Below is a listing of faculty and librarians who were granted emeriti status in 2025/2026. This list is for Senate's information and will be submitted for inclusion into the September 2026 Academic Calendars.

- Conrad Alexandrowicz, BA (York), MFA (Alberta)
- Daniel Bub, BSc (Lond), MA, PhD (Roch)
- William Carroll, BA (Brock), MA, PhD (York)
- Catherine Caws, BA, MA (Nantes), PhD (UBC)
- Denise Cloutier, BSc (Calgary), MA, PhD (Guelph)
- J. Bart Cunningham, BA (Brigham Young), MPA, PhD (USC)
- A. Claire Cutler, BA (UBC), MSc (LSE), LL.D. (McGill), PhD (UBC)
- Maria Carmen Galang, BSc, MA (U of Philippines), PhD (U of Illinois)
- David Duffus, BSc, MSc (Regina), PhD (UVic)
- Michael Elliott, MA (Guildhall)
- Fran Gebhard, MFA (UBC)
- Alison Gerlach, MSc (San Jose), PhD (UBC)
- Karen Evers-Fahey, BScN (Southern Connecticut University), MSN (Yale University), Post-Graduate Diploma Analytical Psychology (CG Yung Institute), PhD (University Essex)
- Timothy Haskett, BA, MA, PhD (UofT)
- Saul Klein, BA (Hebrew U of Jerusalem), MBA, PhD (U of Toronto)
- Mary Lesperance, BA (Windsor), BSc (UVic), MMath, PhD (Waterloo)
- Joan Martin, BA (NNU), MA, PhD (Notre Dame)
- Andrew Marton, BSc (UBC), MA Interdisciplinary (UVic), PhD (UBC)
- Catherine McGregor, BEd (UVic), MEd, PhD (Simon Fraser)
- Peter McGuire, MFA (UVic)
- Michael Prince, BA (Carleton University), MPA (Queen's University), PhD (University of Exeter)
- Ian Putnam, BSc (UVic), PhD (Calif, Berk), FRSC
- Brian Richmond, MA (Toronto)
- Theodore J. Riecken, BA, MEd (Sask), EdD (UBC)
- Vivienne Temple, BEd (Victoria Coll-Rusden), Grad Dip (Melbourne), PhD (RMIT)
- Michelle Wiebe, BFA, BEd, MEd (Calg), EdD (U of Montana)
- Peter Wild, BSc (British Columbia), PhD (UVic), PEng
- David Zimmerman, BA (UofT), MA, PhD (UNB)



MEMO

Office of the University Secretary

Michael Williams Building, Room A138 | PO Box 1700 STN CSC Victoria BC V8W 2Y2

Phone: 250-721-8101 | Email: usec@uvic.ca

To: Members of Senate
From: Carrie Andersen, University Secretary
Date: April 22, 2026
Subject: 2026/2027 Senate Elections

Members Elected by the Faculties

The following were acclaimed or elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2026 and ending June 30, 2029:

- Jane Butterfield, Faculty of Science
- Patricia Cochran, Faculty of Law
- Mandeep Kaur Mucina, Faculty of Education
- Travis Martin, Faculty of Science
- Martha McGinnis, Faculty of Graduate Studies
- Gerald Singh, Faculty of Social Sciences
- Lina Zhou, Faculty of Engineering and Computer Science

Members Elected by the Faculty Members

The following were acclaimed or elected to serve on Senate for a three-year term beginning July 1, 2026 and ending June 30, 2029:

- Erin Campbell, Faculty of Fine Arts
- Adam Con, Faculty of Fine Arts
- Chris Eagle, Faculty of Science
- Sara Humphreys, Faculty of Humanities
- Adam Krawitz, Faculty of Social Sciences
- Mark Laidlaw, Faculty of Science

Continuing Sessional

The following Continuing Sessional has been acclaimed to serve on Senate for a three-year term beginning July 1, 2026 and ending June 30, 2029:

- Michael Litchfield

Student Representatives

There are 16 student positions on the Senate, elected from the students who are members of the University of Victoria Students' Society and the Graduate Students' Society, in a manner that ensure



that at least one student from each faculty is elected and three students from the Faculty of Graduate Studies are elected.

On January 5, 2026, a call for nominations was issued for student representatives to the Senate. 18 students nominations were received from that call. A second call for nominations was issued on February 12, 2026 for one graduate student representative. Nine nominees were acclaimed and seven were elected.

The following students were acclaimed or elected to Senate for 2026/2027:

- Tam Aljundi, Faculty of Social Sciences
- Jonah Arnold, Faculty of Humanities
- Bailey Aspin Moriarity, Faculty of Social Sciences
- Michael Caryk, Faculty of Education
- Cohen Cheetham, Faculty of Science
- Mahmoud Chick Zaouali, Faculty of Graduate Studies
- Hannah DiGiuseppe, Faculty of Social Sciences
- Norman Kaminski, Peter B. Gustavson School of Business
- Ben Knight, Faculty of Fine Arts
- Evan Maher, Faculty of Engineering and Computer Science
- Taylor McManus, Faculty of Science
- Pascalle Ricard, Faculty of Graduate Studies
- Felipe Semedo, Faculty of Social Sciences
- Deborah Sharpe, Faculty of Graduate Studies
- Lily Yeo, Faculty of Health
- Kevin Zhang, Faculty of Law

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: April 22, 2026
Subject: Revisions to the Academic Concessions Regulation in the Undergraduate Academic Calendar

At its May 2022 meeting, Senate approved a new [Academic Concession Regulation](#) for inclusion in the Undergraduate Academic Calendar, effective September 2022. As part of that process, the Senate Committee on Academic Standards (SCAS) committed to undertake a review of the new regulation once the university returned to normal operations after the end of public health requirements related to the COVID-19 pandemic.

Recommended Motion:

That Senate approve the revisions to the Undergraduate Academic Concessions Regulation in the Undergraduate Academic Calendar, effective September 2026.

Background

In June 2019, SCAS struck a subcommittee to update the undergraduate Academic Concession regulation (UACR). Originally intended to focus on revising the acceptable grounds for concession, its mandate was later extended to address a series of topics and issues, including:

- the appropriateness of the term “Academic Concessions”;
- in-course concessions (sometimes referred to as “extensions”);
- the *Request for Academic Concessions* form;
- Deferrals and Extended Deferrals;
- Aegrotat, Withdrawn Under Extenuating Circumstances, Back-Dated Drop; and
- implementation of the regulation.

Based on feedback from the consultations, the Subcommittee focused its work on four key areas:

- creating a student-centered, trauma-informed academic concessions process which balances the needs of students with the requirement to maintain academic standards;
 - developing a broader set of grounds for which students may apply for an academic concession that better reflects both student experiences and institutional priorities;
 - reducing routine reliance on medical documentation for academic concession requests while ensuring that it is available in exceptional circumstances; and
-

- aligning this revisions process with other work being done on campus, such as the renewal of the policies on Academic Accommodations (AC1205) and Academic Integrity.

In widespread consultations across campus groups and units, questions led to the identification of a series of dependencies and connections with other policies and regulations throughout the university. Additionally, considering the feedback received, SCAS determined that implementation was beyond the scope of the current work.

For more details about the 2022 revision of the UACR, including the consultation process, please refer to SCAS memos found in the Senate dockets for the [October 2020](#) and [May 2021](#) meetings.

The Current Review

For the past year, the Senate Committee on Academic Standards gathered information on experiences with the UACR since its enactment in the September 2022 calendar (Appendix A). In particular, the committee collected feedback regarding:

- the grounds for concession in the current [undergraduate Academic Concession regulation](#);
- the use and application of the [Academic Concessions Guidelines](#) in the Undergraduate Calendar;
- the Office of the Registrar and Enrolment Management [website on Undergraduate requests for academic concession](#); and
- the current academic concession forms (i.e., the [Request for In-Course Extension](#), the [Undergraduate request for Deferral](#), or the [Undergraduate request for Withdrawal or Aegrotat](#)).

The collection of feedback was accomplished through a variety of ways including meetings with key stakeholders and a campus-wide survey. Feedback was also shared directly with the University Secretary's Office.

Resulting Feedback

The resulting feedback from the review of the UACR brought forward areas for intervention (Appendix B) in the regulation which can be found in the proposed revisions (Appendix C).

Areas beyond the scope of SCAS were also identified which included recommendation for a review of the grounds for the Fee Reduction Appeals Committee (FRAC), a common approach for decision-making among Associate Deans, and the exploration of technological solutions for submitting and tracking RAC requests.



Next Steps

If the revisions are approved, the Senate Committee on Academic Standards will be consulted in the Fall of 2026 to establish an appropriate timeline for the next review of this regulation.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary



Undergraduate Academic Concessions Review Consultation and Correspondence list

A campus-wide survey was distributed to the campus community through the Campus Checklist for the months of June and July 2025. Ranging from faculty, student and staff members, there were 35 responses to the survey providing their various experiences with the undergraduate Academic Concessions regulation.

Consultation Sessions:

- Associate Dean Academic Council (May 29, 2025)
- Student Wellness Centre (June 16, 2025)
- Chairs and Directors (June 19, 2025)
- Student Senators (June 19, 2025)
- Associate Dean Tri-Fac Advising (July 2, 2025)
- International Centre for Students (July 3, 2025)
- Sport Compliance and Student Support (July 3 and 16, 2025)
- Undergraduate Academic Advising (July 29, 2025)
- Office of the Registrar and Enrolment Management
 - Student Support Services (July 9, 2025)
 - Undergraduate Records (July 31, 2025)
- Student Development & Success Leadership Team (August 19, 2025)

Written Feedback Received:

- Department of Math and Statistics
- Department of Health Information Science
- Centre for Accessible Learning
- Ombudsperson
- Associate Dean Tri Faculty Undergraduate Advising
- Senate Standing Committees
 - Senate Committee on Admission, Re-registration and Transfer Appeals
 - Senate Committee on Learning and Teaching

APPENDIX B

Academic Concessions Regulation

Change	Rationale
Add statement about when and by whom documentation can be requested	- Aligns with and reinforces existing language in the Guidelines - Responds to reports of ongoing confusion about who can request documentation

Academic Concessions Guidelines

Change	Rationale
Add statement about the expectation that decisionmakers exercise professional judgment in reviewing requests for Academic Concessions	Responds to requests from decisionmakers for guidance on the process
Update to the description of the Aegrotat (AEG) notation	Aligns the description of the grade notation with the grading language in Aegrotat (AEG) Grade Notation (SEN-FEB 2/24-8) approved by Senate in February 2024.
Add guidance about when a Backdated Drop is appropriate	- Responds to requests from decisionmakers for concrete guidance about how to decide whether a Backdated Drop or Withdrawal under Extenuating Circumstances is appropriate - Additional clarity will help ensure equitable application of the regulations
Remove reference to tuition in the description of Withdrawal Under Extenuating Circumstance (WE)	- Respects fact that tuition is not in the scope of SCAS - Reduces confusion about FRAC process - Respects work being done in OREM to update FRAC terms and processes
Add guidance about when a Withdrawal under Extenuating Circumstances is appropriate	- Responds to requests from decisionmakers for concrete guidance about how to decide whether a Backdated Drop or Withdrawal under Extenuating Circumstances is appropriate - Additional clarity will help ensure equitable application of the regulations
Add recommendation to instructors to provide explicit guidance in their syllabi to students who are unable to write an exam due to an issue covered in the grounds that arises immediately before the exam	Responds to feedback from staff and students seeking clarity about students, should they need to miss an exam in the near future

Academic Concessions Regulation

The university recognizes its responsibility to offer academic concessions to students whose ability to complete course requirements is interrupted by 1) unexpected and unavoidable circumstances or 2) conflicting responsibilities. In general, academic concessions take two forms:

1. during the term when all course requirements can be completed by the student before the instructor must submit the final grades (these are often informally called “extensions”); and
2. after the term has ended or when course requirements cannot be completed before final grades are submitted (including deferrals, extended deferrals, aegrotats, withdrawals under extenuating circumstances and backdated drops).

The type of academic concession a student requests will depend on whether they expect to be able to complete the [outstanding course requirement\(s\)](#). Further information for students, instructors, administrators and staff can be found in the [Guidelines for Undergraduate Academic Concessions](#).

There are separate processes available for students facing other situations preventing the timely completion of their course requirements, including the calendar regulation for the Policy on Academic Accommodation (AC1205) and the Accommodation of Religious Observance. To determine the best process for their individual situation, students are encouraged to refer to the following table and the [guidelines](#):

Academic Concession	Academic Accommodation	Accommodation of Religious Observance
Academic Concessions provide flexibility to students who face an inability to complete course requirements due to unexpected and unavoidable circumstances or conflicting responsibilities.	Accommodations reduce barriers and provide different ways of meeting essential course or program requirements. Barriers may be established as long-term and/or chronic. To access academic accommodations, a student must register with the Centre for Accessible Learning. See Academic Accommodations .	Observance of holy days may conflict with the academic requirements of a course or program. Students may request, with reasonable notice, an accommodation from their instructors. See Accommodation of Religious Observance .

The process for requesting and granting academic concessions will be grounded in an assumption of good faith on the part of students, instructors, administrators and staff, in the absence of compelling evidence to the contrary.

Students have the right to request academic concessions, including through a proxy on record with the university, and to expect that their requests will be treated as confidential and in an equitable, fair, consistent, transparent and timely manner. Once a need for an academic concession has been identified, students are responsible for requesting a concession as soon as they are able, being truthful in representing their grounds for the request, and participating actively in developing a plan with the instructor to complete the work within the appropriate timeframe. Students retain the option to request a concession before the submission of final grades directly with individual instructors.

In general, valid grounds for receiving an academic concession include:

1. Unexpected and unavoidable circumstances, including, but not limited to,
 - a. Illness, trauma or bereavement,
 - b. Personal or family affliction, including responsibility to care for a family member, or
 - c. Indigenous cultural or community obligations; and
2. Conflicting responsibilities, including, but not limited to,
 - a. Service in the armed forces or emergency services,
 - b. Representing the university, the province or the country at an academic event, an athletic competition or an artistic performance

In all cases, students are required to indicate the specific grounds on which they are requesting an academic concession and to provide a justification outlining the impact of the circumstances on their ability to complete course requirements. Additionally, students making a request based on conflicting responsibilities (point 2 above) or in exceptional circumstances (as defined in the accompanying [Guidelines](#)) are required to provide supporting documentation. The university reserves the right to request documentation for any of the specified grounds for an academic concession under exceptional circumstances as outlined in the Guidelines. Such requests will only come from, and documentation will only be provided to, the Dean (or designate) of the student's faculty. Individual instructors are not authorized to request documentation, including notes from health care providers, directly from students.

In responding to student requests for academic concessions based on valid grounds, instructors are expected to make reasonable efforts to identify alternate academic arrangements (as defined in the Guidelines). Instructors have the responsibility to be explicit and transparent about if, when and how students will be able to complete missed or delayed course requirements, both proactively in their syllabi and in response to specific requests from students. This clarity is essential when a course includes requirements outside of the regular timetable (e.g., field trips, exams scheduled outside of regular class meetings, etc.). In cases where an academic concession is not academically possible, other options can be considered. Instructors with questions or concerns about student requests for academic concessions or alternate academic arrangements are encouraged to consult with their Chair, Director or Associate Dean as appropriate.

Depending on their individual circumstances, students facing situations affecting their ability to complete course requirements other than the grounds listed above are encouraged to seek advice before submitting a request. In particular, students who face ongoing medical challenges that affect their ability to complete their course work are encouraged to consult with the Centre for Accessible Learning.

A student who completes all course requirements is not eligible for an academic concession. Exceptions may be considered by the Dean (or designate) of the student's home Faculty only in circumstances where there is supporting documentation that the student was unable (e.g., not medically or otherwise fit) to make a decision on whether or not to complete the work.

If a request for academic concession is denied, a student may [appeal](#) the decision.

Academic Concessions Guidelines

Purpose of Guidelines

These Guidelines are intended to accompany the [Undergraduate Academic Concessions Regulation](#) in the Undergraduate Calendar. They provide context to assist in the consistent interpretation and application of the regulation by describing assumptions and processes. While these guidelines provide supplementary information, the regulation itself remains the definitive text.

Purpose of Regulation

The purpose of the Undergraduate Academic Concessions regulation is to provide alternate academic arrangements for students experiencing unexpected and unavoidable circumstances that affect their ability to complete course requirements. Students have the option to drop a course themselves using tools available [online](#) before the academic drop deadline without submitting a formal Request for Academic Concessions (RAC).

Related Policies and Regulations

Students who require academic accommodations for long-term and/or chronic medical conditions should contact the Centre for Accessible Learning (CAL).

Students whose ability to complete course requirements is affected by religious observances may, with reasonable notice, request an accommodation from their instructor(s) in accordance with the [Accommodation for Religious Observance](#) policy.

Key Values

The Undergraduate Academic Concessions Regulation outlines a series of key values that guide its processes and use. Specifically, it indicates that:

- requests for academic concessions will be treated as confidential and in an equitable, fair, consistent, transparent and timely manner;
- the process for requesting and granting academic concessions will be grounded in an assumption of good faith on the part of students, instructors, administrators and staff, in the absence of compelling evidence to the contrary; and
- the right of the student to request a concession is balanced with the responsibility of the instructor to ensure that course requirements and academic standards are met.

In considering requests for academic concessions, decision makers, including but not limited to Deans or their designates, are expected to exercise their professional judgment, in alignment with these values and with the principles of procedural fairness.

Key Terms

The Undergraduate Academic Concessions Regulation works in conjunction with other regulations, policies and definitions in the Undergraduate Calendar.

Aegrotat (AEG)

Transcript notation accompanying a final **letter** grade, assigned where valid grounds for a request for an Academic Concession has been granted, to indicate a student has completed the required components of the course but their performance has been affected by grounds outlined in the Undergraduate Academic Concessions regulation. This grade is not pro-rated for the completed work. ~~academic concession affected the student's performance or prevented completion of all course work.~~

Backdated Drop

Drop of a course without academic penalty after the last day for withdrawing without penalty of failure. Generally speaking, a Backdated Drop is appropriate in circumstances where a student has attended fewer than 10% of the course meetings and completed assignments worth less than 15% of the final grade. In situations where a student has attended or completed more than these thresholds, a Withdrawal under Extenuating Circumstances will be assigned if an Academic Concessions is approved.

Backdated drops cannot be requested directly by students; instead, students will request a Withdrawal under Extenuating Circumstances (WE). In exceptional circumstances (e.g., the student was not able to complete any of the course requirements) Backdated Drops represent an option for Deans (or designates) to assign.

Deferral (DEF)

Additional time to complete course requirements by a deadline agreed upon by the student and the instructor. A Deferral is temporarily placed on a student's transcript and is used only when deferred status has been granted because of a request for an academic concession.

If a Deferral is granted, any required course work (including exams) must be completed at the latest by a date set by the instructor which is to be no later than the end of the term immediately following the course:

- courses ending in December: completion by the end of the following April;
- courses ending in April: completion by the end of the following August; and
- Summer Session courses: completion by the end of the following December.

In order to support conditions for student success, a significant portion of the course must be completed before a deferral may be granted. If deferred work is not completed by the deadline, the final grade for the course reverts to the grade calculated and submitted originally by the instructor on the basis of the work that was completed. A Deferral may be extended beyond the above deadlines only in exceptional circumstances and only with the written permission of the Dean (or designate) of the student's Faculty. An additional RAC is required to request an Extended Deferral.

Extended Deferral

If a student has been approved for a Deferral but is unable to complete the course work by the deferral completion deadline, the student can apply for an Extended Deferral. This must normally be done no later than the deadline set for completion in the initial Deferral. This is a decision granted by the Dean (or designate), is not guaranteed, and may depend on many factors. A request for an extended deferral is not normally granted more than once per course.

Withdrawal under Extenuating Circumstance (WE)

The WE registration status will be assigned to a course and the associated grade removed (if applicable) when approved by the Dean (or designate) following a request for academic concession from a student. This registration status is appropriate when a student has completed a substantial portion of a course but is not able to complete. A course with a WE notation remains on the student's record but does not factor into the grade point average. ~~Students who receive a WE are normally assessed full tuition for the course.~~ A student request for a WE constitutes an exceptional circumstance for which accompanying documentation will be required (see below).

Key Definitions

Justification

Students seeking an academic concession will be required to provide a rationale for their request, which must include a clear indication of the specific grounds upon which they are making the request and the impact of the circumstances on their ability to complete course requirements.

Documentation

Students will not be required to produce documentation for requests for academic concessions related to unexpected and unavoidable circumstances, except in exceptional circumstances as determined by the Dean (or designate) based on the criteria identified below. There are two situations where documentation will always be required:

1. Students making a request based on conflicting responsibilities:

- a. For students serving in the armed forces or emergency services, an official letter from a commanding officer or other official;
 - b. For student athletes representing the university, a letter from Vikes Athletics;
 - c. For students representing the province or the country in athletic competitions, a letter of invitation;
 - d. For students representing the university, province or country at an academic event or an artistic performance, a letter of invitation or a copy of the program indicating their participation.
2. Students requesting an academic concession because they are not able to complete the course requirements (WE or AEG).

Exceptional Circumstances

There are certain specific instances where documentation will be required in order to assess the request and identify the appropriate response. These include:

- circumstances where the student is unable to complete the course, whether the request is made before final course grades are submitted or after (WE or AEG);
- requests made by a student who has completed all course requirements but may have been unfit to make the decision to do so;
- requests made a significant amount of time after the course has ended (usually one year or more); and
- other circumstances identified by a Dean (or designate) in accordance with the guiding principles of the regulation and guidelines.

Requests for supplementary documentation for exceptional circumstances will only come from, and will only be provided to, the Dean (or designate) of the student's faculty. Individual instructors are not authorized to request documentation, including notes from health care providers, directly from students.

Alternate Academic Arrangements

Instructors are expected to make reasonable efforts to identify alternate academic arrangements for students who submit valid requests for academic concessions in their courses and are encouraged to respond in a timely manner to such requests. These efforts may include but are not limited to:

1. an alternate examination date and time; and/or
2. an agreed upon assignment extension.

There are certain circumstances where alternate academic arrangements may not be possible or appropriate, such as when a student is registered in a practicum or co-op term or when there are considerations related to accreditation, fairness, equity and/or academic standards. For instance,

academic concessions for practicum courses may be made in consideration of the host organization. Such requests are made through the academic unit's administrative office and granted pending approval by both the program and school. Instructors are encouraged to be as explicit as possible in their syllabi about course requirements for which an alternate academic arrangement may not be available. Instructors with questions or concerns about student requests for academic concessions are encouraged to consult with their Chair, Director or Associate Dean as appropriate.

Dates for expected completion of missing coursework must be set to ensure that grades are submitted in a timely manner. If a student is unable to complete outstanding course requirements before the submission of final grades for the course, existing policies and procedures governing deferred (DEF) grades and the approval of grades will apply.

Deferred Status

A student who intends to complete the course requirements but is unable to do so before the submission of final grades may request a Deferral. A student who is subsequently unable to complete course requirements before the end date of their approved Deferral, may submit an additional academic concession request for an Extended Deferral.

There are situations where a request for a Deferral or an Extended Deferral may not be approved. These include, but are not limited to, a lack of an appropriate instructor to grade the deferred course requirements and the presence of outstanding course requirements for which alternate academic arrangements cannot be made. A decision on a request for a Deferral will also consider the proportion of course requirements remaining to be finished. If alternate arrangements cannot be made, existing policies governing the approval of grades will apply.

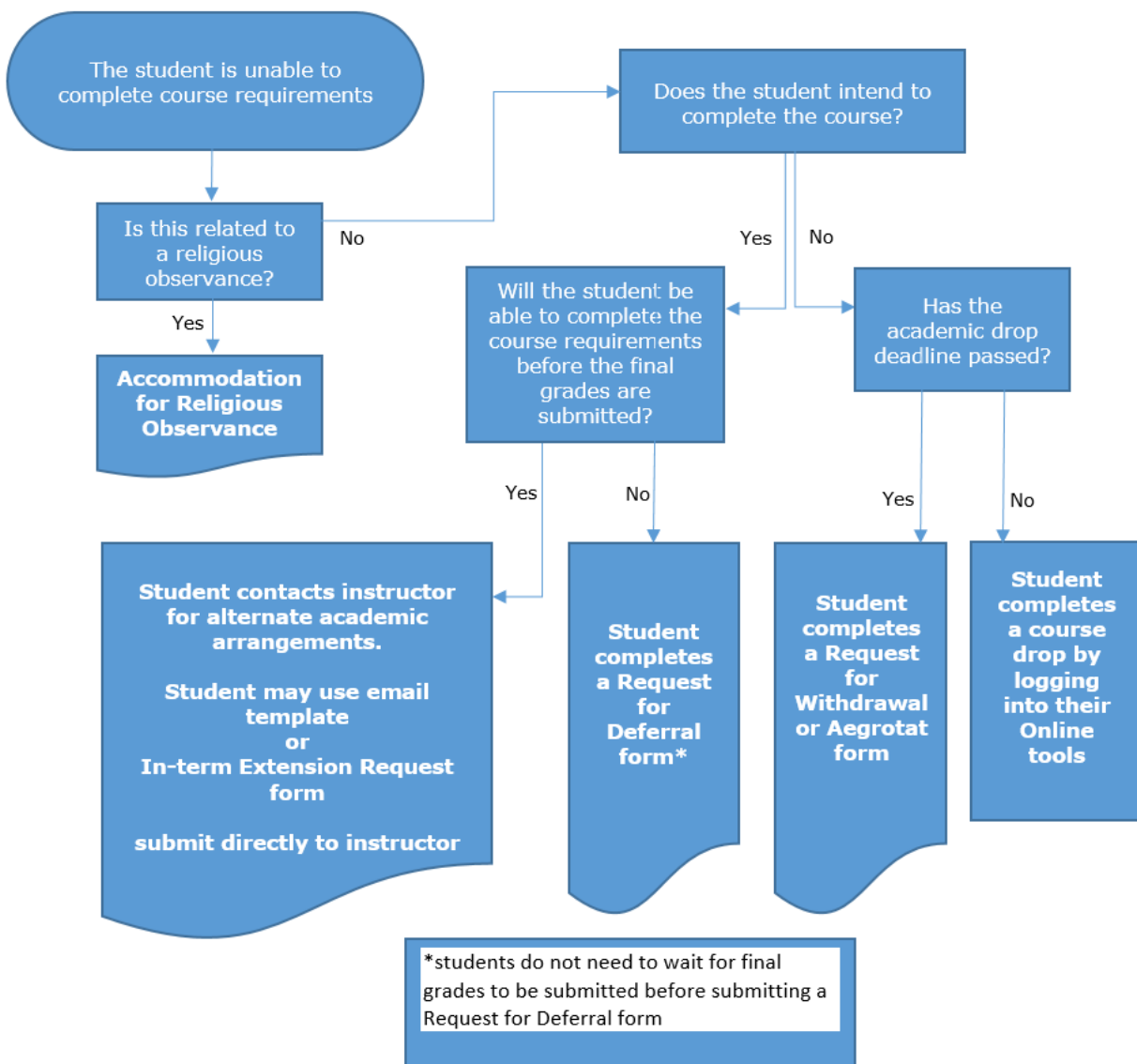
Syllabus

A student is responsible for the completion of their coursework. Instructors can support the successful completion of coursework by providing clear information about any specific plans for and/or limitations on alternate academic arrangements. The process for any alternate academic arrangements should be explained in advance in the course syllabus. Instructors are encouraged to proactively indicate any course requirements for which an academic concession will not be possible. Instructors are also encouraged to inform students of the academic concessions process if a student is unable to attend an examination, including a final examination, due to a reason following the grounds of an academic concession.

Suggested syllabus text: *Students have the responsibility to proactively seek advice when facing unexpected and unavoidable circumstances and conflicting responsibilities interfere with their academic obligations.*

Procedure for Requesting Academic Concessions

There are a number of processes available to students who face challenges completing course requirements. Requests for academic concessions are separated into three categories which are outlined in the flowchart below and further explained in the guidelines following this chart.



In-term Extension Request form
Request for Deferral form
Request for Withdrawal or Aegrotat form

Extended Deferrals are normally requested no later than the deadline set for completion in the initial Deferral.

It is the student's responsibility to make a request for an academic concession as soon as possible. In order to support student success, it is essential that Deans (and designates) and instructors respond to requests for academic concessions in a timely way. In a case where a student makes a request for an academic concession a significant time after the end of a course (usually one year or longer), options may be limited and supplemental documentation, including medical documentation where appropriate, will be required.

Receiving an academic concession, particularly one that affects the total number of units in which a student is registered, can have significant impacts on other aspects of a student's academic plan and progress. Students considering requesting an Academic Concession are advised to contact the following offices as applicable:

- Students studying on a visa or study permit: [International Centre for Students \(ICS\)](#)
- Students with questions regarding academic program considerations, time to completion, etc.: [Academic Advising offices](#)
- Students receiving scholarships, bursaries and/or student loans: [Student Awards and Financial Aid \(SAFA\)](#)
- Indigenous students receiving Band, Nation or external funding: [Indigenous Student Support Coordinator\(IACE\)](#)

Key Contacts for Deans, Instructors and Staff

Deans, instructors and staff who require further information about grounds for requests for academic concessions made by students are encouraged to connect with the following resources:

- Indigenous cultural or community obligations
 - Indigenous Student Support Coordinator (IACE or OSL)
- Varsity Athletics
 - Associate Director, Sports Compliance and Student Support
- Artistic performance
 - Applicable Chair, Director or Associate Dean
- Academic event
 - Applicable Chair, Director or Associate Dean

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: April 22, 2026
Subject: Changes to the Admission Requirements for the Master of Nursing

At its meeting on April 20, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the School of Nursing on changes to the admission requirements for the Master of Nursing, effective September 2026.

Recommended Motion:

That Senate approve the changes to the admission requirements for the Master of Nursing in the graduate academic calendar, effective September 2026.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

Memorandum

Date: April 1, 2026

To: Danu Stinson, Chair, Senate Committee on Academic Standards

The School of Nursing proposes to update an admissions requirement for the Master of Nursing program for Cycle 2, September 2026 Graduate Calendar.

This update is for the departmental admissions pre-requisite course requirement for the Master of Nursing – for an upper-level Statistics course, with a final grade of B or above.

The School would like to add a sentence to clarify that there would be an option for the Director of Nursing or designate to approve appropriate substitutions for the required undergraduate statistics course. This would ensure both academic integrity and equitable access to the program. This flexibility enables the School to uphold rigorous admission standards while recognizing diverse educational experiences and pathways among applicants.

Including in alignment with the Truth and Reconciliation Commission's Calls to Action, the School of Nursing is committed to fostering accessibility and inclusion for Indigenous learners. Allowing the Director or designate to approve alternative means of meeting the statistics requirement—such as completion of equivalent coursework, or other approved learning—ensures that barriers to admission do not disproportionately affect these applicants, while still requiring them to acquire the necessary foundational knowledge. Including this language in the Graduate Calendar provides transparency for prospective applicants, supports consistent application of policy, and aligns with a recommendation from the FGS. Each substitution would continue to be assessed individually to ensure that academic requirements and program learning outcomes are maintained.

This approach upholds the School's commitment to academic excellence, equity, and reconciliation, ensuring that the MN program remains both rigorous and inclusive.

The School of Nursing consulted previously with the Director, Graduate Admissions and Records, Rachel Strandquist, as well as Yvonne Rondeau with the Faculty of Graduate Studies and Dr. Elizabeth Adjin-Tettey, AVPAP. The proposal was approved within the School of Nursing previously as well as the Faculty of Health on November 19, 2025.

The School of Nursing would implement this change, if approved, via our email correspondence with relevant applicants as needed, after a review by the Graduate Advisor (Designate of the Director), with administrative assistance from staff members, during the admissions process prior to the program start and aligned with the July 31 deadline each year for pre-requisite completion.

The following sections illustrate the final version of this Calendar change as well as the tracked changes, as per Kual:

Proposed Final Version:

Prior to admission, all applicants to the School of Nursing Master of Nursing Graduate Program must provide evidence of completion of an upper-level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institution with a final grade of B or above. With the approval of the Director of Nursing or designate, a for-credit graded course may be substituted. All applicants must also provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., PHSA San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the program start-date in September.

Proposed Tracked Changes:

Admission Requirements

Prerequisites

In addition to the requirements listed below, students should refer to the [School of Nursing Practice Requirements](#).

Applicants must submit a professional curriculum vitae with complete work, education, and training; academic and employer references; and a letter of intent related to the program. Students whose primary language is not English require an acceptable score on an approved English language competency test (see [English Language Proficiency](#)). Nurse Practitioner and Nurse Practitioner Post-Degree Stream applicants may be shortlisted and contacted for a face-to-face, video or telephone interview.

Prior to admission, all applicants to the School of Nursing Master of Nursing Graduate Program must provide evidence of completion of an upper-level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institution with a final grade of B or above. **With the approval of the Director of Nursing or designate, a for-credit graded course may be substituted.** All applicants must also provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., PHSA San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the program start-date in September.

Regards,



Lenora Marcellus RN, PhD
Director, School of Nursing
Professor
nursingdirector@uvic.ca



**University
of Victoria**

Nursing

We acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical r

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SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
 From: Senate Committee on Academic Standards
 Date: April 22, 2026
 Subject: Changes to the Admission Requirements for the Master of Science, Clinical Psychology

At its meeting on April 20, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the Clinical Psychology Program on changes to the admission requirements for the Master of Science, Clinical Psychology, effective September 2026.

Recommended Motion:

That Senate approve the changes to the admission requirements for the Master of Science, Clinical Psychology in the graduate academic calendar, effective September 2026.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
 Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
 Hector Caruncho, Faculty of Health
 Michael Caryk, UVSS representative
 Ashley de Moscoso, Associate Registrar
 Kelly Diether, Convocation Senator
 Dennine Dudley, Faculty of Fine Arts
 Chloë Farr, GSS representative
 Andrea Giles, Executive Director, Coop and Career Services
 Emily Goodman, Student Senator
 Rob Hancock, Faculty of Social Sciences
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 David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
 Andrew Newcombe, Faculty of Law
 Sorin Rizeanu, Peter B. Gustavson School of Business
 Irina Paci, Faculty of Science
 Tim Pelton, Faculty of Education
 Ben Pin-Yun Wang, Faculty of Humanities
 Crystal Seibold, President's nominee
 Yang Shi, Faculty of Engineering and Computer Science
 Wendy Taylor, Registrar
 Laura Vizina, Division of Continuing Studies
 Ada Saab (Secretary), Associate University Secretary



CLINICAL PSYCHOLOGY, FACULTY OF HEALTH

To: Senate Committee on Academic Standards

From: Cathy Costigan, Clinical Psychology Graduate Program

Date: April 8, 2026

Subject: Proposed change to graduate program admission policy

Rationale for the proposed change

The Graduate Program in Clinical Psychology at the University of Victoria is informed by the good work of the UVic Indigenous Plan [X̱wkwənənistəl | W̱ŁENENISTEL](#) (*Helping to move each other forward*), [Truth and Reconciliation Commission of Canada: Calls to Action](#), and [Psychology's Response to the Truth and Reconciliation Commission of Canada](#). We wish to reserve one seat in our Clinical Psychology Graduate Program for an Indigenous applicant. Indigenous people are under-represented in the field of clinical psychology. We would like to increase the number of Indigenous students who we are training as future psychologists. We receive over 300 applications per year and therefore, most applicants do not receive a preliminary interview. Interviewing all Indigenous applicants will help ensure that all Indigenous applicants can connect with a faculty member and to have their application thoroughly evaluated. Applicants who do not meet minimum admission requirements for the clinical program will still be offered the opportunity to meet with a Clinical Psychology faculty member. This conversation may focus on career paths and ways of improving their application in the future. At the moment, this policy only applies to "Canadian" Indigenous candidates.

The admissions process proceeds from here as it would for any other applicant. Among applicants who meet minimal admissions requirements, if there is a fit with a research supervisor from the preliminary interview, the applicant will be granted a formal admissions interview. The formal admissions interview involves an interview with two additional faculty members in the Clinical Psychology graduate program who focus on suitability for clinical psychology training (a regulated health profession). This differs from the preliminary interview with a prospective research supervisor, which would have focused on research experience and compatibility. An applicant's statement of intent, reference letters, CV, academic transcript, fit with research supervisor, and performance during formal interviews will be considered in final admissions decisions. If no eligible candidates are identified, the reserved spot will return to the general admission pool.



CLINICAL PSYCHOLOGY, FACULTY OF HEALTH

More than one Indigenous applicant may be admitted; this policy merely requires one reserved spot.

Indigenous applicants who have already been interviewed and selected for admission will be required to have their identification as Indigenous affirmed through the University of Victoria's [Indigenous Citizenship Declaration \(ICD\) Policy](#). ICD procedures for applicants, according to communication with Keyara Brody: Only short-listed candidates (those who have already been interviewed and selected) would be required to engage with ICD. Those short-listed applicants will be sponsored to set up an affiliate NetlinkID account to allow them to apply to the portal, which the Policy Implementation Manager (PIM) will help facilitate. They will be supported to engage with the ICD Portal within the application process, and the PIM will work with applicants to get them set up on with the ICD Portal and submit an ICD Application. Candidates will be notified via email of their eligibility once it has been designated and they will be able to see their status through the portal. The Graduate Program in Clinical Psychology would confirm the eligibility of applicants with someone from Graduate Admissions. The Clinical Psychology Graduate Program will not need to access the full affirmation report. If an applicant's Indigenous identity is not affirmed, they could go into the regular admissions pool, and the Indigenous reserved spot would remain open.

The proposal has been approved by the Department of Psychology and the Faculty Council for the Faculty of Health. We would like the admission policy to be published in the September Academic Calendar.

No additional resources from the university are required, except at the very end of the process – the student who is admitted under this policy would have their identity affirmed by the ICD policy.

Consultations: We have consulted with Keyara Brody and Julianna Neilson who are implementing the Indigenous Citizenship Declaration policy to ensure our policy is in line with the requirements of the ICD policy. We have also consulted with Dr. Robin Hicks, Dean of the Faculty Graduate Studies and Dr. Rob Hancock from IACE in his role as Associate Director Academic.





CLINICAL PSYCHOLOGY, FACULTY OF HEALTH

Calendar change (to be applied to both the MSc and PhD programs)

Clinical Psychology (Master of Science)

This graduate program is offered by the [Department of Psychology](#). Contact information, faculty members and their areas of research and financial support information can be obtained from the [Department of Psychology](#) calendar entry.

Admission requirements

An undergraduate degree in psychology or its equivalent with at least a B+ (6.0 GPA) average in the last two years leading to the degree is recommended. Applicants should have taken at least one course in applied statistics. In cases of an undergraduate degree in areas other than psychology, additional foundational coursework may be assigned at the discretion of the student's supervisory committee as a requirement for the graduate degree.

Students whose first language is not English must demonstrate English language proficiency following the calendar regulations from the Faculty of Graduate Studies. It should be noted that the departmental requirement is higher than that required by the Faculty of Graduate Studies. For the Test of English as a Foreign Language (TOEFL) applicants must receive an overall score of at least 600 on the paper-based test, or 100 on the Internet Based TOEFL (IBT) with minimum section requirements of 20 on Listening, Speaking, Reading, and Writing. Applicants taking the International English Language Testing System (IELTS) must achieve an overall score of at least Band 7, with no score of less than 6.0 on each academic component. Applicants taking the Michigan English Test (MET) must achieve an overall score of at least 64.

Personal letter

Applicant must also provide a personal letter that:

1. identifies the primary area of specialization desired
2. describes areas of research interest
3. names at least two faculty members with whom the applicant wishes to work
4. gives details of current activity (e.g., courses in progress)
5. indicates whether financial support will be required

Admission requires that a faculty supervisor is available.



CLINICAL PSYCHOLOGY, FACULTY OF HEALTH

Clinical Psychology applicants

Applicants intending to pursue clinical training with specialization in neuropsychology or lifespan development must declare their intent at the time of application under Field of Study. Such applicants will then be reviewed by the admissions committee for the clinical program based on:

1. background, interest and experience
2. competitiveness of transcripts with other applicants for clinical training
3. a personal interview focusing on interests and suitability for clinical training

Indigenous Applicants. In our commitment to advancing Indigenization and decolonization in the field of Psychology, the UVic Clinical Program reserves one admission seat each year (out of approximately six - seven seats) for an Indigenous applicant. All applicants who self-identify as Indigenous via a voluntary self-declaration on the application will be offered a preliminary interview with a potential research supervisor. Indigenous applicants who have been interviewed and selected for admission will be required to have their identification as Indigenous affirmed through the University of Victoria's [Indigenous Citizenship Declaration \(ICD\) Policy](#).

The academic progress and clinical aptitude of students admitted to clinical training will be reviewed annually.

Students providing psychological services to children and other vulnerable individuals at the Psychology Clinic and at practicum settings in the community will be required to complete a Criminal Record Check.

Deadline

Applications are due at the Graduate Admissions and Records Office by December 1st. Students should keep in mind that substantial lead time is required to register if required, for the TOEFL, IELTS, or MET in time for results to be received within the deadline. For students applying to the Clinical Psychology program, all documents MUST be received by the deadline.

The Department of Psychology makes every effort to communicate offers of admission by April 1st.

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: May 1, 2026
Subject: Proposed revisions to the Policy on Academic Integrity

Recommended Motion:

That the Senate approve the proposed revisions to the Policy on Academic Integrity in the academic calendars, effective September 2026.

Introduction

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

Background

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

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

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

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



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

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

Scope of the Work

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

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

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

Proposed Revisions

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

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

Key features include:

1. Expanded Definitions and Scope
The draft introduces comprehensive definitions, including academic advantage, academic dishonesty, academic fraud, standard of proof, and editor or content generator. It applies to current students, former students, alumni (for misconduct discovered post-graduation), and non-students who misrepresent UVic credentials.
2. Distinction Between Academic Fraud and Academic Dishonesty
Academic fraud is defined as misconduct not tied to a specific course (e.g., forged



documents, impersonation). Academic dishonesty refers to misconduct occurring within a course. This distinction does not exist in the current policy.

3. Detailed Categories of Violations

The draft continues to provide examples of misconduct, including plagiarism, unauthorized editing, multiple submissions, falsification of materials, cheating, and aiding others but expands the listings with unauthorized use of generative artificial intelligence and intellectual property violations.

4. Procedural Framework

The policy outlines role-specific responsibilities for Instructors, Chairs/Directors, the Registrar, Deans, the Provost, and the President. It includes timelines for notices, expectations for documentation, and requirements for student response. The process expands the ability for instructors to address academic integrity issues in order to ensure students can learn from poor scholarship or lesser incidents of violation of academic integrity.

5. Consistent Education, Support and Communication

The inclusion of an academic integrity advisor in each unit, positioned according to each unit's needs, to act as a consistent source of education, support and communication for instructors. As well, students are encouraged to take the Integrity Matters Brightspace modules at the start of their first term of their studies at the University of Victoria.

6. Standard of Proof

The draft explicitly adopts the balance of probabilities standard.

7. Penalty Structure

Penalties are detailed and escalating, including transcript notations, disciplinary academic probation, suspension, and permanent suspension for repeated or severe violations. A penalty chart is included. Mostly notably, the draft implements the development of a remediation stage for students who first violate the policy but not to the degree that would result in a formal reprimand.

8. Graduate Student Provisions

A dedicated section addresses increased clarity regarding misconduct in theses, dissertations, candidacy exams, and other graduate-level work, with specific penalties and expectations.

9. Forms and Records Management

Clear guidelines and procedures are created to support this policy will be provided in the Notice of Academic Integrity Violation form and the Academic Integrity Incident Report both formally defined in the policy. The draft also includes retention periods, access rules, and confidentiality requirements for academic integrity records.

Each of the changes above has come as a result of extensive consultation and feedback over the past three years with a variety of members from the campus community including Associate Deans Academic, Chairs and Directors, Deans' Council, Teaching Assistants and Sessional Instructors, individual departments, First Year Instructor's Working Group, undergraduate and graduate student groups, Student Affairs (Tri-Faculty Advising, Centre for Accessible Learning, International Centre for Students, Office of Student Life, Office of the Registrar), various Faculty Advising offices,



the Ombudsperson, the Office of Indigenous Academic and Community Engagement, the Division of Learning and Teaching Support and Innovation, the Library, Academic and Technical Writing Program, Privacy Office, Equity and Human Rights office, the Senate Committee on Learning and Teaching, and the Senate Committee on Appeals.

At the April Senate meeting, members provided further feedback for consideration. The Senate Committee on Academic Standards discussed the information brought back to the committee and incorporated adjustments regarding copyright infringement, clarified language related to multiple submissions of work, and discussed the principles behind the support underpinning the progressive discipline measures incorporated in the revision. A table outlining the comments and discussion resulting from the April meeting is attached.

Conclusion

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

Attached Documents:

Appendix A: April 10 Senate meeting discussion
Appendix B: Proposed Policy on Academic Integrity
Appendix C: Tracked changes to the current policy
Academic Dishonesty – Notice of Alleged Academic Integrity Violation
Academic Dishonesty – Academic Integrity Violation Report
Academic Dishonesty – Notice of Academic Integrity Violation
Academic Fraud – Notice of Alleged Academic Integrity Violation
Academic Fraud – Academic Integrity Violation Incident Report
Academic Fraud – Notice of Academic Integrity Violation

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

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

Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

2025/2026 Senate Committee on Academic Standards Subcommittee on the Revisions to the Academic Integrity Policy

Yasmine Kandil, Faculty of Fine Arts (Chair)
Elizabeth Adjin-Tettey, Associate Vice-President Academic and Planning
Ashley de Moscoso, Associate Registrar
Erin Kelly, Academic and Technical Writing Program, Faculty of Humanities
Cedric Littlewood, VPAC's designate and Associate Dean, Faculty of Graduate Studies
David Scoones, Faculty of Social Sciences
Ada Saab (Secretary), Associate University Secretary



Concern Raised	Address
Sessional instructors may not be comfortable with the instructor role.	As noted in the revision, any instructor may ask the Chair to step into the role of the instructor if they are unable follow the recommended process. (section 5.4)
Instructor role may cause inconsistencies in the decision-making.	The limited scope of penalties for minor violations as well as the support of the academic integrity advisors and facilitator in LTI is meant to support the process to ensure consistency is maintained. Additional instruction has been added to guide instructors on their application of the policy (documenting evidence and summarizing discussion with the student). (section 5.4)
Appeals of an instructor decision are based on procedure or statements of fact?	All appeals are based on reasonableness and procedure – not a retrying of the incident. (section 11)
No definitive statements on the ban of genAI.	The use of genAI is an instructor led decision and communicated to students on the permitted use within their course. (section 4.2.2)
Regarding copyright: uploading of instructor materials to CAL approved software. Copyright infringement needs clarity and students will need education and support.	CAL approved software is considered university approved software; however, copyright infringement has been removed for further consultation and future revision.
No statute of limitations could result in a rescinded degree	The Senate Committee on Academic Standards hears recommendations on the rescinding of a student's degree and would be conducted in such matters if necessary.
Burden of proof should be higher as AI detection software can produce false positives	The university does not allow AI detection software due to the false positives it produces. The standard of proof is what is used in all civil administrative matters and comparable to other universities across Canada. The revised policy modernizes the vocabulary and provides clarity on how appeals are conducted, now with additional wording on the use of unapproved software in the application of the policy. (section 5.4)
Decrease 5 to 3 levels of penalty	The progressive discipline and opportunity for remediation is key aspect of revision to increase learning (and reporting) across campus. (section 8.3)
Graduate supervisors may not report due to conflict of interest	This will be an issue for all individuals both in the current and revised policy. The Graduate Supervisory Policy holds supervisors accountable to these conflicts of interest and duty to <u>supervise/report on student academic performance.</u>
Violations close together may not provide an opportunity to learn	Decision-makers on multiple violations are to take this into account in their assignment of any penalty. Remediation and compliance with recommended educational opportunities must be respected by the student and will be considered before further penalties are imposed. (section 8.2)
Multiple Submissions without prior permission	Clarity added that any submission in an additional course would violate the Policy on Academic Integrity. (section 6.3)

Policy on Academic Integrity	3
1 Scope and Jurisdiction	3
2 Definitions	3
3 Student Responsibility	5
4 Academic Integrity Violations	6
4.1 Academic Fraud	6
4.2 Academic Dishonesty	7
4.2.1 Plagiarism	7
4.2.2 Unauthorized use of an Editor or Content Generator	7
4.2.3 Multiple submissions without prior permission	7
4.2.4 Falsification of materials subject to academic evaluation	8
4.2.5 Cheating on Work, Tests and Examinations	8
4.2.6 Aiding others	8
5 Procedures for Alleged Academic Integrity Violations	8
5.1 Academic Integrity Allegations	9
5.2 Responsibilities of the Student	10
5.3 Responsibilities of the Registrar	10
5.4 Responsibilities of the Instructor	11
5.5 Responsibilities of the Chair/Director	12
5.6 Responsibilities of the Dean	13
5.7 Responsibility of the Vice-President Academic and Provost and the President	14
5.8 Responsibility Flowchart	15
.....	15
6 Penalties for Academic Integrity Violations	15
6.1 Plagiarism	15
6.2 Unauthorized use of an Editor or Content Generator	16
6.3 Multiple submissions without prior permission	16
6.4 Falsifying materials subject to academic evaluation	16
6.5 Cheating on exams	16
6.6 Collaborative Work	16
7 Graduate Students and Academic Integrity Violations	17
7.1 Final project, thesis, dissertation, praxis or portfolio	17

7.2	Violations relating to doctoral candidacy examinations	17
8	Particularly unusual or serious Academic Integrity violations	18
8.1	Penalties for multiple Academic Integrity violations	18
8.2	Disciplinary Academic Probation and Suspension	18
8.3	Academic Dishonesty Penalty Chart	19
9	Non course-based penalties	19
10	Interim Academic Integrity Measures	19
11	Rights of appeal	20
12	Records management.....	20
12.1	Notice of an Academic Integrity Violation and Incident Report.....	20
12.2	Records	21
12.3	Access to Records.....	21
12.4	Records Retention	21

Policy on Academic Integrity

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

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

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

1 Scope and Jurisdiction

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

2 Definitions

“Academic Advantage”

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

“Academic Dishonesty”

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

“Academic Integrity”

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

“Academic Integrity Advisor”

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

“Academic Integrity Incident Report”

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

“Academic Integrity Modules”

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

“Academic Fraud”

Behaviour that may or may not relate to a specific course that contravenes the standard of Academic Integrity.

“Chair/Director”

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

“Dean”

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

“Disciplinary Academic Probation”

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

“Disciplinary Academic Suspension”

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

“Editor or Content Generator”

An Editor or Content Generator (genAI) is an individual, service, or software other than the Instructor or supervisory committee member, that generates, completes, manipulates, revises, corrects or alters a Student’s written or non-written Work.

“Instructor”

Course Instructor s, faculty members, sessional Instructor s and graduate supervisors. Teaching Assistants are responsible for reporting Academic Dishonesty to the main course Instructor.

“Notice of an Academic Integrity Violation”

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

“Notice of Alleged Academic Integrity Violation”

The formal, written notice to the Student outlining an alleged Academic Integrity violation due to Academic Dishonesty or Academic Fraud.

“Office of Student Life (OSL)”

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

“Registrar”

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

“Standard of Proof”

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

“Student”

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

“Work”

Academic Work in any format that include but are not restricted to: Written or Digital Material, Laboratory Work, Computer Work, Computer Code, Assignments, Research Materials, Research Results, Musical or Artworks, Oral Reports, Audiovisual or Recorded Presentations, Lesson Plans and Material in any medium submitted to an Instructor for grading purposes.

3 Student Responsibility

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

Students are responsible for understanding the principles of Academic Integrity as they apply in the discipline in which their Work is being submitted and/or as indicated by the course Instructor or graduate supervisor.

Any action that contravenes the standard of Academic Integrity is prohibited, including any act of dishonesty, falsification, misrepresentation, or deception in one's Academic Work.

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

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

It is a violation to help others or attempt to help others engage in any forms of Academic Dishonesty or Academic Fraud.

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

4 Academic Integrity Violations

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

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

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

4.1 Academic Fraud

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

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

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

4.2 Academic Dishonesty

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

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

The following (4.2.1 – 4.2.6) are examples of Academic Dishonesty:

4.2.1 Plagiarism

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

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

4.2.2 Unauthorized use of an Editor or Content Generator

An Editor or Content Generator is an individual or service, other than the Instructor or supervisory committee member, that generates, completes, manipulates, revises, corrects or alters a Student's written or non-written Work. The use of an Editor or Content Generator, whether purchased or not, is prohibited unless the Instructor grants explicit written authorization. The Instructor should specify the extent of editing that is being authorized.

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

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

4.2.3 Multiple submissions without prior permission

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

4.2.4 Falsification of materials subject to academic evaluation

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

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

4.2.5 Cheating on Work, Tests and Examinations

Cheating includes, but is not limited to:

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

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

4.2.6 Aiding others

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

5 Procedures for Alleged Academic Integrity Violations

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

It is not necessary to show that a Student has achieved an improper Academic Advantage or benefit to determine whether Academic Dishonesty or Academic Fraud has occurred.

The University will adhere to principles of procedural fairness and natural justice. The appropriate Standard of Proof for a decision in this process is that, more likely than not, a violation of Academic Integrity has occurred (see "Standard of Proof"). All decision-makers dealing with allegations of

Academic Dishonesty or Academic Fraud will provide Students with an opportunity to respond in a timely manner to the allegations.

When the University imposes a penalty on a Student for Academic Dishonesty or Academic Fraud, the Student may appeal to either the Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA) or the Senate Committee on Appeals, depending on the nature of the Academic Integrity violation.

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

In deciding upon the appropriate penalty to be imposed for an act of Academic Dishonesty or Academic Fraud, consideration must be given to the following factors:

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

5.1 Academic Integrity Allegations

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

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

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

The Instructor, Chair/Director, or Registrar may seek support from various university offices in investigating more complex cases of Academic Dishonesty or Academic Fraud.

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

5.2 Responsibilities of the Student

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

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

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

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

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

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

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

5.3 Responsibilities of the Registrar

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

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

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

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

If, after reviewing the facts of the alleged violation, the Registrar finds it is more likely than not that a Student has engaged in Academic Fraud (see “Standard of Proof”), the Registrar may impose one or more of the following penalties as applied to the specific allegation identified:

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

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

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

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

There are no time limits regarding allegations involving Academic Fraud.

5.4 Responsibilities of the Instructor

Instructors must adhere to the Procedures for Alleged Academic Dishonesty Violations when considering a case of Academic Integrity. Instructors must not use unapproved university software, including detection tools or analytical systems, when evaluating or investigating alleged Academic Integrity violations; only university-approved tools and processes may be used in the application of this policy.

When an Instructor becomes aware that a Student may have engaged in Academic Dishonesty in their course (other than allegations involving graduate final project, thesis, dissertation, praxis or portfolio), the Instructor must notify the Student in writing through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days, outlining the nature of the concern and inviting the Student to discuss the matter. The Student may bring support if desired. As part of the Instructor’s process for gathering information, the Student may be asked to speak to the Work in question and demonstrate sufficient knowledge and command of the material to substantiate that they are its author.

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

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

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

If an Instructor finds that more likely than not a Student has engaged in Academic Dishonesty (see "Standard of Proof"), the Instructor will impose one or more of the following penalties depending on the severity of the Academic Integrity violation:

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

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

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

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

5.5 Responsibilities of the Chair/Director

If the Chair/Director of the department/unit is the course Instructor, an Associate Chair/Director or other appropriate academic administrator within the department or faculty must take over the role of the Chair/Director. Chairs/Directors must not use unapproved university software, including detection tools or analytical systems, when reviewing, evaluating, or investigating alleged Academic Integrity violations; only university-approved tools and processes may be used in the application of this policy.

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

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

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

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

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

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

5.6 Responsibilities of the Dean

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

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

In making this decision, the Dean will consider factors such as the nature of the violations, and whether there has been an interval between violations such that learning could have taken place. The Student must be notified in writing of the penalty imposed through a formal Notice of Academic Integrity Violation, and a copy will be placed on the Student's record. The University will retain a

record of the action taken. In the event of any further reports of a violation of Academic Integrity, the record will be used to determine the action for the subsequent Academic Integrity violations.

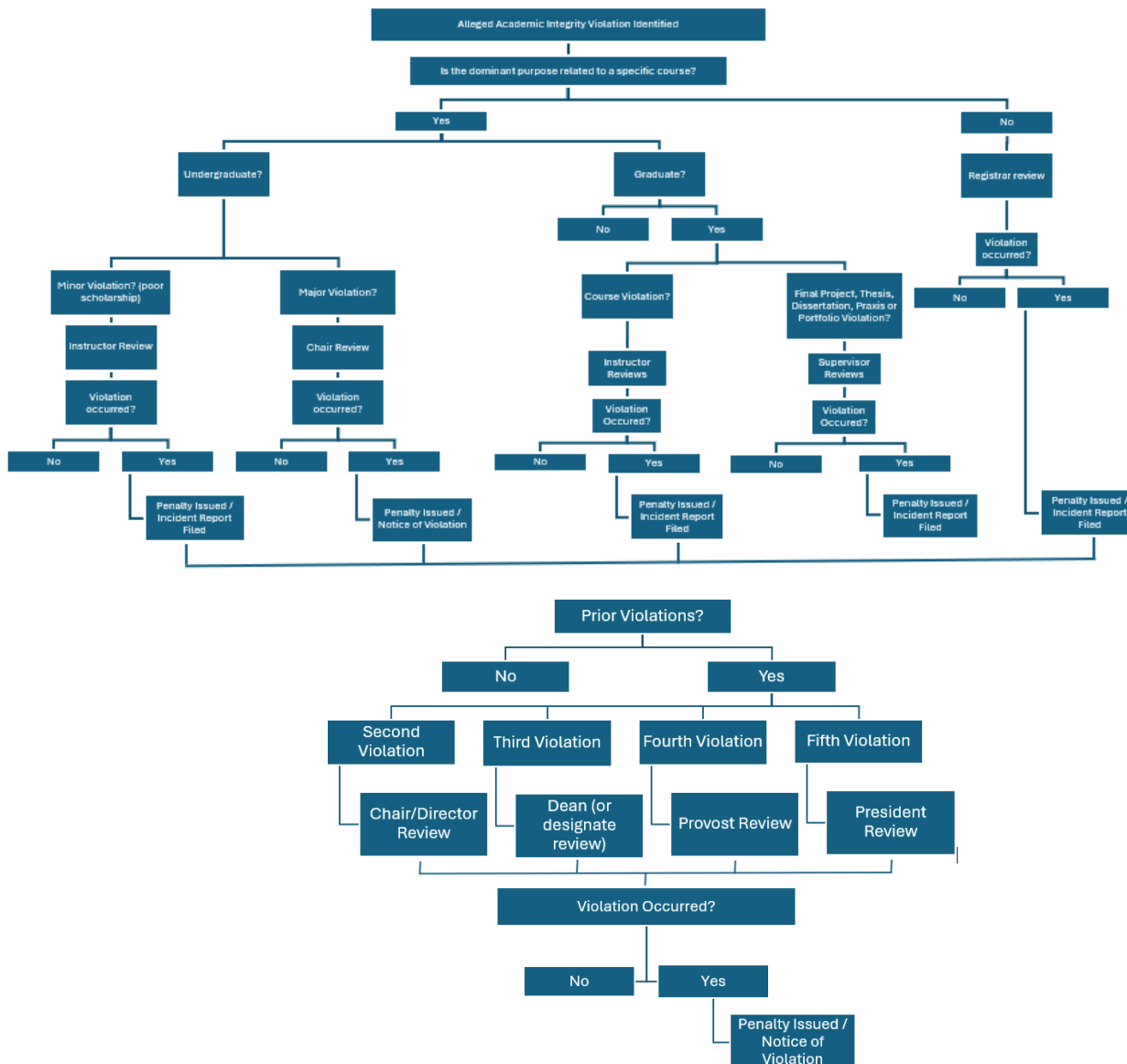
5.7 Responsibility of the Vice-President Academic and Provost and the President

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

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

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

5.8 Responsibility Flowchart



6 Penalties for Academic Integrity Violations

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

6.1 Plagiarism

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

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

6.2 Unauthorized use of an Editor or Content Generator

Unauthorized use of an Editor or Content Generator should result in a failing grade for the Work.

In situations where an unauthorized Editor or Content Generator is used to extensively edit Work that results in a Student submitting Work that is considered that of another person’s, penalties for plagiarism may apply.

6.3 Multiple submissions without prior permission

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

If the same piece of Work is submitted for two or more courses, this should result in a grade of “F”, (0%) for all but the original course.

6.4 Falsifying materials subject to academic evaluation

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

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

6.5 Cheating on exams

Any instance of impersonation of a Student during an exam should result in a grade of “F” (0%) for the course for the Student being impersonated and Disciplinary Academic Probation for the impersonator (if they are a Student).

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

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

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

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

6.6 Collaborative Work

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

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

In situations where collaborative Work is allowed, only the Student or Students who commit the violation are subject to penalty.

7 Graduate Students and Academic Integrity Violations

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

7.1 Final project, thesis, dissertation, praxis or portfolio

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

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

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

7.2 Violations relating to doctoral candidacy examinations

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

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

8 Particularly unusual or serious Academic Integrity violations

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

8.1 Penalties for multiple Academic Integrity violations

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

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

8.2 Disciplinary Academic Probation and Suspension

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

In situations where a Student commits three or more Academic Integrity violations, the Student may be placed on Disciplinary Academic Probation with a permanent notation on the Student's transcript. The decision to place a Student on Disciplinary Academic Probation with a permanent transcript notation can only be made by the Vice-President Academic and Provost (or designate). This decision is made upon recommendation of the Dean (who will forward all instances of three or more violations to the Vice-President Academic and Provost). The Vice-President Academic and Provost (or designate) will consider factors such as the nature of the major violations and whether there has been an interval between violations such that remediation could have taken place.

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

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

8.3 Academic Dishonesty Penalty Chart

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

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

9 Non course-based penalties

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

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

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

10 Interim Academic Integrity Measures

The University may impose interim measures while an allegation of Academic Dishonesty or Academic Fraud is being investigated, determined, or resolved. Consequences due to interim measures are reversible should the Academic Integrity violation be unfounded.

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

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

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

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

11 Rights of appeal

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

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

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

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

12 Records management

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

12.1 Notice of an Academic Integrity Violation and Incident Report

Any penalty will be accompanied by either an Academic Integrity Violation Incident Report or a letter of reprimand. Any penalty imposed by an Instructor or Registrar will be communicated to the Student via an Academic Integrity Incident Report. More severe, or multiple, violations will include a penalty communicated to the Student by the authority issuing the penalty (Chair/Director, Dean, Vice-

President Academic and Provost, President) responsible for imposing the penalty. A Notice of an Academic Integrity Violation will be sent to the Student and shall be included on the Student's record along with the Academic Integrity Incident Report. These records are maintained by the Office of the Registrar and Enrolment Management. Offices other than the Office of the Registrar and Enrolment Management are required to securely destroy any additional documentation pertaining to the Student's Academic Integrity violation.

12.2 Records

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

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

12.3 Access to Records

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

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

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

In some special circumstances, there may be reasons why faculty members need to have access to a Student's records regarding Academic Integrity (e.g., character attestation for purposes of professional accreditation). If a faculty member intends to request access to Students' records for any such purpose, that purpose must be disclosed by the faculty member to the Student.

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

12.4 Records Retention

The following retention periods apply to records relating to Academic Integrity violations:

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

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

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

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

Policy on Academic Integrity

Principles of academic integrity

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

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

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

1. Scope and Jurisdiction

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

2. Definitions

"Academic Advantage"

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

"Academic Dishonesty"

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

"Academic Integrity"

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

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

“Academic Integrity Advisor”

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

“Academic Integrity Incident Report”

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

“Academic Integrity Modules”

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

“Academic Fraud”

Behaviour that may or may not relate to a specific course that contravenes the standard of Academic Integrity.

“Chair/Director”

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

“Dean”

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

“Disciplinary Academic Probation”

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

“Disciplinary Academic Suspension”

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

“Editor or Content Generator”

An Editor or Content Generator (genAI) is an individual, service, or software other than the Instructor or supervisory committee member, that generates, completes, manipulates, revises, corrects or alters a Student’s written or non-written Work.

“Instructor”

Course instructors, faculty members, sessional instructors and graduate supervisors. Teaching Assistants are responsible for reporting Academic Dishonesty to the main course Instructor.

“Notice of an Academic Integrity Violation”

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

“Notice of Alleged Academic Integrity Violation”

The formal, written notice to the Student outlining an alleged Academic Integrity violation due to Academic Dishonesty or Academic Fraud.

“Office of Student Life (OSL)”

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

“Registrar”

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

“Standard of Proof”

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

“Student”

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

“Work”

Academic Work in any format that include, but are not restricted to: Written or Digital Material, Laboratory Work, Computer Work, Computer Code, Assignments, Research Materials, Research Results, Musical or Artworks, Oral Reports, Audiovisual or Recorded Presentations, Lesson Plans and Material in any medium submitted to an Instructor for grading purposes.

In this policy:

- ~~“work” is defined as including the following: written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or art works, oral reports, audiovisual or recorded presentations, lesson plans, and material in any medium submitted to an instructor for grading purposes.~~

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

3. Student Responsibility

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

Students are responsible for understanding the principles of Academic Integrity as they apply in the discipline in which their Work is being submitted and/or as indicated by the course Instructor or graduate supervisor.

Any action that contravenes the standard of Academic Integrity is prohibited, including any act of dishonesty, falsification, misrepresentation, or deception in one’s Academic Work.

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

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

It is a violation to help others or attempt to help others engage in any forms of Academic Dishonesty or Academic Fraud.

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

4. Academic Integrity Violations

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

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

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

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

4.1 Academic Fraud

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

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

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

4.2 Academic Dishonesty

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

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

The following (4.2.1 – 4.2.6) are examples of Academic Dishonesty:

4.2.1 Plagiarism

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

- submitting the ~~w~~Work of another person or a content generator in whole or in part as the Student's original ~~w~~Work
- gives inadequate attribution to an author or creator whose ~~w~~Work is incorporated into the ~~s~~Student's ~~w~~Work, including failing to indicate clearly (through accepted practices within the discipline and/or as stated by the course Instructor, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's ~~w~~Work or Work produced by an Editor or Content Generator
- paraphrasing material from a source without sufficient acknowledgment as described above

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

4.2.2 Unauthorized use of an Editor or Content Generator

An ~~e~~Editor or Content Generator is an individual or service, other than the Instructor or supervisory committee member, ~~who that generates, completes,~~ manipulates, revises, corrects or alters a ~~s~~Student's written or non-written Work. The use of an Editor or Content Generator, whether ~~purchased~~paid or ~~notunpaid~~, is prohibited unless the ~~i~~Instructor grants explicit written authorization. The Instructor should specify the extent of editing that is being authorized.

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

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

4.2.3 Multiple submission without prior permission

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

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

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

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

4.2.5 Cheating on Work, Tests and E examinations

Cheating includes, but is not limited to:

- copying the answers or other ~~w~~Work of another person
- sharing information or answers when doing take-home assignments, tests or examinations except where the Instructor has authorized collaboration~~onve work~~
- having, in an examination or testing environment, any materials or equipment other than those authorized by the examiners
- accessing unauthorized information when ~~doing working on~~ take-home assignments, tests or examinations
- impersonating a Student on an examination or test and/or, ~~or~~ being assigned the results of such impersonation

- accessing or attempting to access examinations or tests before it is permitted to do so
- concealing and/or accessing information pertaining to the examination within the examination environment, including in hallways and washrooms adjacent to the examination room, against the regulations governing administration of university examination (undergraduate and graduate)

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

4.2.6 Aiding others to cheat

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

5. Procedures for dealing with violations of academic integrity

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

It is not necessary to show that a Student has achieved an improper Academic Advantage or benefit to determine whether Academic Dishonesty or Academic Fraud has occurred.

The University will adhere to principles of procedural fairness and natural justice. The appropriate Standard of Proof for a decision in this process is that, more likely than not, a violation of Academic Integrity has occurred (see "Standard of Proof"). All decision-makers dealing with allegations of Academic Dishonesty or Academic Fraud will provide Students with an opportunity to respond in a timely manner to the allegations.

When the University imposes a penalty on a Student for Academic Dishonesty or Academic Fraud, the Student may appeal to either the Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA) or the Senate Committee on Appeals, depending on the nature of the Academic Integrity violation.

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

In deciding upon the appropriate penalty to be imposed for an act of Academic Dishonesty or Academic Fraud, consideration must be given to the following factors:

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

5.1 Academic Integrity Allegations

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

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

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

The Instructor, Chair/Director, or Registrar may seek support from various university offices in investigating more complex cases of Academic Dishonesty or Academic Fraud.

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

5.2 Responsibilities of the Student

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

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

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

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

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

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

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

5.3 Responsibilities of the Registrar

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

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

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

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

If, after reviewing the facts of the alleged violation, the Registrar finds it is more likely than not that a Student has engaged in Academic Fraud (see "Standard of Proof"), the Registrar may impose one or more of the following penalties as applied to the specific allegation identified:

- i. issue a formal, written reprimand to the Student via a Notice of Academic Integrity Violation and place a copy of this reprimand on the Student's academic record
- ii. deny or cancel an application for admission

- iii. rescind an offer of admission and place a ban on any new applications for at least one term
- iv. cancel current registration
- v. deny transfer credit from institutions where attendance was not disclosed
- vi. place the Student on disciplinary probation with a notation on the Student's transcript

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

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

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

There are no time limits regarding allegations involving Academic Fraud.

5.4 Responsibilities of the Instructor

Instructors must adhere to the Procedures for Alleged Academic Dishonesty Violations when considering a case of Academic Integrity. Instructors must not use unapproved university software, including detection tools or analytical systems, when evaluating or investigating alleged Academic Integrity violations; only university-approved tools and processes may be used in the application of this policy.

When an Instructor becomes aware that a Student may have engaged in Academic Dishonesty in their course (other than allegations involving graduate final project, thesis, dissertation, praxis or portfolio), the Instructor must notify the Student in writing through a Notice of Alleged Academic Integrity Violation, normally within ten (10) business days, outlining the nature of the concern and inviting the Student to discuss the matter. The Student may bring support if desired. As part of the Instructor's process for gathering information, the Student may be asked to speak to the Work in question and demonstrate sufficient knowledge and command of the material to substantiate that they are its author.

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

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

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

If an Instructor finds that more likely than not a Student has engaged in Academic Dishonesty (see “Standard of Proof”), the Instructor will impose one or more of the following penalties depending on the severity of the Academic Integrity violation:

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

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

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

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

5.5 Responsibilities of the Chair/Director

If the Chair/Director of the department/unit is the course Instructor, an Associate Chair/Director or other appropriate academic administrator within the department or faculty must take over the role of the Chair/Director. Chairs/Directors must not use unapproved university software, including detection tools or analytical systems, when reviewing, evaluating, or investigating alleged Academic Integrity violations; only university-approved tools and processes may be used in the application of this policy.

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

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

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

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

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

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

5.6 Responsibilities of the Dean

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

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

In making this decision, the Dean will consider factors such as the nature of the violations, and whether there has been an interval between violations such that learning could have taken place. The Student must be notified in writing of the penalty imposed through a formal Notice of Academic Integrity Violation, and a copy will be placed on the Student's record. The University will retain a record of the action taken. In the event of any further reports of a violation of Academic Integrity, the record will be used to determine the action for the subsequent Academic Integrity violations.

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

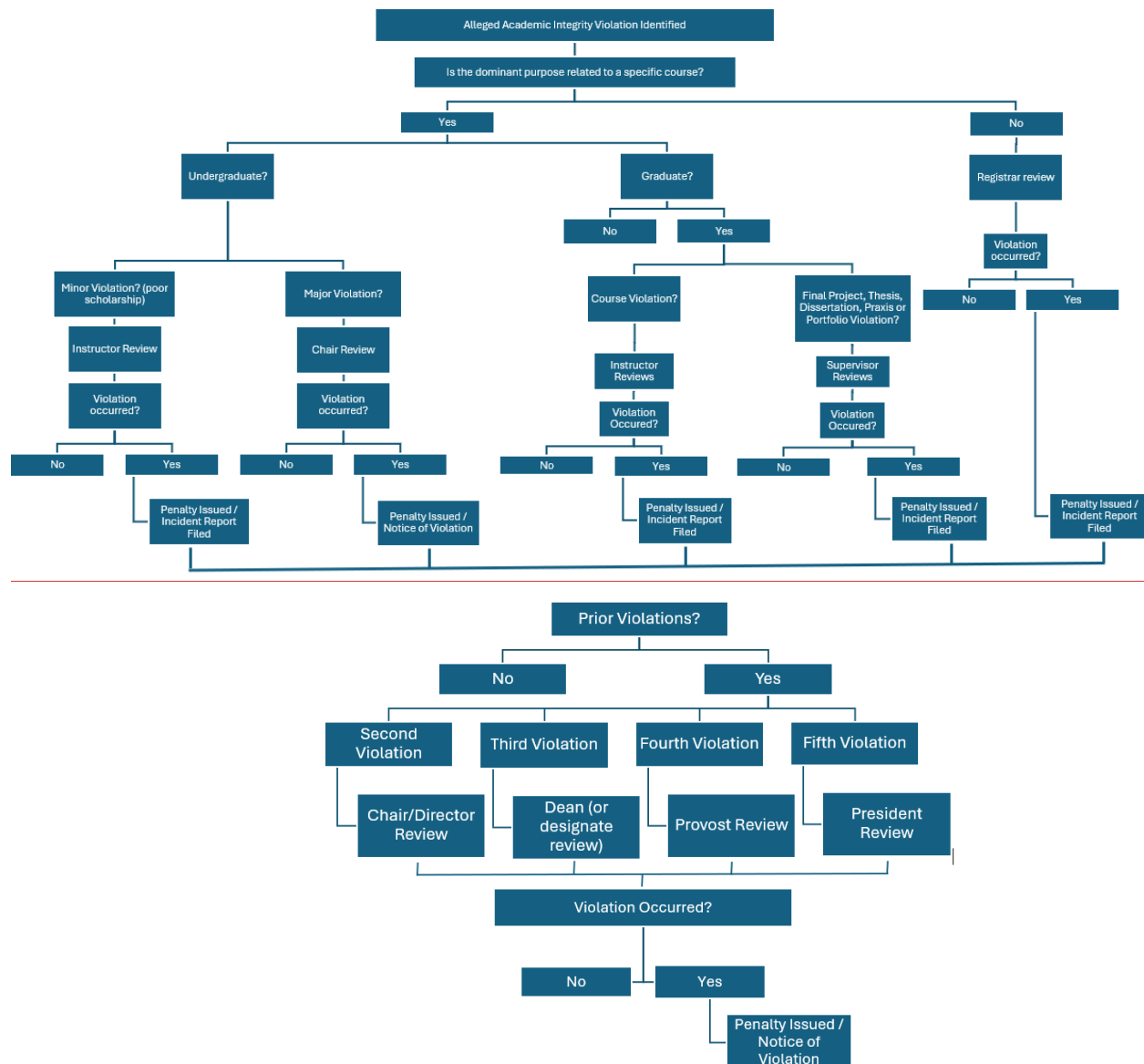
Where there have been more than three prior violations, the Dean of the Student's Faculty will forward the case to the Vice-President Academic and Provost with a recommendation on the penalty

to be assigned. In the case of graduate Students, the Dean is defined as the Dean of Graduate Studies.

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

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

5.7 Responsibility Flowchart



Determining the nature of the violation

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

Determining appropriate penalties

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

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

Referral to the Dean

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

Letters of reprimand

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

Rights of appeal

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

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

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

6. Penalties for Academic Integrity Violations

Penalties for first academic integrity violation

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

6.1 Plagiarism

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

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

6.2 Unauthorized use of an Editor or Content Generator

Unauthorized use of an eEditor or Content Generator should result in a failing grade for the Work.

In situations where an unauthorized use of an Editor or Content Generator is used to extensively edit Work that results in a sStudent submitting Work that is ~~could be~~ considered that of another person's, penalties for plagiarism may apply.

6.3 Multiple submissions without prior permission

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

If the same piece of Work is submitted for two or more courses, this should result in a grade of "F" (0%) for all but the original course.

6.4 Falsifying materials subject to academic evaluation

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

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

6.6 Cheating on exams

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

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

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

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

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

6.7 Collaborative Work

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

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

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

7. Graduate Students and Academic Integrity Violations

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

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

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

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

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

7.2 Violations relating to doctoral candidacy examinations

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

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

8 Particularly unusual or serious Academic Integrity -violations

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

8.1 Penalties for ~~second or subsequent~~multiple Academic Integrity violations

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

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

8.2 Disciplinary Academic Probation and Suspension

Repeat violations

Any instance of any of the violations described above committed by a sStudent who has already committed one-two violations, especially if either of the violations merited a grade of "F" (0%) for the course, should result in the sStudent being placed on temporary Disciplinary Academic Probation. A temporary Disciplinary Academic Probation notation penalty decision may only be made by the

Dean of the Student's faculty and is will be recorded on the sStudent's transcript and only removed upon graduation. The decision to place a student on disciplinary probation with a notation on the student's transcript that is removed upon graduation can only be made by the Dean.

In situations where a Sstudent commits three or moretwo or more major aAcademic iIntegrity violations, the Sstudent may be placed on Dedisciplinary Academic Pprobation with a permanent notation on the sStudent's transcript. The decision to place a Sstudent on Dedisciplinary Academic Pprobation with a permanent transcript notation can only be made by the Vice-President Academic and Provost (or delegate). This decision is made upon recommendation of the Dean (who will forward all instances of three or more violations to the Vice-President Academic and Provost). In making this decision, tThe Vice-President Academic and Provost (or designate) will consider factors such as the nature of the major violations, and whether there has been an interval between violations such that remediationlearning could have taken place.

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

In situations where a graduate sStudent who has been placed on Dedisciplinary Academic Pprobation with a permanent notation after a secondfirst offence commits a thirdsecond offence, the Sstudent should be subject to permanent suspension. Theis decision to place a Student on Disciplinary Academic Suspension can only be madetaken by the President, on the recommendation of the Dean of Graduate Studies (who will forward all instances of two or more violations to the President).

8.3 Academic Dishonesty penalty Chart

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

<u>1st minor violation</u>	<u>2nd or more serious violation</u>	<u>3rd violation</u>	<u>4th violation</u>	<u>5th violation</u>
				Permanent Disciplinary Academic Suspension
		Disciplinary Academic Probation	Disciplinary Academic Probation with a permanent notation	

<u>May result in the following penalties:</u> • <u>warning</u> • <u>Academic Integrity Modules</u> • <u>lower grade for the Work</u> • <u>grade of F, 0% (for the Work)</u> <u>(Penalty applied by the Instructor)</u>	<u>May result in the following penalties:</u> • <u>formal reprimand</u> • <u>grade F (0%) for the course</u> <u>(Penalty applied by the Chair/Director)</u>	<u>with a temporary notation (removed upon graduation)</u> • <u>Normally results in a grade of F (0%) for the course</u> <u>(Penalty applied by Dean, or designate, of the Faculty in the course which the Student is registered)</u>	• <u>Normally results in a grade of F (0%) for the course.</u> <u>(Penalty applied by the Vice-President Academic and Provost, on recommendation of the Dean)</u>	• <u>Permanent suspension from the University</u> <u>(Penalty applied by the President, on recommendation of the Dean)</u>
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9 Non course-based penalties

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

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

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

10 Interim Academic Integrity Measures

The University may impose interim measures while an allegation of Academic Dishonesty or Academic Fraud is being investigated, determined, or resolved. Consequences due to interim measures are reversible should the Academic Integrity violation be unfounded.

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

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

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

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

11 Rights of appeal

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

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

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

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

12 Records management

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

12.1 Notice of an Academic Integrity Violation and Incident Report

Any penalty will be accompanied by either an Academic Integrity Violation Incident Report or a letter of reprimand. Any penalty imposed by an Instructor or Registrar will be communicated to the Student via an Academic Integrity Incident Report. More severe, or multiple, violations will include a penalty communicated to the Student by the authority issuing the penalty (Chair/Director, Dean, Vice-President Academic and Provost, President) responsible for imposing the penalty. A Notice of an Academic Integrity Violation will be sent to the Student and shall be included on the Student's record along with the Academic Integrity Incident Report. These records are maintained by the Office of the Registrar and Enrolment Management. Offices other than the Office of the Registrar and Enrolment Management are required to securely destroy any additional documentation pertaining to the Student's Academic Integrity violation.

12.2 Records

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

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

12.3 Access to Records

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

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

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

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

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

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

12.4 Records Retention

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

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

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

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

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

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

12.3 Access to Records

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

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

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

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

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

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

12.4 Records Retention

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

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

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

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

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

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

Academic Dishonesty - Notice of Alleged Academic Integrity Violation

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

Dear [Preferred name],

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

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

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

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

Sincerely,

[Name]

[Title]

[Department]



Academic integrity violation report: Academic dishonesty

University of Victoria | Office of the Registrar and Enrolment Management

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

Course information

Instructor: Click or tap here to enter text.

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

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

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

Assessment information

Assessment date: Click or tap to enter a date.

Assessment type: Click or tap here to enter text.

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

Grade weight: Click or tap here to enter text.

Student information

Preferred name: Click or tap here to enter text.

Last name: Click or tap here to enter text.

Student number: Click or tap here to enter text.

Violation information

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

Violation information (continued)

Date that student was notified of the violations:

Click or tap to enter a date.

Date that student acknowledged the violations:

Click or tap to enter a date.

Summary of violations

Click or tap here to enter text.

Meeting with student

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

Did the student accept the meeting? Choose an item.

Meeting date: Click or tap to enter a date.

Did the student attend the meeting? Choose an item.

Meeting location: Click or tap here to enter text.

Meeting attendees: Click or tap here to enter text.

Was a support person present at the meeting?

Choose an item.

Discussion information

☐ Explained violation

☐ Listened to student response

☐ Discussed penalty

☐ Discussed supports available

Decision/penalties

☐ Give the student a warning.

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

Due date: Click or tap to enter a date.

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

☐ Assign a grade deduction penalty for the work.

☐ Assign a grade of "0" for the work.

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

Impact on final grade

Will the decision/penalties result in a failing grade?

Choose an item.

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

Student response

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

Response deadline: Click or tap to enter a date.

Documentation

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

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

Describe the evidence that was convincing and provide a rationale for the penalty. Please include a summary of the discussion with the student. Click or tap here to enter text.

Instructor signature

Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

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

X

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



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

Notice of Academic Integrity Violation

Academic Dishonesty

[Date]

Student's Preferred Name Last Name

VXXXXXXXX

Student's email or mailing address

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

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

In our meeting on [Date of meeting], [Outline what occurred in the meeting. Describe the evidence that was convincing and provide a rationale for the penalty. Please include a summary of the discussion with the student].

The Policy on Academic Integrity states:

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

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

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

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

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

Academic Dishonesty – Notice of Academic Integrity Violation



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

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

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

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

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

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

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

Academic Fraud – Notice of Alleged Academic Integrity Violation

Subject: Notice of Alleged Academic Integrity Violation – Academic Fraud

Dear [Preferred name],

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

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

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

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

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

Sincerely,

[Registrar (or designate)]

Office of the Registrar and Enrolment Management

Academic integrity incident report:

Academic fraud

University of Victoria | Office of the Registrar and Enrolment Management

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

Student information

Preferred name: Click or tap here to enter text.

Last name: Click or tap here to enter text.

Student number: Click or tap here to enter text.

Violation information

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

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

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

Summary of violations

Click or tap here to enter text.

Meeting with student

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

Did the student accept the meeting? Choose an item.

Meeting date: Click or tap to enter a date.

Did the student attend the meeting? Choose an item.

Meeting location: Click or tap here to enter text.

Meeting attendees: Click or tap here to enter text.

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

Discussion information

- ☐ Explained violation
- ☐ Listened to student response
- ☐ Discussed penalty
- ☐ Discussed supports available

Decision/penalties

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

Student response

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

Response deadline: [Click or tap to enter a date.](#)

Documentation

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

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

Describe the evidence that was convincing and provide a rationale for the penalty. Please include a summary of the discussion with the student. [Click or tap here to enter text.](#)

Registrar signature

Name: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

Signature: [Double click signature line to insert digital signature and restrict editing of document.](#)

X



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

Notice of Academic Integrity Violation

Academic Fraud

[Date]

Student's Preferred Name Last Name

VXXXXXXXX

Student's email or mailing address

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

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

In our meeting on [Date of meeting], [Outline what occurred in the meeting. Describe the evidence that was convincing and provide a rationale for the penalty. Please include a summary of the discussion with the student].

The Policy on Academic Integrity states:

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

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

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

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

Sincerely,
Registrar

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

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: April 22, 2026
Subject: Change to the calendar entry for the Graduation Dean's List

At its meeting on April 20, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the Office of the Registrar and Enrolment Management on changes to the undergraduate calendar entry for the Graduation Dean's List, except for the Faculty of Law, effective May 2026.

Recommended Motion:

That Senate approve the calendar entry for the Graduation Dean's List for undergraduate degree-seeking students in all faculties except Law in the undergraduate academic calendar, effective May 2026.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary



OFFICE OF THE REGISTRAR AND ENROLMENT MANAGEMENT

To: Senate Committee on Academic Standards
From: Wendy Taylor, Registrar
Cc: Ashley de Moscoso, Associate Registrar
Date: April 7, 2026
Subject: Calendar entry for Graduation Dean's List

At its meeting on January 3, 2025, Senate reviewed and approved a proposal to establish an Undergraduate Graduation Dean's List notation on academic transcripts. The Graduation Dean's List will recognize those students who have completed their program requirements, have applied for graduation, and achieved a Graduating GPA in the top 10% of graduating students in their academic unit.

While the establishment of the Graduation Dean's List was approved in 2025, a corresponding calendar entry was not included in the original proposal. The Graduation Dean's List will be implemented effective May 2026, and as such, the Graduation Dean's List must be added to the academic calendar to ensure that individuals reading the notation on the official transcript can refer to the calendar for additional information. The proposed language for inclusion in the May 2026 academic calendar – drafted in consultation with the Associate Deans Academic for the Faculties of Humanities, Science, and Social Sciences – is included in Appendix A below.

Recommended Motion:

That the Senate Committee on Academic Standards approve and recommend to Senate that it also approve the calendar entry for the Graduation Dean's List for undergraduate degree-seeking students in all faculties except Law.





OFFICE OF THE REGISTRAR AND ENROLMENT MANAGEMENT

APPENDIX A – PROPOSED CALENDAR ENTRY

To be included under [Undergraduate Academic Regulations Fees, policies and regulations](#) > Graduation, directly following With Distinction.

Graduation Dean's List

Effective May 2026, the notation "Graduation Dean's List" will appear on the transcript for students whose graduating average GPA is in the top 10% of those graduating in their academic unit ("the 10% threshold GPA").

The "Graduation Dean's List" designation is not available in the Faculty of Law, the Faculty of Graduate Studies or the Division of Continuing Studies. Students who were awarded this designation based on faculty calculations prior to May 2026 cannot have this notation added retroactively.

All Honours, Major and General program students graduating in each academic unit are included in a single pool from which the 10% threshold GPA is calculated and all are eligible for the "Graduation Dean's List" designation. Calculation of the 10% threshold GPA is made at the same time and in the same manner as described in the With Distinction section above using a 10% threshold GPA.

Where the total number of students graduating in an academic unit (and, where applicable, in a degree type) in the spring convocation is less than 20, the "Graduation Dean's List" designation is awarded on the basis of a 10% threshold GPA calculated including all units in the faculty.

For students enrolled in a general, double or combined program (Honours and Major, Double Major, Combined Major, Joint Programs), the achievement of "Graduation Dean's List" in one program shall be sufficient for the award of the designation.



SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: April 22, 2026
Subject: Change to Graduation Standing in the Faculty of Science

At its meeting on April 20, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the Faculty of Science on changes to the Graduation Standing language in the undergraduate academic calendar, effective May 2026.

Recommended Motion:

That Senate approve the changes to the Graduation Standing language for the Faculty of Science in the undergraduate academic calendar, effective May 2026.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary



Faculty of Science | Office of the Dean
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-4725-030 | scieada@uvic.ca | uvic.ca/science | @uvicscience

To: Senate Committee on Academic Standards
From: Chris Eagle, Associate Dean Academic, Faculty of Science
Date: April 2, 2026

Re: Proposal to update Faculty of Science language regarding Graduation Standing

Dear members of the Senate Committee on Academic Standards,

I am writing with a proposal to change the language in the Calendar regarding Graduation Standing in the Faculty of Science.

The existing [Calendar language](#) includes the following paragraph:

In cases of plagiarism and cheating, the Faculty of Science reserves the right to recommend to Senate the withdrawal of the [With Distinction](#) designation in addition to the penalties outlined in the University [Policy on Academic Integrity](#).

In 2025 Senate approved the creation of an Undergraduate Graduating Dean's List notation for undergraduate transcripts for graduating students with a Graduating GPA in the top 10% of graduating students in their academic unit. This notation has requirements that parallel the existing "With Distinction" notation, except with a 10% threshold instead of the 20% one used for "With Distinction".

Given the similarity between the "With Distinction" and the new "Graduating Dean's List" notations, the Faculty of Science proposes to amend the above-cited paragraph to include the right for the Faculty to recommend the withdrawal of the "Graduating Dean's List" notation under the same circumstances as it may recommend the withdrawal of the "With Distinction" notation.

A proposed Calendar change, with changes tracked, is attached to this memo.

Due to the timing of our Faculty Council meetings, this proposal will be voted on by the Faculty of Science on April 20, 2026.

Thank you in advance,

A handwritten signature in blue ink, appearing to read "Chris Eagle".

Chris Eagle
Associate Dean Academic
Faculty of Science

Proposed change to [Faculty of Science: Requirements](#)

Graduation standing

The graduation standing of a student in the Faculty of Science is determined in accordance with the [University regulations](#) (see [Standing](#)) and, for a student enrolled in an Honours Program, in conjunction with any Honours requirements specified by the departments concerned.

In cases of plagiarism and cheating, the Faculty of Science reserves the right to recommend to Senate the withdrawal of the [With Distinction](#) designation and/or the [Graduating Dean's List designation](#) in addition to the penalties outlined in the University [Policy on Academic Integrity](#).

Once a degree, diploma or certificate has been awarded by the University Senate, no change can be made to the programs that constitute that credential (see [Application for Graduation](#)).

SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: April 24, 2026
Subject: Appointment to the Senate Committee on Learning and Teaching and
Appointments to the 2026/2027 Senate Standing Committees

The Senate Committee on Agenda and Governance nominations sub-committee met on April 24, 2026 to consider an appointment to the Senate Committee on Learning and Teaching and appointments to the 2026/2027 Senate standing committees.

Appointment to the Senate Committee on Learning and Teaching

Notification has been received from the University of Victoria Students' Society (UVSS) that it had replaced the vacancy left due to resignation with Evan Maher for the remainder of the appointment term. As such the Senate Committee on Agenda and Governance recommends to Senate that it approve the appointment of Evan Maher as the UVSS representative, to being immediately and end on June 30, 2026.

Recommended Motion:

That Senate approve the appointment of Evan Maher to the 2025/2026 Senate Committee on Learning and Teaching as the UVSS representative, effective immediately and ending June 30, 2026.

Appointments to the 2026/2027 Senate Standing Committees

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document. Most new members are appointed for 3-year terms from July 1, 2025 to June 30, 2028. Committee chairs and student members appointed for one-year terms from July 1, 2025 to June 30, 2026.

Recommended Motion:

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

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 Committees

Senate 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 (NS)	Health	2028 (2025)
Hannah DiGiuseppe (S)	Student Senator	2027 (2028)
Ben Knight (S)	Student Senator	2027 (2028)
Vacancy	Student Representative (UVSS)	2027 (2028)
Vacancy	Student Representative (GSS)	2027 (2028)
Kelly Diether (S)	Convocation Senator	2027 (2026)
Vacancy	Vice-President Academic and Provost or designate	2027 (2026) (ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Karima Ramji (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex-officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Ashley de Moscoso (NS)	Associate Registrar	(ex officio)
David Medler (NS)	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
Ralf St. Clair (NS) (Chair)	Education	2029 (2023)
Vacancy	Humanities	2029 (2026)
Vacancy	Social Sciences	2029 (2026)
Mark Laidlaw (S)	Science	2028 (2025)
Leigh Anne Swayne (S)	Health	2028 (2025)
Vacancy	Engineering & Computer Science	2029 (2026)
Claudia Smith (NS)	Peter B. Gustavson School of Business	2028 (2025)
Vacancy	Fine Arts	2029 (2026)
Taylor McManus (S)	Student Senator	2027 (2026)
Michael Caryk (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS)	2027 (2026)
Vacancy	President or nominee	2027 (2026) (ex officio)
David Medler (NS)	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	2026 (2025) (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
TBD (S) (Chair)	Chair of Senate	(ex officio)
Annalee Lepp (S) (Vice-Chair)	Vice-Chair of Senate	2026 (2024) (ex officio)
Inba Kehoe (S)	Librarian	2027 (2024)
Martha McGinnis (S)	Graduate Studies	2029 (2023)
Rob Hancock (S)	Social Sciences	2028 (2025)
Jason Colby (S)	Humanities	2027 (2024)
Vacancy	TBD	2029 (2026)
Deborah Sharpe (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)
Lina Zhou (NS)	Engineering and Computer Science	2029 (2023)
Stuart Snaith (NS)	Peter B. Gustavson School of Business	2029 (2023)
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)
Kevin Zhang (S)	Student Senator	2027 (2026)
Deborah Sharpe (S)	Student Senator	2027 (2025)
Norman Kaminski (S)	Student Senator	2027 (2026)
Cohen Cheetham (S)	Student Senator	2027 (2026)
Tam Aljundi (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)	Health	2027 (2021)
Vacancy	Engineering and Computer Science	2029 (2026)
Timothy Iles (NS)	Humanities	2028 (2025)
Vacancy	Social Sciences	2029 (2026)
Leslee Francis Pelton (NS)	Graduate Studies	2027 (2021)
Alyssa Manankil (NS)	Alumni Association	2027 (2021)
Vacancy (S)	Student Senator	2027 (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)
Helen Kurki (NS)	Social Sciences	2028 (2023)
Lily Luz Yeo (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (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 Adjin-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)	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)
Cedric Littlewood (NS)	Dean, Graduate Studies' nominee	2026 (2025) (ex-officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Vacancy	Vice-President Academic and Provost or designate	2027 (2026) (ex officio)
Vacancy	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)
Karmia Ramji (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 (NS)	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)
Jonah Arnold (S)	Student Senator	2027 (2026)
Ana Himani (NS)	Alumni Association	2029 (2026)
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)	Graduate Studies	2027 (2024)
Todd Milford (S)	Education	2028 (2025)
Travis Martin (S)	Science	2029 (2023)
Daniela Constantinescu (NS)	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)
Evan Maher (S)	Student Senator	2027 (2026)
Mahmoud Chick Zaouali (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)
Tina Bebbington (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2029 (2026)
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Vacancy	University Librarian's designate	2027 (2026) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Karima Ramji (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's nominee	2027 (2026) (ex officio)
Elizabeth Adjin-Tettey (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	2029 (2026)
Andrew Weaver (S)	Science	2027 (2024)
Bailey Aspin Moriarity (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (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's 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	2029 (2026)
Scott Watson (NS)	Social Sciences	2028 (2025)
Tim Hopper (S)	Health	2028 (2025)
Ilamparithi Thirumarai-Chelvan (NS)	Engineering and Computer Science	2028 (2025)
Geoff Loomer (S)	Law	2026 (2024)
Vacancy	Science	2029 (2026)
Vacancy	Graduate Studies	2029 (2026)
Vacancy	Continuing Studies	2029 (2026)
Pascalie Sabine Ricard (S)	Student Senator	2027 (2026)
Vacancy	Student Representative (UVSS)	2027 (2026)
Annalee Lepp (S)	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's nominee	2027 (2026) (ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Karima Ramji (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)
Felipe Semedo (S)	Student Senator	2027 (2026)
Alivia Wang (S)	Convocation Senator	2027 (2026)
Qwul'sih'yah'maht, Robina Thomas (S)	Acting Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: April 22, 2026
Subject: New and Revised Awards

The Senate Committee on Awards met on April 15 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.

Explanation of Award Revision Categories

In consideration of the volume of proposed new and revised terms of reference included on this memo, the awards are being presented in the following categories for ease of review.

NEW AND REVISED TERMS OF REFERENCE- Includes terms of reference for new awards and/or those with an edit other than the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

ICD POLICY AND OTHER REVISIONS- Includes terms of reference that reflect the implementation of the ICD policy in addition to revisions to outdated wording to better ensure clarity and consistency.

ICD – FIRST NATIONS, MÉTIS AND/OR INUIT- Includes terms of reference where the eligibility criteria provides information for applicants who have indicated that they are First Nations, Métis and/or Inuit.

ICD – INCLUSIVE OF ALL INDIGENOUS PEOPLES LOCALLY AND GLOBALLY

- Includes terms of reference where the eligibility criteria provides information for applicants who have indicated that they are Indigenous Peoples locally and globally.

ICD – SPECIFIC NATIONS

- Includes terms of reference for applicants who have indicated that they are a member of the specific Nation or Nations stated in the eligibility criteria for the award.

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:

NEW AND REVISED TERMS OF REFERENCE

- Allana Lindgren International Graduate Student Scholarship in Fine Arts* (New)



- Dr. Julius F. Schleicher Graduate Scholarships* (Revised)
- Edythe Hembroff-Schleicher Scholarship* (Revised)
- Eloise Spitzer Award for Graduate Studies* (New)
- Faculty of Education Emergency Bursary (Revised)
- Goldstream Hatchery Education Bursary* (Revised)
- Jane Zhu Entrepreneurship Scholarship (Revised)
- Johann Strauss Foundation Scholarship* (Revised)
- Mary Catherine and Gloria Marshall Memorial Award* (Revised)
- Patrick Gregory Memorial Award in Biology* (New)
- Peter McCully Salmonid Conservation Award (New)
- Royal Canadian Legion Indigenous Education Award (New)
- Shaan Pruden and Stefan Schaefer Indigenous Entrance Undergraduate Scholarship* (New)
- Victoria General Hospital Auxiliary Nurse Practitioner Award* (New)
- Vikes International Athlete Award (Revised)
- Wanosts'a7 Scholarship* (Revised)
- Winner Medical Young Pioneer in Social Innovation with Health Technology Scholarship* (Revised)

ICD POLICY AND OTHER REVISIONS

- C. H. Dowling Memorial Award* (Revised)
- Christopher S. Johnson Scholarship* (Revised)
- Courage to Persevere Award (Revised)
- Crabtree Family Entrance Scholarship* (Revised)
- Dr. Frank Parnell Memorial Award* (Revised)
- Edna and Jack Marshall Indigenous Fine Arts Scholarship* (Revised)
- Eloise Spitzer Scholarship for Indigenous Women* (Revised)
- Ethel Dent Banks and Margaret Maunsell Award* (Revised)
- Faculty of Fine Arts Indigenous Student Award* (Revised)
- Gladys Pearson Indigenous Student Scholarship (Revised)
- Indigenous Law Student Award (Revised)
- Janet Person Legacy Award* (Revised)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Khowutzun Forestry Award in Environmental Studies (Revised)
- Law Foundation of British Columbia Diversity Access Grant* (Revised)



- Life in Law Diversity Award (Revised)
- Marianne Johnson Scholarship in Education* (Revised)
- Marilyn (Leslie) Kan and John Y.H. Kan Award* (Revised)
- Marilyn (Leslie) Kan and John Y.H. Kan Award for Indigenous Students* (Revised)
- Marilyn (Leslie) Kan and John Y.H. Kan Award for Undergraduate Indigenous Law Students* (Revised)
- Mary Naidu Entrance Scholarship for Indigenous Students* (Revised)
- Microserve Scholarship in Business Management Information Systems (Revised)
- MT + Co. Leonard George Memorial Indigenous Law Scholar Award* (Revised)
- One Heart for Reconciliation Award* (Revised)
- Phil Petersen Scholarship in Social Work (Revised)
- R. J. McMaster Award (Revised)
- Ralston S. Alexander K.C. Memorial Award (Revised)
- Salish Weave Indigenous Legal Scholar Award* (Revised)
- Salish Weave Visual Arts Award (Revised)
- Scotiabank Program for Law Students Scholarship (Revised)
- SMONEC Natural Sciences Scholarship for Graduate Students (Revised)
- Sylvia Brown Law Entrance Scholarship* (Revised)
- Ted and Helen Hughes Entrance Award* (Revised)
- Thundercat Award (Revised)
- Tolmie-Wood Scholarship* (Revised)
- Tru Cooperative Bank Indigenous Scholarship (Revised)
- UVic Undergraduate Indigenous Scholarship* (Revised)
- The Dais/Visca Indigenous Law Rejuvenation Award (Revised)
- WATT Consulting Group 40th Anniversary Award* (Revised)
- Y. P. Heung Foundation Post-Secondary Scholarship (Revised)

ICD – FIRST NATIONS, MÉTIS AND/OR INUIT

- Alan Steven John Award in Visual Arts (Revised)
- Allan and Rosamund Russell Award in Civil Engineering (Revised)
- Allison Osler Entrance Scholarship* (Revised)
- Arbutus Law Group Award (Revised)
- C. T. W. Memorial Fellowship for Indigenous Students* (Revised)



- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Graduate Scholarship (Revised)
- CFUW Victoria Doreen Sutherland Indigenous Scholarship in the Faculty of Health* (Revised)
- CFUW Victoria Doreen Sutherland Scholarship in the School of EPHE* (Revised)
- Chief Michael A. Underwood Memorial Scholarship* (Revised)
- Christine Welsh Scholarship* (Revised)
- CPA Education Foundation Diversity Award* (Revised)
- Dean of Science Entrance Scholarship for Indigenous Students* (Revised)
- Dean's Award for Indigenous Graduate Students (Revised)
- Dr. Jack and Verna Miller Indigenous Athletics Award* (Revised)
- Dr. Charlotte Loppie Award* (Revised)
- Edwards, Kenny and Bray Award for BIPOC Students in Law (Revised)
- Enbridge Scholarship in Engineering and Computer Science (Revised)
- Enbridge Travel Award for Engineering and Computer Science Students (Revised)
- Fasken Indigenous Entrance Scholarship (Revised)
- Graduate Economics Scholarship for Women (Revised)
- Greater Victoria Chamber 1863 Impact Award* (Revised)
- Gregory and Victoria Spievak Graduate Scholarship* (Revised)
- Harris & Co Diversity Entrance Award (Revised)
- Hart Will Graduate Fellowship in Indigenous Governance & Leadership* (Revised)
- Hilder School of Music Award* (Revised)
- Indigenous Perspectives Camp 25th Anniversary Award (Revised)
- Jack Howard Jackson Memorial Award (Revised)
- Jean Tutcho Indigenous Undergraduate Award in Visual Arts* (Revised)
- JFK Law LLP Indigenous Legal Orders Scholarship (Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Part-Time Students (Revised)



- Jim Ounsworth Undergraduate Award for Indigenous Students (Revised)
- John and Ann McLaren Award* (Revised)
- John Michael Brownutt Scholarship* (Revised)
- Joseph Arvay Social Justice Award (Revised)
- Joyce Family Foundation Award* (Revised)
- Langford-Seaborne Award for Indigenous Students in Humanities* (Revised)
- Langford-Seaborne Award for Indigenous Students in Social Sciences* (Revised)
- LE,NONET Bursary (Revised)
- Loretta Warnsby Memorial Award in Law* (Revised)
- Mandell Pinder LLP Indigenous Law Scholar Award (Revised)
- Mark Krasnick Leadership Award* (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science* (Revised)
- Mosaic Forest Management Award in Indigenous Language Revitalization* (Revised)
- Myrna and Terry Daniels Award in Indigenous Education* (Revised)
- Norah and Calvin Banks Indigenous Science Scholarship* (Revised)
- Olthuis Kleer Townshend Indigenous Law Scholar Award (Revised)
- Presquito Murdoch Indigenous Law Award* (Revised)
- Raincoast Conservation Award (Revised)
- Ratcliff LLP Indigenous Law Scholar Award* (Revised)
- Robert and Audrey Harry Indigenous Scholarship in Nursing* (Revised)
- RPIA ACE Finance Award for BIPOC Students (Revised)
- S. Aitken Graduate Award* (Revised)
- Salish Weave Indigenous Education Award (Revised)
- Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (Revised)
- Sellemah Scholarship* (Revised)
- Shelagh Rogers Entrance Scholarship (Revised)
- Skeena Scholarship in Creative Writing (Revised)
- SMONEĆ Natural Sciences Scholarship (Revised)
- Soleil Brooks Vikes Women's Rugby Award* (Revised)
- Steven P. Starkovich Opportunity Entrance Award (Revised)
- Storrow Family Award* (Revised)



- Thomas M. Hess Scholarship in Indigenous Language Revitalization* (Revised)
- UVic Business Class of 2009 Award* (Revised)
- UVSS BIPOC Public Interest Research Award* (Revised)
- Victoria Korean Presbyterian Church Award* (Revised)
- WIN Self-Sufficiency Bursary (Revised)
- Woodward & Company Indigenous Law Scholar Award* (Revised)
- Xa7limut (Ha-lay-mut) Jack Campo Indigenous Law Award (Revised)

ICD – INCLUSIVE OF ALL INDIGENOUS PEOPLES LOCALLY AND GLOBALLY

- Arseneo Leite Memorial Scholarship* (Revised)
- CPA Education Foundation Inclusion Award (Revised)
- Dianne Draper Environmental Sustainability and Stewardship Scholarship (Revised)
- Dr. Larry McCann Award for Interdisciplinary Leadership in Geography (Revised)
- Dr. Elmar B. F. Brosterhus Scholarship* (Revised)
- Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)
- Helen Lansdowne Award* (Revised)
- Joyce Underwood Indigenous Undergraduate Student Scholarship in Social Sciences* (Revised)
- Maple Reinders Scholarship (Revised)
- Mastercard Award in Cyber Security (Revised)
- Stantec Award (Revised)
- Vancouver Security Traders Association (VSTA) Finance Award (Revised)
- VicFounders Award (Revised)

ICD – SPECIFIC NATIONS

- COYA Scholarship (Revised)
- Fanny Williams Huu-ay-aht First Nation Scholarship (Revised)
- Gervin Métis Award for Distinguished Advocacy and Leadership (Revised)
- Inuit Women or Two-Spirit Legal Scholar Award (Revised)
- Lii Michif Niiyanaan Award (Revised)
- TANSI Award* (Revised)
- TANSI Scholarship* (Revised)

** Administered by the University of Victoria Foundation*



Respectfully submitted,
2025/2026 Senate Committee on Awards
Maureen Ryan (Chair), Faculty of Health
Victor Arnal, GSS Representative
Leslee Francis Pelton, Faculty of Graduate Studies
Lori Hunter, Director, Student Awards and Financial Aid
Timothy Iles, Faculty of Humanities
Vita Ipiroti, Student Senator
Alyssa Manankil, Alumni Association
Cedric Littlewood, Associate Dean, Faculty of Graduate Studies
Donja Roberts, Scholarship Officer, Faculty of Graduate Studies
CindyAnn Rose-Redwood, Faculty of Social Sciences
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~~

NEW AND REVISED TERMS OF REFERENCE

ALLANA LINDGREN INTERNATIONAL GRADUATE STUDENT SCHOLARSHIP IN FINE ARTS* (NEW)

One scholarship is awarded to an academically outstanding international graduate student in the Faculty of Fine Arts. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Fine Arts.

DR. JULIUS F. SCHLEICHER GRADUATE SCHOLARSHIPS* (REVISED)

One or more scholarships are given to ~~highly qualified~~ academically outstanding ~~male men~~ graduate students in either the Faculty of Law or the School of Medical Sciences ~~in one of the disciplines forming part of pre-medical studies such as Biochemistry Microbiology, Biology or Chemistry.~~ Approval of the recipients(s) will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the Faculty of Law or the School of Medical Sciences ~~appropriate departments.~~

EDYTHE HEMBROFF-SCHLEICHER SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding ~~undergraduate or~~ graduate ~~female women students~~ registered in pre-medicine disciplines, for example Biochemistry and Microbiology, Biology or Chemistry who show exceptional promise and who show firm intentions to continue to medical school. in the School of Medical Sciences. Preference will be given to students who have stated an intention to continue on to medical school.

Approval of the ~~graduate~~ recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Medical Sciences ~~appropriate departments.~~ ~~Approval of the undergraduate recipients will be made by the Senate Committee on Awards.~~

ELOISE SPITZER AWARD FOR GRADUATE STUDIES* (NEW)

One or more awards of at least \$9,500 are given to entering or continuing women or Two-Spirit identifying graduate students in the Faculty of Law. Part-time students are eligible (minimum 1.5

units per term). Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Law.

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

FACULTY OF EDUCATION EMERGENCY BURSARY (REVISED)

One or more bursaries, ~~to a maximum of~~ valued at up to \$1,500 each, are awarded to ~~full-time or part-time domestic or international~~ undergraduate ~~or~~ and graduate students in the Faculty of Education. ~~Part time students are eligible (undergraduate students registered in a minimum of 6.0 units for credit in two terms and graduate students registered in a minimum of 1.5 units minimum 3.0 units).~~ The bursary is intended to offer students provides one-time financial assistance per term to students who encounter in the event of an unforeseen emergency or extenuating circumstances while attending enrolled at the University of Victoria.

GOLDSTREAM HATCHERY EDUCATION BURSARY* (REVISED)

One or more bursaries are awarded to undergraduate students in the Department of Biology, with preference given to students who volunteer at the Hatchery on an ongoing basis.

JANE ZHU ENTREPRENEURSHIP SCHOLARSHIP (REVISED)

One scholarship of at least \$10,000 is awarded to a graduate student in either the MBA or the MGB program in the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business who wishes to start their own business. The award recipient will be selected based on entrepreneurial expertise and acuity as demonstrated and evaluated throughout their classes in the MBA or the MGB program and will have a strong business plan in place for their entrepreneurial venture. Preference is for MBA or MGB students who are also clients of the UVic Innovation Centre. Graduating students and part time students (registered in a minimum of 1.5 units per term) are eligible for this ~~award~~ scholarship.

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

JOHANN STRAUSS FOUNDATION SCHOLARSHIP* (REVISED)

Two or more ~~Two~~ scholarships of at least \$3,000 each are awarded to assist undergraduate or graduate students registered in the School of Music to study music in Austria. At least one of ~~these two~~ the annual scholarships must be for study at the Mozarteum in University Salzburg. Applicants must be Canadian citizens or ~~landed immigrants~~ permanent residents and must provide documentation demonstrating the applicant's registration at an acceptable institution. An audition is required. Graduating students are also eligible for this award.

Details of criteria and application forms are available at the School of Music. Applications must be submitted to the School of Music by January 10 ~~of the~~ for studies in Austria in the following academic year of the proposed studying Austria.

In the case of an undergraduate student, selection of the recipient will be made by the Senate Committee on Awards upon recommendation of the School of Music. In the case of a graduate student, selection will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

MARY CATHERINE AND GLORIA MARSHALL MEMORIAL AWARD* (REVISED)

One or more awards are given to outstanding graduate students ~~who are who are affiliated with in the~~ Counselling Psychology Graduate Program or Indigenous Communities Counselling Program Collaborative for Youth and Society (CFYS) within the Faculty of Health Institute on Aging and Lifelong Health and whose research is directed at improving the lives of youth and their families. The student will be selected on the basis of a short written statement (maximum 500 words) describing their research (thesis or non-thesis) and intended outcomes. Students must apply to the Counselling Psychology Graduate Program or Indigenous Communities Counselling Program (ICCP) by September 1st Institute on Aging and Lifelong Health. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Health Institute on Aging and Lifelong Health.

PATRICK GREGORY MEMORIAL AWARD IN BIOLOGY* (NEW)

One or more awards are given to graduate students in the Department of Biology where their thesis topic relies on field-based data collection in Canada and their research focuses on behaviour, ecology and/or conservation. Preference is for students that are working on thesis topics based on reptiles and amphibians.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Department of Biology.

PETER MCCULLY SALMONID CONSERVATION AWARD (NEW)

One or more awards of at least \$1,000 are given to third or fourth-year Canadian citizen or Permanent Resident undergraduate students in the Faculty of Science with a demonstrated commitment to, conservation of, and/or research on, Pacific salmon and trout and/or their habitats. Preference is for First Nation students and further preference is for students with demonstrated financial need. Should a suitable candidate not be found in a given year, funds will be held over and disbursed in a subsequent year once an eligible recipient is identified.

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



ROYAL CANADIAN LEGION INDIGENOUS EDUCATION AWARD (NEW)

One award of \$2,000 is given to a First Nations, Métis and/or Inuit undergraduate student from the province of British Columbia who is enrolled in the Indigenous Education program. The student must have demonstrated financial need.

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

SHAAN PRUDEN AND STEFAN SCHAEFER INDIGENOUS ENTRANCE UNDERGRADUATE SCHOLARSHIP* (NEW)

One or more scholarships of at least \$9,000 each are awarded to academically outstanding First Nations, Métis and/or Inuit entering undergraduate students. Preference will be given to students from Vancouver Island Nations.

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

VICTORIA GENERAL HOSPITAL AUXILIARY NURSE PRACTITIONER AWARD* (NEW)

One award of \$5,000 is awarded to a graduate student in their second year of study in the Master of Nursing – Nurse Practitioner Program. Preference is for students with financial need. Further preference is for students who have a connection to Island Health through their work, practicum and/or volunteer work. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the School of Nursing.

VIKES INTERNATIONAL ATHLETE AWARD (REVISED)

One or more awards of ~~\$50,000~~ \$100,000 payable at ~~\$10,000~~ \$20,000 per year over 5 years, are given to international undergraduate students entering or transferring to UVic and who compete on any Vikes Varsity team at the University of Victoria. International students transferring from a non-Canadian post-secondary institution are eligible.

The award is automatically renewed for each year of a student's full-time study until the completion of their first undergraduate degree or for a maximum of four years, whichever is the shorter period, provided they meet and maintain U SPORTS eligibility requirements.

Award nominees will be selected on the basis of work ethic, commitment and performance criteria by the Director, Varsity Performance Sport in consultation with the Head Coaches. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.



WANOSTS'A7 SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to graduate students from any program at the University of Victoria who are working on issues of Indigenous knowledge or Indigenous languages for the clear benefit of the community and in cooperation with the community. Applications will be available through the Faculty of Graduate Studies website. Recipients will be nominated by the Wanosts'a7 Scholarship Committee, which is comprised of the deans or deans' designates of the Faculties of Humanities, Social Sciences, Health Human and Social Development, Education, and Law and the Division of Continuing Studies.

WINNER MEDICAL YOUNG PIONEER IN SOCIAL INNOVATION WITH HEALTH TECHNOLOGY SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding ~~undergraduate or graduate students in the Faculty of Social Sciences who are citizens of Hong Kong or Mainland China and whose focus of study~~ Faculty of Health whose focus of study involves researching or developing social innovations utilizing health technology that address the global challenges of any of the 17 Sustainable Development Goals (SDGs). Preference is for students who are from Hong Kong. Further preference is for students from Macau and Mainland China, in relation to the goals of the Chinese Community Volunteers (CCV).

~~Applicants must submit the following:~~

- ~~1. An essay (maximum 1,000 words) describing what leadership actions they have taken to address any of the 17 Sustainable Development Goals (e.g. developing effective solutions to challenging systemic issues of inequality or injustice or demonstrating civic or community participation in serving at risk or low income communities); and how this relates to the CCV goals.~~
 - ~~2. A letter of reference from an employer or volunteer coordinator, who is not related to the applicant, that corroborates the applicant's contributions to the work detailed in their essay.~~
- ~~Applications are due by March 31 to the Dean's Office, Faculty of Social Sciences. The application form will include information on the CCV. Approval of the recipients will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Faculty of Social Sciences Health.~~

ICD POLICY AND OTHER REVISIONS

C. H. DOWLING MEMORIAL AWARD* (REVISED)

A scholarship is awarded to a First Nations, Métis and/or Inuit undergraduate student ~~who is a resident of British Columbia and who is entering the University of Victoria directly from a BC secondary school, college, or university.~~ Preference will be given to a student entering the Faculty of Humanities or the Faculty of Social Sciences.

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

CHRISTOPHER S. JOHNSON SCHOLARSHIP* (REVISED)

A scholarship is awarded to ~~an Indigenous~~ a First Nations, Métis and/or Inuit ~~continuing~~ undergraduate student ~~continuing~~ in the Faculty of Law. Preference is given to a student who is enrolled in the Law Centre program or has shown interest in criminal law and who has worked or is still working in ~~Indigenous~~ ~~aboriginal~~ communities or other community organizations.

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

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

COURAGE TO PERSEVERE AWARD (REVISED)

One award of at least \$1,000 is given to ~~a~~ ~~an academically outstanding~~ First Nations, Métis and/or Inuit ~~graduating undergraduate or~~ graduate student who ~~has overcome significant obstacles with their mental health. The award is given out in either June or November and recipients will be honoured at the Indigenous Recognition Ceremonies. submits a one-page statement outlining a time where they were required to persevere. The essay may include what they learned/are learning through the experience. The essay may include what they learned/are learning through the experience or activities that the student has participated in, such as: leadership, tutoring, peer mentoring, advocacy or self-care, which demonstrate how they have achieved personal growth through their experience. Part-time students are eligible (registered in a minimum of 6.0 units for credit in two of the three terms for undergraduate students of 1.5 units per term for graduate students minimum 1.5 units per term) are eligible. Students apply via the Online tools, online graduate application by September 15th.~~ Approval of the ~~graduate~~ recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE). ~~Approval of the undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).~~

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

CRABTREE FAMILY ENTRANCE SCHOLARSHIP* (REVISED)

One entrance scholarship is awarded to an academically outstanding undergraduate student entering the Faculty of Law JD program. Preference will be given to a First Nations, Métis and/or Inuit ~~an Indigenous~~ student ~~born in Canada.~~

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

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

DR. FRANK PARNELL MEMORIAL AWARD* (Revised)

Two awards of at least \$1,000 each are given to Canadian-born Indigenous continuing First Nations, Métis and/or Inuit continuing undergraduate students entering in second or third year. Preference is for students who were born in and/or graduated from a high school (or equivalent e.g. home school, distance education etc.) in Northern British Columbia (north of latitude 53.92). Further preference is for students in the Bachelor of Commerce program at the Peter B. Gustavson School of Business. Students with a GPA of 4.0/9.0 and above are eligible. Part-time students (minimum 3.0 units per term) are eligible.

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

EDNA AND JACK MARSHALL INDIGENOUS FINE ARTS SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit Indigenous entering or continuing undergraduate students entering or continuing in the Faculty of Fine Arts.

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

ELOISE SPITZER SCHOLARSHIP FOR INDIGENOUS WOMEN* (REVISED)

A scholarship is awarded to a First Nations, Métis and/or Inuit an Indigenous, woman continuing undergraduate woman student continuing in the Faculty of Law who has persevered through challenging circumstances. Eligible students must be in good academic standing.

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

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



ETHEL DENT BANKS AND MARGARET MAUNSELL AWARD* (REVISED)

One or more awards are given to ~~continuing~~ undergraduate women students ~~continuing~~ in either the Department of English or the Department of Writing with demonstrated financial need. Preference will be given to ~~Indigenous~~ First Nations, Métis and/or Inuit women students.

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

FACULTY OF FINE ARTS INDIGENOUS STUDENT AWARD* (REVISED)

One or more awards, of at least \$1,000 each, are given to First Nations, Métis and/or Inuit entering, ~~or continuing or transferring~~ ~~Canadian-born Indigenous~~ undergraduate students in the Faculty of Fine Arts with demonstrated financial need. ~~Incourse~~ Continuing students with a GPA of 6.0 or higher in the previous year of study are eligible for this award. ~~Entrance~~ Entering students must meet the minimum GPA requirement for an entrance scholarship.

Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms) and graduating students are eligible.

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

GLADYS PEARSON INDIGENOUS STUDENT SCHOLARSHIP (REVISED)

One scholarship of \$10,000 is awarded to an academically outstanding ~~Indigenous First Nations, Métis and/or Inuit~~ transferring or continuing undergraduate student ~~who is transferring into or continuing~~ in the Faculty of Education. Preference will be given to students entering third or fourth year. Further preference will be given to a student conducting research related to community engagement, community development and/or social innovation. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

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

INDIGENOUS LAW STUDENT AWARD (REVISED)

One or more awards of at least \$5,000 each are given to ~~continuing~~ First Nations, Métis and/or Inuit continuing undergraduate ~~Canadian-born Indigenous~~ students in the Faculty of Law JD/JID program who do not otherwise have full funding through UVic scholarships and awards for their tuition and fees. Preference will be given to applicants with demonstrated financial need.



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

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

JANET PERSON LEGACY AWARD* (REVISED)

One or more awards of at least \$2,000 each are given to ~~undergraduate students~~ entering or continuing undergraduate students in the JD/JID program or to ~~Indigenous First Nations, Métis and/or Inuit students~~ entering or continuing undergraduate students in the JD program of the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Preference will be given to students who have lived in Haida Gwaii or Northern BC (the region located in the northern part of the province, between the Yukon and the Northwest Territories in the Canadian North, and the Cariboo and Chilcotin in the interior of BC). Approval of the recipient(s) will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

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

J. PROSPERO SCHOLARSHIP FOR SUSTAINABLE MINING (REVISED)

A scholarship of \$1,000 is awarded to an academically outstanding third or fourth-year woman undergraduate student ~~entering third or fourth year~~ in either the Department of Economics, School of Environmental Studies, the Department of Geography, the Department of Anthropology or the Department of Political Science. Preference is for students whose academic research (Honours Thesis/JCURA under the guidance of a faculty member) could have application to the improvement of the environmental and social performance of the mining industry. Further preference is given to ~~Indigenous First Nations, Métis and/or Inuit women~~ Indigenous First Nations, Métis and/or Inuit students and ~~people of Colour~~ people of Colour.

Approval of the recipients will be made by the Senate Committee on Awards based on the recommendation of the Faculty of Social Sciences.

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



KHOWUTZUN FORESTRY AWARD IN ENVIRONMENTAL STUDIES (REVISED)

An award of \$2,000 is given to ~~an~~ a continuing or transferring undergraduate student ~~continuing or transferring into~~ in the School of Environmental Studies. First preference will be given to a ~~Canadian-born Indigenous First Nations, Métis and/or Inuit~~ student and second preference to a student with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

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

LAW FOUNDATION OF BRITISH COLUMBIA DIVERSITY ACCESS GRANTS* (REVISED)

One or more grants are awarded to promote more equitable access to legal education and alleviate economic disadvantage and in furtherance of that purpose, The Law Foundation of British Columbia Diversity Access Grants will be awarded to help meet the extraordinary or emergency needs or expenses of undergraduate law students in financial need, and in particular those students in the following categories: students with ~~physical, mental or learning disabilities visible and/or invisible (physical and/or mental) disabilities; Indigenous First Nations, Métis and/or Inuit~~ students; students with family care responsibilities; and students from disadvantaged socio-economic backgrounds. These ~~G~~ grants are separate from and supplementary to the Faculties Bursary Program, and will be paid directly to the recipients.

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

LIFE IN LAW DIVERSITY AWARD (REVISED)

One award of \$1,000 is to be given to ~~an undergraduate BIPOC (Black, Indigenous First Nations, Métis and/or Inuit, Person of Colour) woman entering undergraduate~~ woman student ~~who is a Canadian citizen or permanent resident entering in~~ the Faculty of Law. Applicants will be considered based on their Law admissions application.

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

MARIANNE JOHNSON SCHOLARSHIP IN EDUCATION* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate students who are pursuing a Bachelor of Education degree.



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

MARILYN (LESLIE) KAN AND JOHN Y.H. KAN AWARD* (REVISED)

One or more awards are given to entering undergraduate students who ~~self-identify as Black, Indigenous or a Person of Colour and who~~ have demonstrated financial need, and are members of groups with historical and/or current barriers to equity, including, but not limited to:

- First Nations, Métis and/or Inuit students;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin.

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

MARILYN (LESLIE) KAN AND JOHN Y.H. KAN AWARD FOR INDIGENOUS STUDENTS* (REVISED)

An award is given to a First Nations, Métis and/or Inuit ~~an entering~~ undergraduate ~~Indigenous~~ student entering at the University of Victoria who has demonstrated financial need and who has a dependent child/children living at home. Students who have been out of high school for more than two years, are not transferring directly from a post-secondary institution or are mature students are eligible for this scholarship.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 5.00/9.00 or higher on the best 12 units. The award is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 5.00/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the award.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 5.00/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, nor academic units for more than one term may forfeit their scholarship award.

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



MARILYN (LESLIE) KAN AND JOHN Y.H. KAN AWARD FOR UNDERGRADUATE INDIGENOUS LAW STUDENTS* (REVISED)

An award is given to ~~an~~ a First Nations, Métis and/or Inuit ~~entering or continuing~~ undergraduate ~~Canadian-born Indigenous student entering or continuing~~ in the JD/JID program who has demonstrated financial need and who has a dependent child/children living at home. Approval of the recipient will be made by the Senate Committee on Awards upon the ~~nomination~~ recommendation of the Faculty of Law.

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

MARY NAIDU ENTRANCE SCHOLARSHIP FOR INDIGENOUS STUDENTS* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit ~~entering or transferring~~ undergraduate ~~Indigenous students entering or transferring into~~ in the Faculty of Humanities. ~~Eligible students must be Canadian citizens or permanent residents of Canada.~~ Part-time students (minimum of 4.5 units per term) are eligible.

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

MICROSERVE SCHOLARSHIP IN BUSINESS MANAGEMENT INFORMATION SYSTEMS* (REVISED)

~~One~~ Two awards of at least \$1,000 ~~each are~~ is given to ~~an~~ undergraduate students, with one award given to a student enrolled in either the Bachelor of Commerce program or and one award given to a student enrolled in the Department of Computer Science.

Applicants must submit a personal statement (maximum 500 words) that speaks to their passion for Information Systems and/or Management and Technology, strong work ethic, a positive attitude and being an exemplary team player. Additionally, applicants should outline any personal and/or financial challenges and how they overcame or are currently overcoming them.

Preference will be given to students with historical and/or current barriers to equity, including, but not limited to:

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

~~The award will rotate between the School of Business and the Department of Computer Science, starting with Computer Science. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Peter B. Gustavson School of Business or and the Department of Computer Science.~~

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

MT + CO. LEONARD GEORGE MEMORIAL INDIGENOUS LAW SCHOLAR AWARD* (REVISED)

One or more awards of at least \$5,000 are given to entering or continuing undergraduate students ~~entering or continuing~~ in the JD/JID program or to Indigenous First Nations, Métis and/or Inuit students enrolling in the JD program of the Faculty of Law who have 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. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

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

ONE HEART FOR RECONCILIATION AWARD* (REVISED)

One or more ~~entrance~~ awards are given to Indigenous First Nations, Métis and/or Inuit entering undergraduate students in the Faculty of Law who identify as women, non-binary or Two-Spirit people and who intend to support the work of reconciliation through their studies and the practice of law. Students must submit a letter of application (maximum one page) to the Law Admissions Officer by June 15 demonstrating how they intend to support the work of reconciliation. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

PHIL PETERSEN SCHOLARSHIP IN SOCIAL WORK (REVISED)

A scholarship of \$500 is awarded to an academically outstanding First Nations, Métis and/or Inuit ~~3rd or 4th~~ third or fourth year undergraduate ~~Indigenous~~ student in the School of Social Work. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Social Work.



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

R. J. MCMASTER BURSARY AWARD (REVISED)

One bursary of \$600 award of at least \$1,000 is given to a continuing First Nations, Métis and/or Inuit is awarded to 1st, 2nd, or 3rd year undergraduate student in the Faculty of Law. Preference will be given to Aboriginal Canadian students. Preference is for a student with demonstrated financial need.

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

RALSTON S ALEXANDER, K.C. MEMORIAL AWARD* (REVISED)

One or more awards are given to ~~Indigenous~~ First Nations, Métis and/or Inuit continuing undergraduate students continuing in the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution and compassion in areas of life such as community service, family care or disability. Preference will be given to students who have financial need and/or who face visible and/or invisible obstacles such as mental illness; racial, cultural or gender discrimination; or physical and/or learning disabilities. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

SALISH WEAVE INDIGENOUS LEGAL SCHOLAR AWARD* (REVISED)

One award of at least \$5,000 is given to a ~~Canadian-born~~ First Nations, Métis and/or Inuit entering or continuing undergraduate ~~Indigenous~~ student ~~entering or continuing~~ in the Faculty of Law's JD/JID program. Preference will be given to a student who is from Coast Salish First Nations. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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



SALISH WEAVE VISUAL ARTS AWARD (REVISED)

One award of at least \$5,000 is given to a First Nations, Métis and/or Inuit Canadian-born entering or continuing undergraduate ~~Indigenous~~ student ~~entering or continuing~~ in the Department of Visual Arts. Preference will be given to a student who is from Coast Salish First Nations.

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

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

SCOTIABANK PROGRAM FOR LAW STUDENTS SCHOLARSHIP (REVISED)

One scholarship ~~valued at~~ of \$10,000 ~~will be~~ is awarded to a full-time (minimum 12 units) entering undergraduate student entering in the Faculty of Law who self-identifies as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit, or a Person of Colour (~~BIPOC~~) with demonstrated work or voluntary experience supporting BIPOC, marginalized or disadvantaged groups, and who intends on having a further positive impact by combatting racism and furthering inclusivity. Students must submit a letter (maximum 350 words) self-identifying as a Black, ~~Indigenous~~ First Nations, Métis and/or Inuit, or a Person of Colour and describe their work, volunteer experience and/or community involvement to the Law Admissions Officer no later than June 15th. Please note: This letter is separate from the Law admissions application.

The scholarship may be renewed for the student's second and third year of the JD degree, or for the second, third and fourth year of the JD/JID program, for a value of \$10,000 each year. To be automatically renewed a student must pass the academic year by the university standards. Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they remain in good academic standing. Any student not doing either a co-op, work experience work-term, or academic units for more than one term may forfeit their scholarship.

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

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



SMONEĆ NATURAL SCIENCES SCHOLARSHIP FOR GRADUATE STUDENTS (REVISED)

A scholarship of \$2,000 is awarded to an academically outstanding graduate student in the Faculty of Science. Preference will be given to a First Nations, Métis and/or Inuit an Indigenous student from nations whose territory is fully or in part located within the borders of Canada. Students may receive this award more than once. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

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

SYLVIA BROWN LAW ENTRANCE SCHOLARSHIP* (REVISED)

A scholarship is awarded to a First Nations, Métis and/or Inuit undergraduate entering an Aboriginal student entering in the Faculty of Law. Preference will be given to a student who is a member of from the Heiltsuk, Kitasoo or Nuxalk €Communities. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

TED AND HELEN HUGHES ENTRANCE AWARD* (REVISED)

One or more awards will be given to full-time or part-time (minimum 9.0 units in two of the three terms) entering undergraduate students entering in the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Preference will be given to an Indigenous a First Nations, Métis and/or Inuit students. Selection Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

THUNDERCAT AWARD (REVISED)

One or more awards are given to undergraduate students entering either the Faculty of Science or the Faculty of Engineering and Computer Science. Preference will be given in the following priority:

1. Students who self-identify as Black, First Nations, Métis and/or Inuit or a Person of Colour (BIPOC)
2. Students with demonstrated financial need

Disbursal of the awards will alternate years between the Faculty of Science and the Faculty of Engineering and Computer Science. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Faculty of Science or the Faculty of Engineering and Computer Science

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

TOLMIE-WOOD SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ students. At least one scholarship will be a minimum of \$1,000. Students must complete the online application which is available ~~April 1 to May 31~~ February 15 to April 30 each year and submit a letter (maximum 350 words) outlining their paid or volunteer contributions to their community. The contribution can include artistic and cultural work.

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.

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

TRU COOPERATIVE BANK INDIGENOUS SCHOLARSHIP (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit ~~Indigenous~~ entering or continuing undergraduate students ~~entering or continuing~~ in the Bachelor of Commerce program in the Peter B. Gustavson School of Business. Part-time students (minimum 6.0 units for credit in two of the three terms) and graduating students are eligible for this scholarship. ~~Selection~~ Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

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

UVIC UNDERGRADUATE INDIGENOUS ~~AWARD~~ SCHOLARSHIP* (REVISED)

One or more ~~awards-scholarships~~ of at least \$1,000 each are ~~given~~ awarded to academically outstanding ~~Indigenous~~ First Nations, Métis and/or Inuit entering or transferring undergraduate students ~~entering or transferring to the University of Victoria.~~

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

THE VISCA/DAIS/VISCA-VISCA INDIGENOUS LAW REJUVENATION AWARD SCHOLARSHIP IN PUBLIC LAW/LEGAL STUDIES (REVISED)

An award is given to a First Nations, Métis and/or Inuit continuing undergraduate student in the Faculty of Law with demonstrated academic ability. Preference is given to a student with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

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

~~One or more scholarships are awarded to academically outstanding undergraduate students entering third or fourth year in the Faculty of Social Sciences who intend to pursue a degree in Law. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.~~

~~Preference will be given in the following priority:~~

- ~~1. Students who have written the LSAT~~
- ~~2. Students who are taking common pre-law majors such as Political Science, Economics, or Psychology~~
- ~~3. Students who intend to apply to UVic Law School~~

~~Applicants must submit the following:~~

- ~~1. A cover letter (maximum 250 words) explaining why the student is interested in pursuing a degree in law~~
- ~~2. A list of Law schools to which they intend to apply~~
- ~~3. A research paper (maximum 2,000 words) examining a current challenge faced by the federal government in responding to a demand for change in the law to reflect current social, political and/or legal pressures. The recipient will demonstrate an understanding of limits within which the executive, legislative and judicial branches operate and be able to articulate the importance of the rule of law in the Canadian system of justice, for example:~~
 - ~~i. "dialogue" between the legislative and executive branches of government and the judiciary,~~
 - ~~ii. threats to the rule of law,~~
 - ~~iii. treaty making and challenges to state sovereignty (can be international trade treaties or aboriginal treaties);~~
 - ~~iv. demand for alternative criminal justice tribunals for addressing needs of disadvantaged communities as was done with aboriginal defendants with the creation of the Gladue court~~

~~*The student may submit a class paper~~



WATT CONSULTING GROUP 40TH ANNIVERSARY AWARD* (REVISED)

One or more awards are given to continuing undergraduate students in the Faculty of Engineering and Computer Science who have an interest in studying transportation engineering. Preference is for students who are members of groups with historical and/or current barriers to equity, including, but not limited to:

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

Further preference is for 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 Engineering and Computer Science.

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

Y.P. HEUNG FOUNDATION POST-SECONDARY SCHOLARSHIP (REVISED)

Five scholarships of \$5,000 each are awarded to academically outstanding entering undergraduate students entering in the Faculty of Science, the Faculty of Humanities or the Faculty of Social Sciences at the University of Victoria who are Canadian citizens or permanent residents. Preference is given to students who demonstrate financial need and/or are actively involved in community service. Applicants wanting to demonstrate community involvement must submit a letter of support (max 350 words) outlining their community service from a community group or a secondary school teacher or adviser. Preference is for at least one recipient to be a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit student.

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

ICD – FIRST NATIONS, MÉTIS AND/OR INUIT

ALAN STEVEN JOHN AWARD IN VISUAL ARTS (REVISED)

Three renewable awards of \$9,000 each per year are given to undergraduate students continuing or transferring into second or third year in the Department of Visual Arts with a minimum GPA of 4.0/9.0 and who:



- have demonstrated financial need
- are Canadian citizens, and
- graduated from a high school in BC.

Preference is for students with an interest in painting or sculpture and who are under 30 years of age when entering second year. A further preference is for at least one recipient to be a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit student.

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

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 4.0/9.0 or higher on the best 12.0 units. The scholarship award is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of two years, whichever is the shorter period. A student whose grade point average falls below 4.0/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the award.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12.0 or more academic units in two terms, provided they have a grade point average of 4.0/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, nor 80% of a full course load for more than one term may forfeit their award.

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

ALLAN AND ROSAMUND RUSSELL AWARD IN CIVIL ENGINEERING (REVISED)

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

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

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



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

ALLISON OSLER ENTRANCE SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding ~~Indigenous~~ First Nations, Métis and/or Inuit undergraduate women students entering the Faculty of Law. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

ARBUTUS LAW GROUP AWARD (REVISED)

One award of \$2,500 is given to a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit 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 recommendation of the Faculty of Law.

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

C.T.W. MEMORIAL FELLOWSHIP FOR INDIGENOUS STUDENTS* (REVISED)

A fellowship is awarded to a First Nations, Métis and/or Inuit graduate ~~Indigenous~~ student enrolled in a PhD Program in the Faculty of Health. Preference will be given to students who have some leadership experience. Consideration should be given to the candidate's cultural background and the impact this may have had on their academic endeavours.

The recipient may receive this award for a three-year period. Approval of the recipient will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the Faculty of Health.

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



CAROLYN E. & ROBERT J. MCCORMICK INDIGENOUS ENTRANCE SCHOLARSHIP (REVISED)

One or more scholarships of at least \$12,500 each are awarded to academically outstanding ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students entering the Faculty of Law J.D./J.I.D. program. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

CAROLYN E. & ROBERT J. MCCORMICK INDIGENOUS GRADUATE SCHOLARSHIP (REVISED)

One or more scholarships, of at least \$15,250 each, are awarded to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit graduate students in the Faculty of Law.

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

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

CFUW VICTORIA DOREEN SUTHERLAND INDIGENOUS SCHOLARSHIP IN THE FACULTY OF HEALTH* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ women students in the Faculty of Health.

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

CFUW VICTORIA DOREEN SUTHERLAND SCHOLARSHIP IN THE SCHOOL OF EPHE* (REVISED)

Two or more scholarships are awarded to academically outstanding undergraduate women students in the School of Exercise Science, Physical & Health Education, with preference given to ~~an Indigenous~~ a First Nations, Métis and/or Inuit student for one of the awards. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Exercise Science, Physical & Health Education.

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



CHIEF MICHAEL A. UNDERWOOD MEMORIAL SCHOLARSHIP* (REVISED)

A scholarship is awarded to ~~an Indigenous~~ a First Nations, Métis and/or Inuit undergraduate student continuing in the Faculty of Law who has contributed to the life of the Faculty of Law and Indigenous community.

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

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

CHRISTINE WELSH SCHOLARSHIP* (Revised)

One or more scholarships of at least \$1,000 each are awarded to academically outstanding ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students entering third or fourth year with a declared major in Gender Studies. Part-time students (minimum 6.0 units for credit in two of the three terms) are eligible for this scholarship.

Approval of the recipient{s} will be made by the Senate Committee on Awards upon the recommendation of the Department of Gender Studies.

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

CPA EDUCATION FOUNDATION DIVERSITY AWARD* (REVISED)

One award of \$2,500 is given to an undergraduate student enrolled in the Bachelor of Commerce program in the Peter B. Gustavson School of Business who demonstrates financial need and who intends to take the CPA exam. First preference is for ~~Indigenous~~ First Nations, Métis and/or Inuit students. Second preference is for members of other groups with historical and/or current barriers to equity, including, but not limited to:

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

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

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



DEAN OF SCIENCE ENTRANCE SCHOLARSHIP FOR INDIGENOUS STUDENTS* (REVISED)

One or more scholarships are awarded to academically outstanding Indigenous First Nations, Métis and/or Inuit undergraduate students entering the Faculty of Science directly from a Canadian secondary school.

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

DEAN'S AWARD FOR INDIGENOUS GRADUATE STUDENTS (REVISED)

The Faculty of Graduate Studies Dean's Award for Indigenous First Nations, Métis and/or Inuit ~~Graduate Students~~ is an award to recognize and support academic excellence. The Office of Indigenous Academic and Community Engagement and the Faculty of Graduate Studies have collaborated in the development of these awards valued at \$6,000 or \$15,000 for Indigenous students ~~valued at \$6,000 or \$15,000.~~

~~Student Eligible~~ Eligibility Criteria:

Students must:

- Be Canadian ~~Aboriginal~~ (First Nations, Métis and/or Inuit) ~~student~~
- Be registered in full-time graduate studies at the Master's or Doctoral level during the entire 12 months of the award term (September to August)
- Have a ~~first-class second-class~~ average ~~(7.0/A- or higher)~~ for new students; GPA is based on the last 30 units of completed study; or a minimum 6.0/9.0 GPA for current students. GPA is based on completed courses in their current graduate degree program.

Students must submit:

- ~~A signed letter (preferably on nation's letterhead) attesting to membership in an Indigenous First Nations, Métis and/or Inuit nation. The signatory of the letter should also note their relationship with the student.~~
- A signed letter from the student's department Chair or Graduate Advisor outlining their academic achievements (on department letterhead).
- A signed recommendation letter from the student's Graduate Committee Supervisor or UVic instructor.

Students apply via the online graduate scholarship application between July 1st and September 15th.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement.



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

DR. JACK AND VERA MILLER INDIGENOUS ATHLETICS AWARD* (REVISED)

One award of \$1,200 is given to a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate or graduate student who competes on any Vikes Varsity team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be ~~selected~~ nominated on the basis of work ethic, commitment and performance criteria by the ~~Senior Director of Athletics and Recreation and the Director, of Varsity Performance Sport in consultation with the varsity Head Coaches.~~

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

DR. CHARLOTTE LOPPIE AWARD* (REVISED)

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

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

EDWARDS, KENNY AND BRAY AWARD FOR BIPOC STUDENTS IN LAW (REVISED)

One or more awards are given to Black, First Nations, Métis and/or Inuit or Persons of Colour entering undergraduate students in entering the Faculty of Law. ~~who identify as Black, Indigenous or a Person of Colour.~~

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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



ENBRIDGE SCHOLARSHIP IN ENGINEERING AND COMPUTER SCIENCE (REVISED)

Ten scholarships of \$1,000 each are awarded to academically outstanding undergraduate students continuing in the Faculty of Engineering and Computer Science who identify as Black, Indigenous First Nations, Métis and/or Inuit or People of Colour. Preference must be given to a women student for at least half of these scholarships.

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

ENBRIDGE TRAVEL AWARD FOR ENGINEERING AND COMPUTER SCIENCE STUDENTS (REVISED)

One or more awards of \$1,500 each are given to undergraduate students in the Faculty of Engineering and Computer Science to assist with relocation costs associated with undertaking a co-op work term anywhere in Canada excluding the Capital Regional District (CRD). Preference is for students who identify as women, Black, Indigenous First Nations, Métis and/or Inuit or People of Colour. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

CRD municipalities: Victoria, Oak Bay, Saanich, Central Saanich, North Saanich, Sooke, Highlands, Metchosin, Colwood, Langford, Esquimalt, Sidney, View Royal and the electoral areas of Juan de Fuca, Salt Spring Island and the Southern Gulf Islands.

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

FASKEN INDIGENOUS ENTRANCE SCHOLARSHIP (REVISED)

A scholarship of \$2,500 is awarded to a First Nations, Métis and/or Inuit student entering the JD program who ~~self-identifies as Indigenous and~~ has demonstrated community involvement. Preference will be given to a student with high academic achievement.

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

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

GRADUATE ECONOMICS SCHOLARSHIP FOR WOMEN (REVISED)

Two scholarships of \$5,000 each are awarded to academically outstanding graduate women students who are entering their first year of a Masters or PhD program in the Department of Economics, and who are Canadian citizens or permanent residents.



Preference will be given to students with financial need. Further preference is given to Indigenous First Nations, Métis and/or Inuit students. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Economics.

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

GREATER VICTORIA CHAMBER 1863 IMPACT AWARD* (REVISED)

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

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

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

GREGORY AND VICTORIA SPIEVAK GRADUATE SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding Masters or PhD students in the ~~Faculty~~ School of Business, the Faculties of Social Sciences, Law, Engineering and Computer Science, Humanities or Health whose research area focuses on the social, policy and/or ethical implications of digital technologies. Examples of digital technologies include, but are not limited to, the Internet of Things, artificial intelligence, video/audio surveillance, blockchain technology, online digital advertising, identification/authentication technologies, or electronic health records.

Preference will be given to those students working on issues of privacy and security. Further preference will be given to 1. Students who are First Nations, Métis and/or Inuit ~~Indigenous persons~~ and 2. Women students.



Recipients must have completed all required courses for their degree and have had their research proposal approved by their supervisor. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon recommendations from the School of Business and the ~~Faculty~~ Faculties of Social Sciences, Law, Engineering and Computer Science, Humanities and or Health.

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

HARRIS & CO DIVERSITY ENTRANCE AWARD (REVISED)

One award of \$2,500 will be given to an undergraduate student entering the Faculty of Law who self-identifies as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit or a Person of Colour. Preference will be given to a student 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. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

HART WILL GRADUATE FELLOWSHIP IN INDIGENOUS GOVERNANCE & LEADERSHIP* (REVISED)

One or more fellowships are awarded to academically outstanding ~~Indigenous~~ First Nations, Métis and/or Inuit graduate students in the School of Indigenous Governance. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Indigenous Governance.

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

HILDER SCHOOL OF MUSIC AWARD* (REVISED)

One or more awards are given to undergraduate students entering or continuing in the School of Music who identify as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit, or People of Colour and who have demonstrated financial need. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the nomination of the School of Music.



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

INDIGENOUS PERSPECTIVES CAMP 25TH ANNIVERSARY AWARD* (REVISED)

One or more awards of \$1,000 each are given to Indigenous First Nations, Métis and/or Inuit undergraduate students entering or continuing in the Faculty of Law who are from one of the communities where the Indigenous Perspectives Camp (IPC) (formerly Aboriginal Awareness Camp) has taken place.

If no one is eligible then the award is given to a continuing student, with first preference for Indigenous First Nations, Métis and/or Inuit students who have participated in IPC and second preference to non-Indigenous students who have participated in IPC.

Part-time students (minimum 3.0 units per term) are eligible for this award. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

JACK HOWARD JACKSON MEMORIAL AWARD (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit entering, continuing or transferring undergraduate ~~Indigenous~~ students ~~with Canadian citizenship~~ who have demonstrated financial need and who are enrolled in any of the following: the Faculty of Science, Faculty of Engineering & Computer Science, School of Nursing, School of Health Information Science or the Department of Psychology.

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

JEAN TUTCHO INDIGENOUS UNDERGRADUATE AWARD IN VISUAL ARTS* (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit entering, continuing or transferring ~~Indigenous~~ undergraduate students in the Department of Visual Arts. Preference will be given to students in the following order:

1. students who have experience working with wood material in an Indigenous context (for example carving, construction or expanded material examinations),
2. students from Northwest Territories,
3. entering students.



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

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

JFK LAW LLP INDIGENOUS LEGAL ORDERS SCHOLARSHIP (REVISED)

A scholarship of at least \$5,000 is awarded to an academically outstanding ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate student entering the Faculty of Law joint JD/JID degree program. Approval of the recipient will be made by the Senate Committee on Awards ~~on~~ upon the recommendation of the Faculty of Law.

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

JIM OUNSWORTH UNDERGRADUATE AWARD FOR INDIGENOUS PART-TIME STUDENTS (REVISED-UG)

Two awards payable at \$5,000 per year up to a maximum of \$35,000, are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit part-time (registered in a minimum of 6.0 graded units in two terms of study) entering, transferring, or continuing undergraduate students, 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 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.



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

JIM OUNSWORTH UNDERGRADUATE AWARD FOR INDIGENOUS STUDENTS (REVISED)

Six awards of \$40,000, payable at \$10,000 per year, are given to ~~Canadian-born Indigenous to First Nations, Métis and/or Inuit~~ undergraduate students entering the University of Victoria, 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.

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 total of 12.0 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 three 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 12.0 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 their award.

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

JOHN AND ANN MCLAREN AWARD* (REVISED)

One award of at least \$1,000 will be given to a continuing undergraduate student in the Faculty of Law who has demonstrated academic ability and a commitment to social justice activity and advocacy. Preference will be given to a student who identifies as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit or a Person of Colour. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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



JOHN MICHAEL BROWNUTT SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Indigenous (First Nation Status, Non-Status, Inuit or Métis)~~ students at the University of Victoria. Students must have demonstrated community involvement. Applications may be made on-line through Student Awards & Financial Aid.

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

JOSEPH ARVAY SOCIAL JUSTICE AWARD* (REVISED)

One or more awards of at least \$1,000 each are given to ~~Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Faculty of Law with demonstrated commitment to equality and human rights.

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

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

JOYCE FAMILY FOUNDATION AWARD* (REVISED)

One or more awards of at least \$5,000 each and not more than \$8,000 each are given to undergraduate students entering UVic and who:

- are Canadian citizens or permanent residents,
- have lived in B.C. for at least 3 years,
- have graduated from a BC high school within the last two years
- have demonstrated financial need,
- submit a letter of reference (max 350 words) from an individual not related to the applicant who can speak to their resilience and potential for success in their post secondary studies,
- are committed to working with a mentor during the time they are a student at UVic.

At least one recipient each year will be ~~an Indigenous~~ a First Nations, Métis and/or Inuit student.

Preference will be given to students who do not receive funding from any outside institution or organization.

To be automatically renewed a student must have completed a total of 12.0 or more graded units in any two terms of study between May and April and maintained a GPA of 3.0/9.0 or higher and be working with a mentor. 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 three 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 12.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 3.0/9.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

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

LANGFORD-SEABORNE AWARD FOR INDIGENOUS STUDENTS IN HUMANITIES* (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ students entering second or third year in the Faculty of Humanities who have a minimum 4.0/9.0 GPA and also have demonstrated financial need. Part-time students (minimum 6.0 units in two terms) are eligible. Preference is for students from Vancouver Island.

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 4.0/9.0 or higher. Should a student take more than 6.0 units over the two terms, all units will be assessed for renewal purposes. The award is automatically renewed for each year of the student's study in the Faculty of Humanities until completion of a first undergraduate degree or for a maximum of two 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 6.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 4.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

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

LANGFORD-SEABORNE AWARD FOR INDIGENOUS STUDENTS IN SOCIAL SCIENCES* (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ students entering second or third year in the Faculty of Social Sciences who have a minimum 4.0 GPA and also have demonstrated financial need. Part-time students (minimum 6.0 units in two terms) are eligible. Preference is for students from Vancouver Island.

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 4.0/9.0 or higher. Should a student take more than 6.0 units over the two terms, all units will



be assessed for renewal purposes. The award is automatically renewed for each year of the student's study in the Faculty of Social Sciences until completion of a first undergraduate degree or for a maximum of two 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 6.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 4.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

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

LE,NONET BURSARY (REVISED)

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

Emergency bursaries are also available.

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

LORETTA WARNSBY MEMORIAL AWARD IN LAW* (REVISED)

An award is given to a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate student with a learning disability in the JD or JD/JID program in the Faculty of Law. Preference is for a student with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

MANDELL PINDER LLP INDIGENOUS LAW SCHOLAR AWARD (REVISED)

One or more awards of at least \$5,000 are given to undergraduate students entering or continuing in the JD/JID program or to ~~Indigenous~~ First Nations, Métis and/or Inuit students enrolling in the JD program of the Faculty of Law who have 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. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

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

MARK KRASNICK LEADERSHIP AWARD* (REVISED)

One or more awards are given to third or fourth year ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Faculty of Health, the Faculty of Law or the Peter B. Gustavson School of Business, who demonstrate leadership in an Indigenous community or within the Faculty. Preference will be given to a candidate whose primary residence is in British Columbia.

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

MINA HOORFAR AWARD FOR INDIGENOUS STUDENTS IN ENGINEERING AND COMPUTER SCIENCE* (REVISED)

One award of \$1,000 is given to an ~~an~~ First Nations, Métis and/or Inuit entering, transferring or continuing ~~Indigenous~~ undergraduate student in the Faculty of Engineering and Computer Science. Part time students (registered in a minimum of 6.0 units for credit in two of the three terms) are eligible.

Applicants must submit a letter (max 400 words) reflecting on:

- how they see their degree empowering them to help others and their community and,
- how a degree in engineering and computer science will help solve or contribute to solving global challenges

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

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



MOSAIC FOREST MANAGEMENT AWARD IN INDIGENOUS LANGUAGE REVITALIZATION* (REVISED)

One award of \$1,000 is given to ~~an Indigenous~~ a First Nations, Métis and/or Inuit undergraduate student in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR), the Bachelor of Arts in Indigenous Language Proficiency or the Bachelor of Education in Indigenous Language Revitalization (BEEd ILR) who is developing their own language proficiency and has a strong record of contributing to their community through their use of ~~indigenous~~ Indigenous language in their work. Preference will be given to students who are from Vancouver Island Nations.

Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms ~~minimum 3.0 units~~) are eligible for this award.

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

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

MYRNA AND TERRY DANIELS AWARD IN INDIGENOUS EDUCATION* (REVISED)

One or more awards of \$2,000 each are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Faculty of Education who are (in descending order of priority):

1. entering or continuing in the Bachelor of Education in Indigenous Language Revitalization (BEEd ILR) program,
2. enrolled in the Indigenous Education Post-Degree Professional Program (PDPP)
3. enrolled in the Diploma in Indigenous Language Revitalization program, or
4. enrolled in the Certificate in Indigenous Language Proficiency program,

Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms) are eligible. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

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

NORAH AND CALVIN BANKS INDIGENOUS SCIENCE SCHOLARSHIP* (REVISED)

An entrance scholarship is awarded to an academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ student in the Faculty of Science.

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

OLTHUIS KLEER TOWNSHEND INDIGENOUS LAW SCHOLAR AWARD (REVISED)

One or more awards of at least \$5,000 are given to undergraduate students entering or continuing in the Juris Doctor (JD) / Juris Indigenarium Doctor (JID) program or to ~~Indigenous~~ First Nations, Métis and/or Inuit students enrolling in the JD program of the Faculty of Law who have 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. Selection Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

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

PRESQUITO MURDOCH INDIGENOUS LAW AWARD* (REVISED)

One or more awards of at least \$5,000 each are given to ~~continuing Indigenous~~ First Nations, Métis and/or Inuit continuing undergraduate students in the JD/JID program in the Faculty of Law. Approval of the recipient(s) will be made by the Senate Committee on Awards ~~based on~~ upon the recommendation ~~by of~~ of the Faculty of Law.

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

RAINCOAST CONSERVATION AWARD (REVISED)

One or more awards are given to ~~Indigenous~~ First Nations, Métis and/or Inuit continuing undergraduate students ~~born in Canada who are continuing~~ in the Department of Geography who have:

- an interest in conservation, demonstrated through their classes/learning or through volunteering, and
- demonstrated financial need.

If there are no eligible candidates, the award will be given to ~~Indigenous~~ First Nations, Métis and/or Inuit continuing undergraduate students ~~born in Canada who are continuing~~ in the Faculty of Social Sciences who have:

- an interest in conservation, demonstrated through their classes/learning or through volunteering, and
- demonstrated financial need.



Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

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

RATCLIFF LLP INDIGENOUS LAW SCHOLAR AWARD* (REVISED)

Two awards of at least \$5,000 are given to undergraduate students entering or continuing in the JD/JID program or to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit students enrolling in the JD program of the Faculty of Law who have 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. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

ROBERT AND AUDREY HARRY INDIGENOUS SCHOLARSHIP IN NURSING* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ students in the School of Nursing. Students registered in at least 4.5 units per term academic units are eligible for this scholarship.

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

RPJA ACE FINANCE AWARD FOR BIPOC STUDENTS (REVISED)

One award of \$5,000 is given to an undergraduate student continuing in third or fourth year in the Department of Economics, the Department of Mathematics and Statistics or the Peter B. Gustavson School of Business who self-identifies as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit or a Person of Colour (~~BIPOC~~), and has an interest in pursuing a career in the financial industry.

Applicants must provide a personal statement (maximum 500 words) that demonstrates:

1. an intent to pursue a career in the financial services industry by summarizing relevant coursework, extracurricular involvement and industry work experience through co-op placements, internships, etc, and



2. a commitment to diversity, equity, and inclusion by creating inclusive environments free of hate, violence and discrimination. This could be, for example, through volunteer or paid work, social media communications or participating in community events.

Preference is for students with demonstrated financial need. Students with a GPA of 3.0/9.0 or above are eligible. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Economics, the Department of Mathematics and Statistics or the Peter B. Gustavson School of Business.

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

S. AITKEN GRADUATE AWARD* (REVISED)

One or more awards are given to ~~Indigenous~~ First Nations, Métis and/or Inuit women graduate students in the School of Environmental Studies. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Environmental Studies.

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

SALISH WEAVE INDIGENOUS EDUCATION AWARD (REVISED)

One award of \$5,000 is given to a ~~Canadian-born~~ First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ student in the Faculty of Education who is continuing in either the Bachelor of Education in Indigenous Language Revitalization (BEd ILR) program or the Indigenous Education Post-Degree Professional Program (PDPP). Preference will be given to a student who is from Coast Salish First Nations.

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

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

SANDRA LOUISE HARPER AND DON BARNHARDT AWARD IN INDIGENOUS LAW* (REVISED)

One or more awards of at least \$1,000 each will be given to ~~Indigenous~~ First Nations, Métis and/or Inuit students entering second year of the JD/JID Program. Preference will be given to students who have not received any other awards. Approval of the recipients will be made by



the Senate Committee on Awards upon the recommendation of the Faculty of Law and Director of the JD/JID program.

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

SELLEMAH SCHOLARSHIP* (REVISED)

One or more scholarships of at least \$1,000 each are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Canadian-born Indigenous (First Nations, Métis, or Inuit)~~ students in the School of Environmental Studies. If no applicants meet this criteria, the scholarship will be awarded to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Faculty of Social Sciences.

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

SHELAGH ROGERS ENTRANCE SCHOLARSHIP (REVISED)

A scholarship of \$2,000 is awarded to an academically outstanding ~~Indigenous~~ First Nations, Métis and/or Inuit undergraduate student who is entering the University of Victoria directly from a Canadian secondary school or transferring directly from a Canadian college or university.

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

SKEENA SCHOLARSHIP IN CREATIVE WRITING (REVISED)

One or more awards are given to transferring or continuing undergraduate students in a BFA in Writing with a focus in creative nonfiction or poetry and who have ~~has~~ submitted a writing sample (maximum 2 pages).

Preference will be given to applicants ~~a student~~ in descending order of priority:

a) A woman student who grew up in or has spent a majority of their life in rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50 degrees N)

b) ~~An Indigenous~~ A First Nations, Métis and/or Inuit student who grew up or has spent the majority of their life in rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50 degrees N)



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

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

SMONEĆ NATURAL SCIENCES SCHOLARSHIP (REVISED)

A scholarship of \$2,000 is awarded to an academically outstanding undergraduate student in the Faculty of Science. Preference will be given to a First Nations, Métis and/or Inuit an Indigenous student from nations whose territory is fully or in part located within the borders of Canada. Students may receive this award more than once. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

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

SOLEIL BROOKS VIKES WOMEN'S RUGBY AWARD* (REVISED)

One or more awards are given to undergraduate or graduate students who compete on the Vikes Women's Varsity Rugby Team who self-identify as Black, Indigenous First Nations, Métis and/or Inuit or a Person of Colour. Preference is for students who are involved in giving back to their community. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be ~~selected~~ nominated on the basis of work ethic, commitment and performance criteria set 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.

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

STEVEN P. STARKOVICH OPPORTUNITY ENTRANCE AWARD (REVISED)

One or more awards are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students entering the University of Victoria who have demonstrated financial need.



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

STORROW FAMILY AWARD* (REVISED)

One award is given to an ~~an~~ First Nations, Métis and/or Inuit entering or continuing ~~Indigenous~~ student in the Faculty of Law with demonstrated financial need. A student may not receive this award more than once. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

THOMAS M. HESS SCHOLARSHIP IN INDIGENOUS LANGUAGE REVITALIZATION* (REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate ~~Indigenous~~ students in either the Faculty of Humanities or the Faculty of Education and who are enrolled in Indigenous Language courses or an Indigenous language program. Part-time students (registered in a minimum of 6.0 units for credit in two of the three terms) are eligible for this award.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of a committee formed by the Linguistics program in the School of Languages, Linguistics and Cultures. The committee will include members from the Faculty of Education.

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

UVIC BUSINESS CLASS OF 2009 AWARD* (REVISED)

One or more awards are given to continuing undergraduate students in the Bachelor of Commerce program in the Peter B. Gustavson School of Business. Preference will be given in the following priority:

1. Students who self-identify as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit or a Person of Colour (~~BIPOC~~)
2. Students with demonstrated financial need

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



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

UVSS BIPOC PUBLIC INTEREST RESEARCH AWARD* (REVISED)

One or more awards, of at least \$1,000 each, are given to continuing or transferring undergraduate students with demonstrated research-based contributions to community programs or agencies that address social justice and/or environmental issues. Preference will be given in the following order:

- Students who identify as Black, ~~Indigenous~~ First Nations, Métis and/or Inuit or a Person of Colour
- Students who are members of groups with historical and/or current barriers to equity
- Students with demonstrated financial need

Students must submit a summary (maximum 500 words) of their research project that contributes to community programs, and provide one letter of reference (maximum 300 words) that speaks to this.

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

VICTORIA KOREAN PRESBYTERIAN CHURCH AWARD* (REVISED)

One or more awards are given to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students entering or continuing at UVic, with a preference for students with demonstrated financial need. Students with a GPA of 3.0/9.0 and above are eligible.

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

WIN SELF-SUFFICIENCY BURSARY (REVISED)

One or more bursaries are awarded to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the School of Social Work who identify as women, trans, non-binary or Two Spirit.

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



WOODWARD & COMPANY INDIGENOUS LAW SCHOLAR AWARD* (REVISED)

One or more awards of at least \$5,000 are given to undergraduate students entering or continuing in the JD/JID program or to ~~Indigenous First Nations, Métis and/or Inuit~~ students enrolling in the JD program of the Faculty of Law who have 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. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

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

XA7LIMUT (HA-LAY-MUT) JACK CAMPO INDIGENOUS LAW AWARD (REVISED)

One or more awards of at least \$5,000 each are given to First Nations, Métis and/or Inuit continuing, undergraduate ~~Indigenous~~ students in the JD/JID program in the Faculty of Law. Approval of the recipient(s) will be made by the Senate Committee on Awards ~~based on~~ upon the recommendation ~~by~~ of the Faculty of Law.

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

ICD – INCLUSIVE OF ALL INDIGENOUS PEOPLES LOCALLY AND GLOBALLY

ARSENEO LEITE MEMORIAL SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to undergraduate students entering the University of Victoria who are members of groups with historical and/or current barriers to equity, including, but not limited to:

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

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



CPA EDUCATION FOUNDATION INCLUSION AWARD (REVISED)

One award of \$2,500 is given to a woman undergraduate student enrolled in the Bachelor of Commerce program in the Peter B. Gustavson School of Business who demonstrates financial need and who intends to take the CPA exam. Preference is for members of groups with historical and/or current barriers to equity, including, but not limited to,

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

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

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

DIANNE DRAPER ENVIRONMENTAL SUSTAINABILITY AND STEWARDSHIP SCHOLARSHIP (REVISED)

A scholarship is awarded to an academically outstanding undergraduate student in third or fourth year of either a BA or BSc Program in the Department of Geography who is conducting research in the field of 'Environment, Sustainability and Stewardship'. Applicants must submit a statement (maximum 500 words) describing their research and how it aligns with Environment and Sustainability and Stewardship. Preference is given to students with historical and/or current barriers to equity who identify as:

- ~~Indigenous students (inclusive of all Indigenous Peoples locally and globally) First Nations, Métis and Inuit peoples, and all other Indigenous peoples;~~
- members of groups that commonly experience discrimination due to race, ancestry, colour, or place of origin.

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

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



DR. LARRY MCCANN AWARD FOR INTERDISCIPLINARY LEADERSHIP IN GEOGRAPHY (REVISED)

One award of \$1,000 is given to an undergraduate student in the Department of Geography. Applicants must submit a brief essay (maximum of 300 words) highlighting how they have demonstrated leadership or ingenuity in their community and in what way this has made a tangible impact. Preference is for students with financial need. Further preference is for students who are members of groups with historical and/or current barriers to equality, including but not limited to:

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

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Department of Geography.

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

DR. ELMAR B.F. BROSTERHUS SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding graduate students entering the Department of Physics and Astronomy. Preference is for international students or students who are members of groups with historical and/or current barriers to equity including, but not limited, to:

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

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Physics and Astronomy.

Applicants, candidates or nominees for this award who have indicated they are Indigenous students (inclusive of all Indigenous Peoples locally and globally) are required to demonstrate



their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

FACULTY OF ENGINEERING AND COMPUTER SCIENCE EQUITY, DIVERSITY AND INCLUSION LEADERSHIP AWARD (REVISED)

One award of \$1,000 is given to a transferring or continuing undergraduate student from an underrepresented group entering second year in one of the following programs in the Faculty of Engineering and Computer Science: Biomedical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Mechanical Engineering or Software Engineering.

Applicants must submit a letter (maximum 500 words) describing the importance of Equity, Diversity and Inclusion to the profession, its impact on them personally and the leadership role they have played (or would like to play) to make a difference.

Underrepresented groups are defined as students with historical and/or current barriers to equity, including, but not limited to:

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

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

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

HELEN LANSDOWNE AWARD* (REVISED)

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

~~*First Nations, Inuit and Métis peoples, and all other Indigenous students (inclusive of all Indigenous Peoples locally and globally) peoples;~~

*members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;



- *persons with visible and/or invisible (physical and/or mental) disabilities;
- *persons who identify as women; and
- *persons of marginalized sexual orientations, gender identities, and gender expressions.

Further preference is for students with financial need.

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

JOYCE UNDERWOOD INDIGENOUS UNDERGRADUATE STUDENT SCHOLARSHIP IN SOCIAL SCIENCES* (REVISED)

Up to four scholarships are awarded annually to Indigenous students, ~~domestic or international~~, (inclusive of all Indigenous Peoples locally and globally) registered in an undergraduate program in the Faculty of Social Sciences. The Faculty of Social Sciences Awards and Recognition Committee will nominate the recipients. Recipients will be selected on the basis of their commitment to education (50%) and their financial need (50%). Applicants must provide a letter describing their commitment to education and financial need. Commitment to education is defined broadly, and can be demonstrated in a variety of ways including but not limited to personal academic performance or perseverance, or support for education in the community. The application will be available each year through the Student Awards and Financial Aid Office. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

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

MAPLE REINDERS SCHOLARSHIP (REVISED)

A scholarship is awarded to an academically outstanding undergraduate student continuing in either the Civil Engineering or Mechanical Engineering program in the Faculty of Engineering and Computer Science.

First preference is for students with an interest in construction management or project management.

Second preference is for students who are members of groups with historical and/or current barriers to equity, including, but not limited to:

- ~~First Nations, Métis and Inuit peoples, and all other~~ Indigenous students (inclusive of all Indigenous Peoples locally and globally) peoples;



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

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

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

MASTERCARD AWARD IN CYBER SECURITY (REVISED)

Two awards of \$10,000 each are given to undergraduate students entering third year in the software engineering program in the Faculty of Engineering and Computer Science and who are specializing in cyber security. Preference is given first to women students, then to members of other groups with historical and/or current barriers to equity.

The ~~scholarship award~~ will be renewed at a value of \$5,000 for students continuing into fourth year in cyber security specialization.

To be automatically renewed a student must have completed a total of 12 or more graded units in any two terms of study between May and April and maintained a grade point average of 6.0/9.0 or higher on the best 12 graded units. The award may only be renewed once. A student whose grade point average falls below 6.0/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the ~~scholarship award~~.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more graded units in two terms, provided they have a grade point average of 6.0/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, nor academic units for more than one term may forfeit ~~their scholarship the award~~.

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

Members of groups with historical and/or current barriers to equity, including, but not limited to:

- ~~First Nations, Métis and Inuit peoples, and all other~~ Indigenous students (inclusive of all Indigenous Peoples locally and globally) peoples;



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

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

STANTEC AWARD (REVISED)

One award of \$2,000 is given to a continuing undergraduate student in the Faculty of Engineering and Computer Science. Preference is for students who are members of groups with historical and/or current barriers to equity, including, but not limited to:

- * ~~First Nations, Inuit and Métis peoples and all other Indigenous peoples~~ students (inclusive of all Indigenous Peoples locally and globally);
- * members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin; and
- * persons who identify as women.

Further preference is for students with demonstrated financial need.

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

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

VANCOUVER SECURITY TRADERS ASSOCIATION (VSTA) FINANCE AWARD (REVISED)

One or more awards are given to undergraduate students continuing in the Peter B. Gustavson School of Business who have an interest in pursuing a career in the financial industry. Students must be enrolled in, or have taken, the Applied Investment Management (AIMC) course. Preference is given to students who are members of groups with historical and/or current barriers to equality including, but not limited to,

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

- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

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

VICFOUNDERS AWARD* (REVISED)

An award is given to a third or fourth year Bachelor of Commerce student in the entrepreneurship specialization with demonstrated financial need. Preference is for students who are members of groups with historical and/or current barriers to equity, including, but not limited to:

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

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.

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

ICD – SPECIFIC NATIONS

COYA SCHOLARSHIP* (REVISED)

A scholarship is awarded to an academically outstanding ~~Indigenous~~ undergraduate student who is from Indigenous Nations located within Canada and/or the USA ~~born on Turtle Island (North America, including all areas from Mexico to Alaska)~~ and entering the Faculty of Education. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Applicants, candidates or nominees for this award who have indicated they are from Indigenous Nations located within Canada and/or the USA are required to demonstrate their



eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

FANNY WILLIAMS HUU-AY-AHT FIRST NATION SCHOLARSHIP (REVISED)

A scholarship of \$1,000 is awarded to an entering, continuing or transferring ~~Indigenous~~ undergraduate or graduate student who is from the Huu-ay-aht First Nation. The student must have demonstrated community involvement and must submit a letter of reference (maximum 400 words) outlining their leadership skills in one or more of the following areas: community involvement, leadership, academic performance, athletics, innovation and creativity. Community can include schools, neighbourhoods, teams, and/or Nations.

In the event that a ~~member of~~ student who is from the Huu-ay-aht First Nation does not apply for the scholarship, it will be awarded to an undergraduate or graduate student who is from one of the Nuuchahnulth Nations with connections to the Huu-ay-aht First Nation.

~~Undergraduate students can apply on the online application via their Online Tools account and Graduate students apply via the Online tools, online graduate application by September 15. can submit their reference letter by September 15 to the Faculty of Graduate Studies, Office of the Dean. Approval of an undergraduate recipient will be made by the Senate Committee on Awards Upon the recommendation of the Executive Director IACE Office of Indigenous Academic and Community Engagement. an undergraduate student recipient will be approved by Senate Committee on Awards, or by the Faculty of Graduate Studies Graduate Awards Committee for a graduate student. In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Executive Director IACE Office of Indigenous Academic and Community Engagement.~~

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

GERVIN MÉTIS AWARD FOR DISTINGUISHED ADVOCACY AND LEADERSHIP (REVISED)

An award of \$1,000 is offered annually to an undergraduate student in the Faculty of Law who ~~self-identifies as~~ is Métis, and who has shown a commitment to strengthening their Indigenous community at home, the community where they reside during the academic year, or the Indigenous presence within the University. ~~Selection Approval~~ of the student recipient will be made by the Senate Committee on Awards ~~on~~ upon the recommendation of the Faculty of Law.

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

INUIT WOMEN OR TWO-SPIRIT LEGAL SCHOLAR AWARD (REVISED)

One award of \$20,000 is given to an entering or continuing undergraduate woman or two-spirit ~~Inuit~~ students who are Inuit in the Faculty of Law who has demonstrated leadership experience in their school or community. Applicants will be considered based on their Law admissions application. Payment of the award will be in two equal installments, half in Term 1 and half in Term 2 of the Winter Session.

The award is eligible to be renewed, at a value of \$20,000 for each year of the student's study in the Faculty of Law until completion of the degree, or for a maximum of three years, whichever is the shorter period. To be renewed a student must pass the academic year by the faculty standards. The student must also have demonstrated, in the opinion of the Director of the JD/JID Program and/or the Associate Dean of Academic and Student Relations, ongoing commitment to leadership and achievement, whether this be in their home community or school community, amongst their peers, through their academic, extracurricular or personal pursuits. Students registered in a co-op or work experience work term will be renewed when they next complete 12.0 or more units for credit in two terms, provided they remain in academic good standing. Any student who takes neither a co-op, work experience work-term, nor 80% of a full course load for more than one term may forfeit their scholarship.

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

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

LII MICHIF NIYYANAAN AWARD (REVISED)

One or more awards are given to academically outstanding ~~Metis~~ Métis undergraduate students who are continuing in the School of Social Work.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Social Work.

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

TANSI AWARD* (REVISED)

One or more awards are given to Métis undergraduate ~~Métis~~ students with demonstrated financial need.



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

TANSI SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding Métis entering, transferring or continuing undergraduate ~~Métis~~ students.

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



SENATE



SENATE COMMITTEE ON CURRICULUM

To: Senate
From: Senate Committee on Curriculum
Date: April 21, 2026
Subject: 2026/2027 Cycle 2 Curriculum Submissions

All curriculum submissions are available for viewing by Senate on its SharePoint site using the following link: <https://uvic.sharepoint.com/sites/Senate>.

To access the submissions, navigate to the section titled '2025-2026 Senate agendas and materials' and click on the folder 'Curriculum changes effective September 2026.'

Recommended Motions:

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

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.

Respectfully submitted,

2025/2026 Senate Committee on Curriculum

Dennine Dudley, (Chair), Faculty of Fine Arts
Patricia Cochran, Faculty of Law
Vivien Corwin, Peter B. Gustavson School of Business
Chris Eagle, Faculty of Science
Leslee Francis-Pelton, Faculty of Education
Andrea Giles, Co-op Education and Career Services
Catherine Harding, Faculty of Fine Arts
LillAnne Jackson, Faculty of Engineering and Computer Science
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies
Asia Longphee, Manager, Curriculum and Calendar
Reuben Rose-Redwood, Faculty of Social Sciences
Maureen Ryan, Faculty of Health
Ada Saab, Associate University Secretary
Danu Stinson, Chair, Senate Committee on Academic Standards
Lisa Surridge, Faculty of Humanities
Wendy Taylor, Registrar
Ashley de Moscoso (Secretary), Associate Registrar
Ashley Badham (Recording Secretary), Office of the Registrar and Enrolment Management



Memo

TO: Senate and Board of Governors

FROM: Lois Harder, Dean, Social Sciences

DATE: April 22, 2026

RE: Procedures for the Appointment and Review of Associate Dean(s) in Social Sciences the Faculty of Social Sciences (GV 0645)

Purpose

The Faculty of Social Sciences last revised its policy on the appointment and review of associate deans in May 2004. In addition to the need to address changes to academic governance that have occurred in the last two decades, Social Sciences now has two associate dean positions (associate dean academic and associate dean research and graduate studies) that this policy addresses. Additionally, Social Sciences has also recently expanded with the inclusion of the Schools of Indigenous Governance and Public Administration. This policy revision is designed to ensure the representation of all units in the Faculty in the selection of associate deans, and to address the contemporary opportunities and challenges of Faculty governance.

The attached policy has received robust consideration from chairs and directors in the Faculty and has been approved by Faculty Council on November 26, 2025. Following that approval, as required by Section 8.5 and Appendix A of the Collective Agreement, the policy was reviewed by the Faculty Association. I have also consulted with Faculty Relations and with the University Secretary.

In consultation with Social Sciences' Chairs and Directors, I have incorporated a number of suggested changes into the procedures document. Specifically, we have



- stated that there will be one faculty representative from each unit without articulating the number of units;
- included provision for a secret ballot;
- provided that candidates will offer a presentation as part of their interview process.

This policy reflects existing practice in a number of Faculties with some distinctive Social Sciences elements. These elements include:

Size and Composition of the Committee:

Social Sciences has a culture of enabling unit autonomy to the extent possible. In the context of choosing nominees to participate on the associate dean selection committee, each unit is empowered to undertake that process on its own terms. Chairs may nominate a candidate directly, solicit volunteers, and/or hold an election. The language of chair nomination does not preclude a department from mobilizing an internal election process should they wish to do so. The aim is to enable unit flexibility to devise their own procedures.

I note that different Faculties constitute their selection processes in different ways. In Science, there is no election. Instead, all chairs serve on the selection committee. In Humanities, each chair nominates a member to stand for election and the Faculty elects five people to serve (out of nine units). In Engineering, only two faculty members serve on the committee and are elected. In Education, each department elects a representative and two additional faculty members are elected by the Faculty. In Fine Arts, each department elects a faculty member.

With regard to ensuring equity, Social Sciences' proposed language around equity training mirrors existing language in Humanities (GV0600, 4.0), Science (GV0655, 2.2) and Engineering (GV0625, 1.3).

Procedures for the Search Committee (including Section 13):

We have now included a secret ballot and simple majority vote in the policy. We have also included an expectation that new candidates will make a presentation to the selection committee to parallel the process for an incumbent.

Acting Associate Dean:





Undoubtedly, the most controversial element of the proposed policy is the provision that removes ratification from the appointment of an acting associate dean for a term of up to one year. To be clear, the ratification process for Associate Deans appointed to the full term of office remains unchanged. This provision was explicitly discussed by Social Sciences chairs and directors and by Faculty Council and was unanimously supported. Moreover, the Faculty is deeply committed to collegial governance. The proposed revision does not diminish that commitment: it applies it more appropriately to the nature of acting appointments.

The case for extending the unratified period to twelve months rests on a straightforward operational reality: six months may not be sufficient for an acting appointment to fulfill its purpose. Acting appointments arise most commonly in two situations: when an incumbent Associate Dean takes an extended leave, such as an administrative leave or medical leave, and when an unanticipated vacancy requires immediate continuity of leadership. In both cases, the need is defined not by the pace of an administrative process but by the underlying circumstance: an administrative leave of twelve months in duration, or an unanticipated vacancy may require sustained interim leadership while the Faculty and the member determine the appropriate path forward.

The willingness of capable colleagues to step into acting roles is already fragile. These are demanding positions accepted at some personal and professional cost. Requiring ratification for what is, by definition, a temporary appointment in support of a colleague on leave introduces a degree of professional risk that many otherwise willing candidates will reasonably decline to accept. The consequence is not a more democratically accountable process; it is a smaller and more reluctant pool of candidates, and ultimately a Faculty less able to support both its leaders and the colleagues who stand in for them.

Motion: That Senate approve, and recommend that the Board of Governors also approve, the revised *Procedures for the Appointment and Review of Associate Dean of Social Sciences* (GV0645).





**PROCEDURES FOR THE
APPOINTMENT AND REVIEW OF
THE ASSOCIATE DEANS OF SOCIAL
SCIENCES**

University Policy No.: GV0645
Classification: Governance
Approving Authority: Board of Governors
Effective Date: T B D May/04
Supersedes: May/00
2004-
Last Editorial Change:
Mandated Review:

~~If the Faculty of Social Sciences should wish to have an Associate Dean, the following procedures will apply.~~

Purpose

- 1.00 The following procedures define the method by which the appointment, or review and reappointment, of the Associate Deans (Faculty of Social Sciences) will be conducted.

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Scope

- 2.00 These procedures apply to the appointment of a new Associate Dean, the review and reappointment of an incumbent, and to the appointment of an Acting Associate Dean. An Acting Associate Dean is not considered an incumbent.

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~~4.00~~ **Responsibilities of the Search Committee**

Procedures

Responsibilities of the Search Committee

- 3.0 Equity. The University of Victoria is committed to employment equity. Faculties are strongly encouraged, where possible, to strike a Search Committee including representation from ~~the four designated groups: women, aboriginal peoples, persons with disabilities and members of visible minorities.~~ Equity seeking groups. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, the Faculty's equity plans, and include equity issues in its consideration of criteria for the position. Postings for the position shall include an employment equity statement encouraging applicants from ~~the four designated equity deserving groups~~ groups. ~~The Chair of the Committee is encouraged to consult the Equity Office for advice and support in running a fair and equitable search process. All members of the committee are expected to complete EQHR's equity training for hiring committees and supply their certificate of completion to the Chair of the Committee in advance of the first meeting.~~

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~~1.1~~

~~2.1~~

- ~~1.22.2~~ Confidentiality. ~~4.0~~ Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.

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~~FOIPOP. 5.0~~ Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act and by the University of Victoria's Protection of Privacy Policy (GV0235) and its associated policies.

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~~4.4~~ ~~6.00 Consultation.~~ Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

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~~2.00~~ Size and Composition of the Search Committee

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7.00 In the appointment of an Associate Dean of Social Sciences, the Dean of Social Sciences shall establish a Search Committee consisting of:

~~five regular Faculty members elected by the members of the Faculty (no more than one from any academic unit, including, at least one woman, and another representative from one of the four designated equity groups) full professor (research or teaching stream); one associate professor (research or teaching stream) and one assistant professor (research or teaching stream). Each unit will discuss internally, and the chair or director will nominate one member from their unit.~~

(1); one staff member elected by and from the CUPE and PEA members in the Faculty,

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(1) one graduate student in the Faculty of Social Sciences selected by the GSS;

(1) one undergraduate student in the Faculty selected by the UVSS;

~~2.4~~ (1) and the Dean of the Faculty of Social Sciences as Chair.

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~~Representation from the designated equity groups may require moving successively down the list of candidates.~~

~~If the required two members from the designated equity groups are not elected, the Faculty Committee on Committees shall make the appointment(s) necessary to fulfill the requirements contained in paragraph 2.1 above.~~

~~3.00~~ Procedures for the Search Committee

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~~3.1~~ 8.00 The Committee members will familiarize themselves with the duties of the position and establish the criteria for the position.

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9.0 0 The Committee ~~will invite applications and nominations for the position from regular members of the Faculty shall determine if the incumbent wishes to seek a further term; if so, the Committee shall proceed as outlined under the review and reappointment of incumbent section of these procedures.~~

3.2 10.00 If the incumbent does not wish to seek reappointment, the Committee shall invite applications and nominations for the position from tenured regular members of the Faculty.

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~~3-3~~ 11.00 The Committee shall not give any substantive consideration to the suitability of any person for the position unless the Committee shall have received clear evidence that the person has agreed to be considered as a candidate by the Committee.

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12.00 Prospective candidates will submit a CV and a statement of interest (1000 words max) that outlines their intentions and suitability for the position.

13.00 The Committee will gather relevant information about the applicants, will short-list candidates, interview stronger candidates, and make a recommendation for appointment of a candidate for the position. The interview shall include a presentation to the Committee outlining their projected leadership in the context of the criteria established for continuation in the position.

14.00 The committee will review all relevant information and reach a decision by secret ballot on a recommendation by simple majority vote.

Review and Reappointment of an Incumbent

15.0 After reviewing the criteria established for the position, if the incumbent elects to stand for a consecutive term, the Committee shall determine through the following steps whether or not to recommend the reappointment.

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The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include

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- an updated curriculum vitae;
- the criteria established as part of the search process;
- a self-assessment by the candidate of their goals and accomplishments over their previous term (1000 words max);
- the results of consultation with the departments; and
- the University's associate dean annual assessment rubric

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15.01 The incumbent shall be invited to make a presentation to the Committee outlining their projected leadership in the context of the criteria established for continuation in the position.

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16.0 The Committee shall interview the candidate.

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17.0 The Committee shall review all evidence and reach a decision by secret ballot on a recommendation on reappointment by simple majority vote.

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4.00 Ratification Procedures.

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~~4-4~~ 18.00 Regular faculty members in Social Sciences must vote to ratify the appointment. The candidate recommended by the Committee must be acceptable to 60 per cent of the Faculty members voting.

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5.00 Acting Associate Dean

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19.00 If required for ~~six~~ twelve months or less, an Acting Associate Dean shall be nominated by the Dean after consultation with the Chairs/Director of the Faculty of Social Sciences.

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If the Acting Associate Dean is to serve for more than ~~six~~twelve months, the procedures shall be those used to appoint an Associate Dean.

~~6.00~~ Length of Service

20.00 The maximum length of continuous service will normally be two terms, each term having a maximum of five years.

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~~7.00~~ Incumbency

~~In the case of an incumbent Associate Dean seeking a second term, a review for reappointment shall be conducted (see Section 3.4) before proceeding to an open internal search. A positive review should culminate in the normal ratification ballot. If the incumbent does not wish to be considered, or if after completing the review described in Section 3.4 the Committee decides not to recommend the incumbent for a second term, the Committee shall seek another internal candidate and inform the Faculty of its decision.~~

Authorities and Officers

21.0 The authorities and officers for this policy are:

- (i) Approving Authority: Senate and Board of Governors
- (ii) Designated Executive Officer: Vice-President Academic and Provost
- (iii) Procedural Authority: Senate and Board of Governors
- (iv) Procedural Officer: Vice-President Academic and Provost

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Related Policies and Documents



**PROCEDURES FOR THE
APPOINTMENT AND REVIEW OF
ASSOCIATE DEANS OF SOCIAL
SCIENCES**

University Policy No.: GV0645
Classification: Governance
Approving Authority: Board of Governors
Effective Date: TBD
Supersedes: May 2004
Last Editorial Change:
Mandated Review: TBD

Purpose

- 1.00 The following procedures define the method by which the appointment, or review and reappointment, of the Associate Deans (Faculty of Social Sciences) will be conducted.

Scope

- 2.00 These procedures apply to the appointment of a new Associate Dean, the review and reappointment of an incumbent, and to the appointment of an Acting Associate Dean. An Acting Associate Dean is not considered an incumbent.

Procedures

Responsibilities of the Search Committee

- 3.00 The University of Victoria is committed to employment equity. Faculties are strongly encouraged, where possible, to strike a Search Committee including representation from equity deserving groups. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, the Faculty's equity plans, and include equity issues in its consideration of criteria for the position. Postings for the position shall include the University's approved equity statement encouraging applicants from equity deserving groups. All members of the committee are expected to complete EQHR's equity training for hiring committees and supply their certificate of completion to the Chair of the Committee in advance of the first meeting.
- 4.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.
- 5.00 Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act and by the University of Victoria's Protection of Privacy Policy (GV0235) and its associated policies.
- 6.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

Size and Composition of the Search Committee

- 7.00 In the appointment of an Associate Dean of Social Sciences, the Dean of Social Sciences, or delegate, shall establish a Search Committee consisting of:

no more than one faculty member from any academic unit, including at least one full professor (research or teaching stream); one associate professor (research or teaching stream) and one assistant professor (research or teaching stream). Each unit will discuss internally, and the chair or director will nominate one member from their unit.

- (1) one staff member elected by and from the CUPE and PEA members in the Faculty;
- (1) one graduate student from a unit within the Faculty of Social Sciences selected by the GSS;
- (1) one undergraduate student in the Faculty of Social Sciences selected by the UVSS; and
- (1) the Dean of the Faculty of Social Sciences, or delegate, as Committee Chair.

Procedures for the Search Committee

- 8.00 The Committee members will familiarize themselves with the duties of the position and establish the criteria for the position.
- 9.00 The Committee shall determine if the incumbent wishes to seek a further term; if so, the Committee shall proceed as outlined under the review and re-appointment of incumbent section of these procedures.
- 10.00 If the incumbent does not wish to seek reappointment, the Committee shall invite applications and nominations for the position from tenured regular members of the Faculty.
- 11.00 The Committee will not give any substantive consideration to the suitability of any person for the position unless the Committee has received clear evidence that the person has agreed to be considered as a candidate by the Committee.

- 12.00 Prospective candidates will submit a CV and a statement of interest (1000 words max) that outlines their intentions and suitability for the position.
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The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include

- an updated curriculum vitae;
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- 15.01 The incumbent shall be invited to make a presentation to the Committee outlining their projected leadership in the context of the criteria established for continuation in the position.
- 16.00 The Committee shall interview the candidate.
- 17.00 The Committee shall review all evidence and reach a decision by secret ballot on a recommendation on reappointment by simple majority vote.

Ratification Procedures

- 18.00 Regular faculty members in Social Sciences must vote to ratify the appointment or reappointment. The candidate recommended by the Committee must be acceptable to 60 per cent of the Faculty members voting.

Acting Associate Dean

- 19.00 If required for twelve months or less, an Acting Associate Dean shall be nominated by the Dean after consultation with the Chairs/Directors of the Faculty of Social Sciences. If the Acting Associate Dean is to serve for more than twelve months, the procedures shall be those used to appoint an Associate Dean.

Length of Service

- 20.00 The maximum length of continuous service will normally be two terms, each term having a maximum of five year

Authorities and Officers

- 21.00 The authorities and officers for this policy are:
- (i) Approving Authority: Senate and Board of Governors
 - (ii) Designated Executive Officer: Vice-President Academic and Provost
 - (iii) Procedural Authority: Senate and Board of Governors
 - (iv) Procedural Officer: Vice-President Academic and Provost

Related Policies and Documents



Office of the President
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
pres@uvic.ca | uvic.ca/president

memo

To: Members of Senate
From: Dr. Robina Thomas, Acting President and Vice-Chancellor *R Thomas*
CC: Jim Dunsdon, Associate Vice- President, Student Affairs
Date: April 22, 2026
Re: **Proposed Revisions to the Resolution Non-Academic Misconduct Allegations Policy (AC1300)**

The University of Victoria is seeking approval from Senate on proposed revisions to the Resolution of Non-Academic Misconduct Allegations Policy (AC1300) to align it with current practices and stakeholder feedback. These revisions expand on and are supplementary to the interim revisions to AC1300 approved by Senate on June 6, 2025.

Background

Policy AC1300 outlines the activities and behaviours that constitute student non-academic misconduct; the processes for submitting, investigating and resolving allegations of non-academic misconduct; and the rights and responsibilities of those involved in non-academic misconduct proceedings.

The Office of Student Life (OSL), as the office responsible for managing student conduct specific to AC1300, consulted faculty, staff and students over the course of 18 months to support their review of this policy. Several key themes emerged from the consultation.

Consultation Process

OSL conducted multiple rounds of consultations on AC1300 as part of this policy update.

- First round of consultation: **January–March 2025** (includes feedback sessions and focus groups)
- Consultation specifically focussed on harm reduction and the Good Samaritan Policy: **March–June 2026**
- Review of feedback and drafting updated policy language: **August–December 2026**
- Second round of consultation: **January–March 2026** (includes review of proposed language)
- Consultation with Senate: **April 10, 2026**

Full list of faculty, staff and students consulted by OSL in policy review:

- | | | |
|---|--|--|
| • Campus Security | • Hard Law | • Student Wellness Centre |
| • Centre for Accessible Learning | • Indigenous and Academic Community Engagement | • Students |
| • Co-operative Education and Career Services | • International Centre for Students | • Special Advisor to the Provost on Overdose Prevention and Harm Reduction |
| • Continuing Studies | • Native Students Union | • University of Victoria Students' Society (UVSS) |
| • Equity and Human Rights | • Office of the Registrar and Enrolment Management | • University Secretary's Office |
| • Faculty of Law | • Ombudsperson | • University Systems |
| • Faculty Relations and Academic Administration | • Privacy and Access to Information Office | • Vice-President Indigenous |
| • General Counsel | • Public Affairs | • Wellness, Recreation and Athletics |
| • Graduate Students' Society (GSS) | • Residence Services | |
| • Human Resources | | |

Summary of Feedback Received

Theme 1: Clarity on the alignment between AC1300 and unit-specific mechanisms and processes to manage student conduct that arises in specific contexts (e.g., Residence, the First Peoples House, Student-Athlete Code of Conduct, etc.).

Those consulted sought clarity on when non-academic misconduct concerns should be escalated to OSL rather than managed by units using tools like the Residence Contract or the Student Athlete Code of Conduct. Additionally, some stakeholders requested clarity about when issues relating to discrimination, harassment, or sexualized violence were managed under AC1300 and when they were managed under either the Discrimination and Harassment Prevention and Response Policy (GV0205) or the Sexualized Violence Prevention and Response Policy (GV0245).

Theme 2: Management of student behaviour during a resolution process.

Stakeholders noted that, at present, the only mechanisms to impose temporary measures to mitigate interactions and/or manage impacts to the university community while an investigation is ongoing under AC1300 is through the application of the interim measures outlined in the Response to At-Risk Behaviour (SS9125) policy. However, as stakeholders noted, the application of interim measures under SS9125 is intended to mitigate safety risks during emergencies, which can be inappropriate, and procedurally unfair, when used in non-emergency contexts.

Theme 3: The framing of “dangerous and disruptive behaviour” as an example of non-academic misconduct.

Feedback suggested that the “dangerous and disruptive behaviour” category was overly broad and often led to unintended conflation of the concepts of dangerous and disruptive (i.e. behaviours that are disruptive are not always dangerous). Feedback consistently recommended that these two examples be separated to allow for a more robust understanding of each example.

Summary of Proposed Changes

OSL is proposing the following changes to AC1300 to reflect the feedback received during consultations.

- Expanding and clarifying the policy’s guiding principles to better reflect and align with the practices that inform the university’s approach to resolving non-academic misconduct allegations.
- Expanding the definition of a Student within the policy to include students in the Division of Continuing Studies, to broaden the applicability of the policy.
- Clarifying the scope of the policy in relation to online behaviours and in relation to UVSS and GSS activities.
- Clarifying the types of behaviour that constitute non-academic misconduct, including distinguishing between the concepts of dangerous and disruptive behaviour.
- Providing greater clarity on when and how units and university community members should escalate issues of non-academic misconduct to OSL for management under AC1300.
- Providing greater clarity on resolution processes, including articulating how allegations of non-academic misconduct can be resolved through voluntary and educational processes, in addition to formal investigations.
- Identifying a pathway for OSL to apply temporary, non-disciplinary administrative measures during resolution processes to better manage student behaviour (i.e. no contact between students involved in an investigation).

The proposed changes address stakeholder feedback and align the policy with university and OSL practices, strengthening OSL’s ability to manage non-academic misconduct in an administratively fair, supportive, and equitable manner.

Consultation with Senate

On April 10, 2026, the proposed updates to Policy AC1300 were presented to Senate for feedback. Senate members raised four key considerations, each of which has been addressed as outlined below.

1. Scope of the Policy: Student Non-Academic Misconduct

Senators requested that the policy clearly indicate that Policy AC1300 applies to student non-academic misconduct, and that misconduct by staff and faculty is governed by other policies and procedures.

Action Taken: The title of Policy AC1300 has been revised to explicitly include the word “*Student*”, making the scope of the policy clear. In addition, as part of the policy implementation and communication plan, the OSL will highlight the appropriate disciplinary processes for staff and faculty and will direct community members to the relevant policies when communicating about misconduct concerns.

2. “Material Benefit” vs. “Substantial Personal Benefit”

The definition of Non-Academic Misconduct references “manufacturing, sale, or distribution of substances, including illegal drugs or prescription drugs, or alcohol, for material benefit”. Feedback was provided suggested the term “material benefit” could introduce ambiguity, as even a small benefit may be considered material depending on individual circumstances.

Action Taken: The language has been revised to include the term “*substantial personal benefit*.” This term is better aligned with the intent and context of AC1300, as it allows for an assessment of significance rather than capturing any minimal or incidental benefit. The use of “substantial” supports a more proportionate and contextual evaluation of benefit, consistent with the policy’s purpose.

3. Reference to Criminal Law

Concerns were raised that the revised language in Appendix A - Examples of Non-Academic Misconduct, section 3.08, referring to illegal activities, appeared to broaden the scope of the policy by referencing criminal law generally, rather than being clearly limited to Canadian law.

Action Taken: The language in 3.08 has been amended to explicitly reference *Canadian law*, thereby clarifying the scope and ensuring consistency with the jurisdictional context of the University.

4. Relationship to Harassment and Sexualized Violence Policies

Senate members noted that the revised policy language continued to create uncertainty regarding whether harassment and sexualized violence fall under AC1300 as forms of non-academic misconduct.

Action Taken:

Additional clarifying language has been added to the policy and to Appendix A - Examples of Non-Academic Misconduct, to explicitly recognize that harassment and sexualized violence may constitute non-academic misconduct. The policy now further clarifies that, in such cases, OSL will consult with Equity & Human Rights (EQHR) to determine whether it is most appropriate to proceed under AC1300 or under university policies GV0245 or GV0205 before initiating a process.

Recommend Motion:

That Senate approve and recommend to the Board of Governors that it also approve, the attached updated Resolution of Non-Academic Misconduct Allegations Policy AC1300)".

Attachments:

- 1) Proposed revisions to AC1300 (track-changes version & clean version)
- 2) Memo on Student Engagement
- 3) Memo on Provisional Administrative Measures



**RESOLUTION OF STUDENT NON-
ACADEMIC
MISCONDUCT POLICY ALLEGATIONS**

University Policy No: AC1300
Classification: Academic and Students
Approving authority: Senate and Board of Governors
Effective date: August 2017
Supersedes: August 2011
Last Editorial Change:
Mandated review: August 2024

Associated Procedures and Appendices:

[Appendix "A" – Examples of Non-Academic Student Misconduct](#)

[Appendix "B" – Statement of Rights of Participants, Complainants, and Respondents](#)

[Appendix "C" – Statement of Protections of Students in Substance Use Medical Emergency
Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct
Procedures for Appealing Decisions under the Non-Academic Misconduct Policy on Academic
Misconduct Appeal Procedures](#)

PURPOSE

- 1.00 The university's goal is to be a diverse, dynamic and welcoming learning community. The purpose of this policy is to:
- (a) help foster a campus community characterized by accountability, respect, accountability, fairness, and safety, and wellbeing;
 - (b) identify what constitutes Non-Academic Student Misconduct;
 - (c) set out transparent processes for submitting, investigating, reviewing and resolving allegations of Non-Academic Misconduct, including early intervention, voluntary processes or investigating allegations, where appropriate; and
 - (d) articulate the rights and responsibilities of Students and Participants involved in Non-Academic Misconduct proceedings.

DEFINITIONS

For the purposes of this policy:

- 2.00 **Administrative Authority** is the means senior individuals designated as the administrative lead and/ or decision-making authority for a with administrative responsibility for Units. This may include, but is not limited to: Vice-Presidents, Associate Vice-Presidents, Deans, Chairs, Executive Directors, Directors or other senior positions at the university.
- 3.00 **Advisement of Community Expectations** means a Resolution Process that communicates community-wide behavioural expectations according to the principles and procedures set out in this policy.

- 4.00 **Appellant** means an individual who appeals a decision under the [Non-Academic Misconduct Policy](#).
- 5.00 **Complainant** means an individual who makes an allegation of Non-Academic Misconduct.
- 6.00 **Formal Investigation** is a Resolution Process involving an administrative investigation conducted in alignment with the principles and procedures set out in this policy.
- 7.00 **Provisional Administrative Measures** means temporary, non-disciplinary measures applied by the Office of Student Life during a Resolution Process to mitigate impact and preserve the integrity of the Resolution Process.
- 8.00 **Non-Academic Misconduct** includes but is not limited to where a Student engages in any of the following types of conduct on university [property premises](#) or in connection with a University Activity:
- (a) theft, damage or destruction of property;
 - (b) unauthorized entry or presence on university [property premises](#);
 - (c) fraud or impersonation;
 - (d) disruptive [behaviour that impacts the wellbeing of University Community members and/ or the safety of University Activities](#).
 - (e) ~~or~~ dangerous behaviours [that risks, or results in harm to, the health or safety of any person; to self or others;](#)
[unlawful possession or use of alcohol that violates the university liquor policy;](#)
 - (f) ~~use or possession of illicit drugs~~[manufacturing, sale, or distribution of substances, including illegal drugs or prescription drugs, or alcohol, for substantial personal benefit;](#) or
 - (g) other activities that [could or do](#) result in [administrative penalty](#), criminal charges, ~~or~~ conviction, or a court judgment.

~~Note: The university will respond to allegations of sexualized violence involving students in accordance with the university Sexualized Violence Prevention and Response policy (under development).~~

Appendix "A" provides [a non-exhaustive list of](#) detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures.

- 9.00 **Participant** means an individual, [including a Complainant, Respondent or Witness to a Resolution Process](#), who participates in a ~~proceeding Resolution Process~~[connected related](#) to a ~~Student~~ Non-Academic Misconduct allegation.
- 10.00 **Respondent** means a Student who is alleged to have violated this policy.
- 11.00 **Resolution Process** means [a structured response to an allegation of Non-Academic Misconduct addressed under this policy and applied according to the principles, rights, and authorities contained within this policy and in alignment with the associated procedures.](#)

This may include a Formal Investigation, Voluntary Resolution Process, or Advisement of Community Expectations.

12.00 **Student** includes all of the following:

- (a) a person who is registered, ~~enrolled, or participating~~ for the current or a future term, in one or more any credit credit or non-credit course(s) or program offered by the university;
- (b) ~~at the an~~ undergraduate level, a person who has been ~~enrolled~~ registered in at the university for one or more course for credit of the last three terms in at least one of the previous two sessions and is eligible to continue in a program of study;
- (c) ~~at the a~~ graduate level, a person student who is on an approved or personal leave; enrolled at the university in the current term and is eligible to continue;
- ~~(d) a graduate student who is on an approved or personal leave and is eligible to enroll at the university when the leave ends; or~~
- ~~(d) a person registered in a course as an Auditor; or~~
- (e) ~~a person a visiting or exchange or audit student~~ who has been formally admitted to the university for the purposes of taking registering in courses for credit, but who has not yet registered and/ or attended classes. or to take part in an approved research term
- ~~(f)–~~

13.00 **Support Person** means ~~someone an individual~~ who provides support or advice to a Complainant, Respondent, or Witness during a Non-Academic Misconduct proceeding.

14.00 **Unit** means academic or administrative areas at the university, including, but not limited to: faculties, divisions, departments, schools, offices and centres.

15.00 **University Activity** ~~includes means~~ any activity that is directly connected to the operations of the university at any location, or any activity where a Student ~~or Student group has been approved by the university is formally to~~ representing the University of Victoria. A University Activity includes, but is not limited to:

- (a) in-person and online courses;
- (b) athletic events;
- (c) artistic performances;
- (d) placements (including co-op and practica);
- (e) academic or professional conferences; and
- (f) academic or research field work or exchange.

16.00 **University Community** means:

- (a) ~~Students credit and non-credit students, including distance students and continuing studies students;~~
- (b) employees of the university (faculty, librarians, and staff);
- (c) anyone holding a university appointment;
- (d) post-doctoral fellows;;
- (e) all ~~persons individuals who are~~ employed under contracts with university faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;

- (f) visiting researchers;
- (g) anyone contractually required to abide by university policies;
- (h) anyone volunteering with a university program or activity;
- (i) members of the Board of Governors and Senate; and
- (j) anyone who ordinarily resides in university residences ~~on campus because of their relationship with the university.~~

17.00 **Voluntary Resolution Process** means a Resolution Process that includes engaging with a Student to voluntarily resolve an allegation of Non-Academic Misconduct according to the principles and procedures set out in this policy.

18.00 **Witness** means an individual who may have information related to the alleged incident of Non-Academic Misconduct.

SCOPE/JURISDICTION

19.00 This policy applies to the conduct of Students on university property/premises and/or when participating in a University Activity.

19.01 This policy does not address academic appeals or matters related to academic integrity as set out in the university's Undergraduate and Graduate and Undergraduate Academic Calendars and/ or other procedures and policies as applicable.

19.02 ~~Visitors or other~~ Both University Community members and individuals who are not University Community members may submit allegations of Non-Academic Misconduct against committed by Students, ~~where an allegation occurs on campus or in connection with a University Activity.~~

19.03 Where a Student makes an allegation of Non-Academic Misconduct about an individual that is not a Student (employee, member of the public etc.), the Office of Student Life will make reasonable efforts to refer ~~that~~ the Student to the appropriate responding Unit or resource.

19.04 This policy applies to digital or online behaviour that occurs on university information systems or online platforms. This includes activities that take place on university information systems, messages sent through them, or activity that uses information obtained from them. Online behaviour that does not involve university information systems is not in scope of this policy

19.05 This policy does not generally address the behaviour of individuals acting in the capacity of employees, volunteers, or club members with the University of Victoria Students' Society, University of Victoria Graduate Students' Society or third-party entities. Such behaviour will generally be addressed under the University of Victoria Students' Society's, Graduate Students' Society's, or other applicable policies and protocols.

- 20.00 This policy continues to apply to a Student who withdraws from the university or takes a leave of absence, if the Student was registered, ~~enrolled,~~ or participating in a course or program at the time that Non-Academic Misconduct was alleged to have occurred.
- 21.00 This policy is designed to be used in conjunction with other university policies and documents that set out conduct expectations, including but not limited to those listed in the Related Policies and Documents section of this policy.
- 21.01 When circumstances arise that are specifically addressed under other university policies, procedures, or regulations, the processes and response mechanisms contained within those documents will normally be followed unless the [Associate Director, Student Life](#) (or designate), in consultation with the appropriate Administrative Authority for the other policy or process, deems that it is appropriate to proceed under this policy.
- 21.02 A Student's conduct may be ~~investigated~~ [reviewed and responded to](#) under other university policies or processes, and/or collective agreements (when a Student is also a university employee), in addition to this policy. Proceedings under this policy will respect a Student's rights under other policies, processes, or collective agreements. In cases where more than one policy or process may apply, the Office of Student Life will consult with the General Counsel to determine jurisdiction, and will work with appropriate ~~Units offices to co-investigate~~ as ~~required~~ [determined](#).
- 21.03 A Student athlete's conduct may be ~~reviewed and responded to~~ [addressed](#) under the [Student Athlete Code of Conduct where it is appropriate to do so](#). ~~Wellness, Athletics and Recreation and Athletics~~ may refer ~~Student athlete~~ [Non-Academic Misconduct](#) ~~conduct~~ allegations under this policy instead of, or in addition to, any actions taken by Athletics and Recreation.
- (a) [Allegations involving Non-Academic Misconduct with impacts beyond the athletics environment](#) ~~must~~ [will](#) be referred to the Office of Student Life for review and response.
- 21.04 A Student's conduct in university residences may be ~~reviewed and responded to~~ [addressed](#) by Residence Services under Residence policies, contracts, and Community Living standards [where it is appropriate to do so](#). Residence Services may refer Student ~~Non-Academic Misconduct Allegations~~ ~~conduct~~ issues ~~to be reviewed or investigated for review and response~~ under this policy instead of, or in addition to, any action taken by Residence Services.
- (a) [Allegations involving Non-Academic Misconduct with impacts beyond the Residence environment](#) ~~must~~ [will](#) be referred to the Office of Student Life for review and response.
- 21.05 [A Student's conduct in the learning environment, or in connection to academic activities, may be reviewed and responded to under the Academic Calendar or relevant guidelines for conduct in learning environments, where it is appropriate to do so. The Office of Student Life may also provide advice, guidance, and support for Units responding to Student conduct matters.](#)

- (a) Allegations involving Non-Academic Misconduct with impacts beyond the learning environment ~~must~~will be referred to the Office of Student Life for review and response
- 21.06 A Student's behaviour in the First People's House may be reviewed and responded to under the policies, procedures, teachings, and protocols determined by the Office of Indigenous Academic and Community Engagement.
(a) Allegations involving Non-Academic Misconduct with impacts beyond the First People's House ~~must~~will be referred to the Office of Student Life for review and response
(~~a~~)(b) The Office of Student Life, in consultation with the Office of Indigenous Academic and Community Engagement, will offer Indigenous Students culturally appropriate supports to navigate Resolution Processes under this policy
- 21.07 In cases where the application of this policy conflicts with another university policy, the Office of Student Life, in consultation with the appropriate Administrative Authority, will determine an appropriate course of action consistent with the ~~pertinent-applicable~~ policies. The Office of Student Life may consult with General Counsel as necessary. Where the appropriate Administrative Authority is in question, the relevant member of Executive Council will designate the Administrative Authority.
- 21.08 OSL may receive allegations of harassment. In such cases they will make appropriate referrals to EQHR for a confidential consultation. If the OSL is considering a Resolution Process that includes allegations of harassment, OSL will consult with EQHR and will also consider the preference of the Complainant in determining whether a response under this policy is appropriate. Decisions will be guided by the principles in the Discrimination and Harassment Prevention and Response Policy (GV0205) For example, where an allegation includes but is not limited to behaviours that may be covered by GV0205, the university may consider the application of a Resolution Process under the Policy where appropriate. Decisions of this nature will be determined in consultation with EQHR.
- 21.09 OSL may receive allegations of sexualized violence. In such cases they will make appropriate referrals to EQHR for a confidential consultation. If the OSL is considering a Resolution Process that includes allegations of sexualized violence, OSL will consult with EQHR and will also consider the preference of the Complainant in determining whether a response under this policy is appropriate. Decisions will be guided by the principles in the Sexualized Violence Prevention and Response Policy (GV0245). For example, where an allegation includes but is not limited to behaviours that may be covered by GV0245, the university may consider the application of a Resolution Process under the Policy where appropriate. Decisions of this nature will be determined in consultation with EQHR

- 22.00 The university ~~may~~ take action beyond the scope of this policy by following the Response to At-Risk Behaviour Policy (SS9125) and other applicable policies, where it is reasonably believed that immediate action is required to:
- (a) protect the health or safety of any individual or the University Community;
 - (b) prevent damage or destruction of the university's property, infrastructure or assets; or
 - (c) remove a Student from university property/premises, limit a Student's use of the property/premises, or impose other interim measures where ~~there~~ is a high potential of risk to themselves or others posed by the Student's continued presence.

~~In such cases, the university will follow the Response to At-Risk Behaviour Policy and other applicable university policies and practices.~~

- 23.00 The university may undertake proceedings under this policy where the matter is also being investigated or reviewed by a law enforcement agency or authority external to the university. If the university's Investigation Resolution Process determines that the Non-Academic Misconduct Policy has been violated, the university may respond, including the application of sanctions and outcomes against applied to a Student, regardless of any other discipline applied externally.

23.01 No aspect of this policy will prevent the university from referring a matter to an appropriate law enforcement agency as required or deemed advisable by Campus Security Services.

General Principles

- 24.00 ~~The university is committed to promoting a safe, respectful and supportive learning, living, and working environment.~~ As part of the University Community, each Student is responsible for their personal conduct as it affects the University Community, University Activities and the university's property/premises.
- 25.00 Students who are on university property/premises and/or participating in a University Activity are expected to assume responsibility for their actions, ensure lawful personal conduct, and respect the rights, privileges and safety of others.
- 26.00 The university will endeavor to consider a Student's unique context, experiences, and perspectives when ~~applying~~ supporting a student through a Resolution Process under this policy.
- 26.01 Actions taken under this policy will aim to balance community safety and wellbeing with an individuals' interests and needs.
- 27.00 The university will administer this policy in a manner that acknowledges the inherent power dynamics, barriers, and impacts of institutional processes and will offer supports to mitigate these impacts.

- 28.00 The university will take action to uphold this policy, and other institutional policies and principles, and procedures and will be transparent where there are limitations related to such policies or processes.

POLICY

Appendix "A" provides detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures

Interpretation

- 29.00 This policy and its associated procedures will not be interpreted in a manner that:
- (a) limits the President's authority to deal summarily with any matter of Student discipline in accordance with the *University Act*;
 - (b) unreasonably limits demonstrations or assemblies that ~~are safe,~~ have followed appropriate policies and processes, ~~are~~ non-violent and non-destructive;
 - (c) unreasonably limits the free expression of ideas; or
 - (d) prevents any member of the University Community or member of the public from proceeding with criminal or civil actions independent of any action(s) taken by the university.

Rights of Participants

- 30.00 The university recognizes its responsibility to take measures to ~~prevent Non-Academic Misconduct within the University Community and to diligently investigate review and respond to~~ allegations of Non-Academic Misconduct within the University Community. An overview of the rights of Participants, Complainants, and Respondents who engage in a Non-Academic Misconduct Resolution Process is set out in Appendix B.

~~30.01—Participants who engage with this policy can expect the university to:~~

- ~~(a) treat them with fairness, dignity, and respect;~~
- ~~(b) provide timely access to support, resources, and referrals;~~
- ~~(c) provide access to dedicated neutral support for Participants;~~
- ~~(d) have an opportunity to have any investigation and adjudication process explained to them, including available options and potential outcomes;~~
- ~~(e) provide opportunities to engage in community accountability processes where appropriate;~~
- ~~(f) provide a fair and unbiased process;~~
- ~~(g) keep their information confidential (except when disclosure is required by law or university policy—see section 35.00);~~
- ~~(h) provide access to regular updates on ongoing proceedings; and~~
- ~~(i) take steps to provide equitable access to the non-academic misconduct process as required for Participants with accessibility or other needs (e.g., language interpretation, Participants with disabilities, international Students, etc).~~

An overview of the rights of Complainants and Respondents who engage in the non-academic misconduct process is set out in Appendix 'B'.

- 31.00 The university is committed to providing clear and transparent Resolution pProcesses when responding to in all proceedings involving allegations of Non-Academic Misconduct and is committed to implementing the principles of natural justice and procedural fairness in the resolution of allegations under this policy.

~~The university views allegations of Non-Academic Misconduct seriously and may pursue disciplinary action against a member of the University Community who is found to have made a false, frivolous or vexatious allegation against a Student.~~

- 32.00 A Participant may, at their discretion, have a Support Person attend ~~at~~ any proceeding meeting related to an allegation of Non-Academic Misconduct to provide support ~~and advice~~. The Office of Student Life can provide an neutral-impartial Support Person, upon the request of a Student Participant, ~~when a Student Participant has not identified one.~~

Management of Allegations of Non-Academic Misconduct

- 33.00 For the purposes of responding to, and managing, allegations of Student conductNon-Academic Misconduct, the Office of Student Life is responsible for:

- (a) providing guidance to the University Community ~~for on~~ informally resolving incidents of Non-Academic Misconduct and the processes for doing so. For example, by providing support and consultation to Units on how to respond in a fair and appropriate way;
- (b) ~~carrying outperforming~~ administrative processes to implement this policy and its associated procedures;
- (c) ~~conducting preliminary~~ reviewings of allegations of Non-Academic Misconduct;
- (d) providing support and guidance to Students engaged in the Non-Academic Misconduct Resolution pProcess;
- ~~(e)~~ assessing allegations of Non-Academic Misconduct to determine the appropriate response, including the application of Resolution Processes where appropriate.
- ~~(e)~~
- (f) investigating, ~~or~~ coordinating, or administering Voluntary Resolution Processes or Formal I investigations of allegations of Non-Academic Misconduct where warrantedappropriate;
- ~~(g)~~ Applying Provisional Administrative Measures in support of the management of a Resolution Process;
- ~~(g)(h)~~ determining or recommending a reasonable course of action upon the completion of an Resolution Processinvestigation; and
- ~~(h)(i)~~ monitoring compliance with sanctions and outcomes under this policy.

- 34.00 Submission and Review of an Allegation of Non-Academic Misconduct
A University Community member, or University Community member on behalf of a Unit, who wishes to make an allegation of Non-Academic Misconduct must contact the Office of Student Life to request a review of the alleged incident(s).

University-Led Response

- 35.00 Under specific circumstances and criteria (as outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct), the university may act as the Complainant without engaging other University Community members.

~~36.01—~~

Informal-Early ResolutionIntervention and Unit Support

- 36.00 ~~The university has shared responsibility for creating a safe and respectful campus communityseeks to promote a campus community that has shared capacity for managing community conflict.- When possible and appropriate, University Community members are encouraged to resolve disputesaddress Student conduct concerns~~ informally through direct communication, clearly communicating reasonable expectations, and providing support for Students to engage with expectations. The university recognizes that, where appropriate, many disputes concerns or incidents can may be resolved informally by mutual agreement without initiating a Resolution Process submitting an allegation under this policy. The Office of Student Life also seeks to promote a campus community that has shared capacity for managing community conflict. Wherever possible, members of the University Community are encouraged to use respectful and direct communication to resolve such disputes or incidents informally by way of apology, conciliation, education, consultation, or mediation. University Community members may seek advice from the Office of Student Life for matters involving Students.

- 36.01 ~~How the Office of Student Life supports for can supportThe Office of Student offers consultation to determine where early intervention is appropriate. Early intervention supports and procedures-isare~~ outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

Resolution Processes

- 37.00 Where the Office of Student Life receives an allegation of Non-Academic Misconduct and determines that a response under the policy is appropriate, a Resolution Process will be initiated. The Resolution Processes outlined in this policy and procedures are applied based on relevant information and at the discretion of the Office of Student Life. They are not sequential and may be used independently as appropriate.
- 38.00 The University may determine that a Resolution Process under this policy will be placed on temporary hold, or put into abeyance, until the matter is resolved by law enforcement or until law enforcement provides sufficient information to assess the appropriate next steps. This may include gathering information to assess the risk of proceeding with a process under this policy.
- 39.00 Where a Student is alleged to have engaged in Non-Academic Misconduct and does not respond to contact from the university and/ or engage in a Resolution Process, after multiple attempts to contact the Respondent, the Office of Student Life may proceed with a Resolution Process without their engagement and/ or apply an administrative hold on the Student's account to require engagement with the university prior to registering in courses.

Advisement of Community Expectations

40.00 Wherever possible and appropriate, the Office of Student Life will address conduct matters through direct dialogue and messaging to establish expectations for conduct that applies to all Students at the university. These include expectations to abide by university policies, engage in respectful communication, and refrain from engaging in disruptive or dangerous activities. An Advisement of Community Expectations does not preclude a Voluntary Resolution Process or Formal Investigation in appropriate circumstances, including those circumstances set out in paragraph 412.00 below. The application of an Advisement of Community Expectations is outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

Voluntary Resolution Process

41.00 Where a Student acknowledges their engagement in behaviours that may contravene this policy, it may be possible to engage in a Voluntary Resolution Process to arrive at appropriate outcomes without a Formal Investigation. The process for conducting a Voluntary Resolution Process is outlined in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

42.00 Where new information is collected that indicates that the degree of harm or impact is more significant than first assessed, a Student does not actively participate in the Voluntary Resolution Process, and/or a Student does not take responsibility for their conduct, a Voluntary Resolution Process may be discontinued, and a Formal Investigation may be initiated.

43.00 Information collected during a Voluntary Resolution Process under this policy may be used within a Formal Investigation or other Resolution Processes under this policy.

44.00 A Student will be provided with written notice should a Voluntary Resolution Process be terminated, discontinued or concluded.

Submission of an Allegation of Non-Academic Misconduct

A University Community member who wishes to make an allegation of Non-Academic Misconduct must submit a signed written allegation in accordance with the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

Written allegations must include a description of the alleged incident with sufficient details.

The university may take steps under this policy as the Complainant.

Review and Formal Investigation of an Allegation of Non-Academic Misconduct

45.00 Allegations of Non-Academic Misconduct will be reviewed and where appropriate investigated by the Office of Student Life to determine whether or not this policy has been violated. Decisions are made using the balance of probabilities standard of proof. This means that the information collected during the Formal iInvestigation must show that it is more likely than not that a policy violation has occurred in order for the investigator to find

that a Student is responsible for Non-Academic Misconduct. The review and [Formal Investigation](#) of allegations will be in accordance with the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)

Determination and Imposition of Sanctions

- 46.00 After [a Formal Investigation](#), the university may impose sanctions where Non-Academic Misconduct is found to have occurred. Sanctions may be applied independently or in combination for any violation of this policy. All efforts will be made to communicate decisions in a timely manner. Sanctions ~~for confirmed~~[applied for findings of](#) Non-Academic Misconduct and factors in determining appropriate sanctions are established in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).

~~46.01~~ Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a Student's access to [university premises or University Activities programs, services, or locations on campus](#), and/or placing an administrative hold on a Student's account. [An administrative hold may also be placed on a Student's account to ensure completion of sanctioned activities prior to returning to specific University Activities.](#)~~re-registration~~

- 47.00 [The university may inform Complainants of the relevant restrictions imposed on the Respondent where this information relates to the Complainant's health or safety](#)

Notice of Decision

- 48.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice of [decision, which will include](#) the rationale for any decision made and of any sanction(s) to be applied. The Respondent will be provided with an opportunity to have the decision explained to them.

[48.01](#) If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

Interim Measures

~~The university may impose interim measures before an investigation is concluded where immediate action is required to protect university community members' health or safety, or university property. Interim measures will be determined on a case-by-case basis and imposed in accordance with the Response to At Risk Behaviour Policy.~~

~~When the health or safety of Complainants or others is at issue, the university will inform them of relevant restrictions imposed on the Respondent.~~

Provisional Administrative Measures

- 49.00 [The Office of Student Life may apply Provisional Administrative Measures during a Resolution Process under this policy where it is determined that temporary measures are reasonable for the purpose of, for example:](#)

- (a) mitigating the potential impact of future interactions between Participants in a Resolution Process;
- (b) managing impact to community;
- (c) mitigating the potential for ongoing behaviours that would reasonably be considered to be examples of Non-Academic Misconduct; or
- (d) preserving the integrity of the Resolution Process.

50.00 Where the Office of Student Life identifies reasonable concern for the safety of a Participant to a Resolution Process, or to the University Community, the matter will be referred to Campus Security Services for review and consultation including the consideration of Interim Measures under the Response to At-Risk Behaviour policy (SS9125).

51.00 Where Provisional Administrative Measures are applied to support a Resolution Process under this policy, the Respondent will receive:

- (a) the rationale for applying Provisional Administrative Measures;
- (b) an opportunity to discuss the Provisional Administrative Measures with the Office of Student Life in order to ask questions and raise concerns;
- (c) A review date, ~~reoccurring every not exceeding~~ 30 university business days from the date of delivery, upon which the Provisional Administrative Measures will be reviewed by the Office of Student Life;
- (d) support resourcing for navigating the impacts or barriers created by the Provisional Administrative Measures.

52.00 During the review of Provisional Administrative Measures, and when making a determination about the continuation, cancellation, or modification of the measures, the Office of Student Life will consider relevant factors including compliance with the measures, impacts to Participants including the Respondent, and the status of the Resolution Process.

53.00 When the health or safety of Participants or others is at issue, the university may inform them of relevant measures imposed on the Respondent in accordance with the Protection of Privacy Policy (GV0235).

54.00 Where a student disagrees with the Office of Student Life's decisions related to Provisional Administrative Measures, they may request a review by the Associate Vice-President Student Affairs (or designate). This review will be conducted according to the following:

- (a) the Student must provide their written request for review to the Associate Vice-President Student Affairs within 15 university business days of receiving notice of the Provisional Administrative Measures. The request for review will state the Student's concerns regarding the measures and will include any documentation upon which the Student wishes to rely; and
- (b) the Associate Vice-President Student Affairs may accept a ~~request~~request for review later than 15 university business days from the decision if the Associate Vice-President Student Affairs is satisfied, in their absolute discretion, that the Student was unable to provide it within 15 days

54.01 Requests for appeals of Provisional Administrative Measures will follow the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding.

Appealing ~~a Non-Academic Student~~ a Decision ~~or Sanction~~ under Policy AC1300
~~51.00~~55.00 A Respondent may appeal a decision made under this policy or action taken by the university under this policy provided that sufficient grounds exist in accordance with the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding.

Confidentiality and Management of Records

~~52.00~~56.00 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's Freedom of Information and Protection of Privacy Act (FIPPA), and the university Protection of Privacy Policy (GV0235). The information and records will be treated as highly confidential, in compliance with FIPPA and with applicable university policies and collective agreements.

~~53.00~~57.00 The university may use or disclose personal information, in accordance with FIPPA and the Protection of Privacy Policy (GV0235), including where:

- (a) it is authorized by the affected individual;
- (b) the university determines compelling circumstances exist that affect anyone's health or safety in accordance with the Procedures for the Disclosure of Student Personal Information in Emergency or Compelling Circumstances;
- (c) it is authorized or required by law, for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
- (d) it is for the purpose of preparing or obtaining legal advice for the university;
- (e) it complies with a subpoena, a warrant or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;
- (f) the university uses or discloses the information for the purpose for which the information was obtained or compiled ~~for~~ a consistent purpose (for example, where it is necessary to fulfill the university's duty of procedural fairness or where necessary for the conduct of the investigation purpose of administering a Resolution Process);
- (g) an employee needs the information to perform their employment duties (such as to: facilitate support or interim measures; respond to an allegation; implement this policy; or take corrective action resulting from these processes);
- (h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation; or
- (i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section ~~59.00~~37.00.

~~54.00~~58.00 Should the university be compelled to disclose Participants' confidential information, Participants will be informed to the extent permitted or compatible with the purpose of the demand for information.

~~55.00~~59.00 The university may disclose information in order to ensure that reporting processes are fairly conducted, in accordance with the following principles:

- (a) the Respondent has the right to notice of the allegation(s) sufficient to allow the Respondent to understand the nature of the allegation(s) (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
- (b) the Complainant has the right to know the outcome of the [Formal Investigation](#), but not the details of any disciplinary actions that may have been ~~taken against~~[applied to](#) the Respondent unless disclosing that information is necessary for health or safety reasons or because it affects the Complainant; and
- (c) other persons normally do not have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety ~~reasons~~.

~~56.00~~60.00 Records created under this policy and its associated procedures will be retained for five years after the Respondent's last date of registration. After five years, the records will be [deleted or](#) securely destroyed ~~or deleted~~.

~~57.00~~61.00 [Participants must keep in confidence any information that they learn solely as a result of the reporting or Resolution Process. Allegations of Participants or Support Persons intentionally breaching confidentiality may be reviewed under applicable university policies or collective agreements.](#)

Annual Report

~~58.00~~62.00 An annual report detailing the nature of Non-Academic Misconduct allegations, types of ~~offenses~~[Non-Academic Misconduct](#), ~~investigation-Resolution Process~~ outcomes and actions taken under this policy will be completed by the Office of the Associate Vice-President Student Affairs and provided to the Senate and the Board of Governors. The annual report must not contain personal information about Students [or Participants](#).

AUTHORITIES AND OFFICERS

- i) Approving Authority: Senate and the Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: President
- iv) Procedural Officer: Associate Vice-President Student Affairs

RELEVANT LEGISLATION

[University Act](#)
[Freedom of Information and Protection of Privacy Act](#)

RELATED POLICIES AND DOCUMENTS

[University of Victoria Calendar](#)
[Human Rights, Equity and Fairness Policy \(GV0200\)](#)
[Sexualized Violence Prevention and Response Policy \(GV0245\)](#)
[Discrimination and Harassment Policy \(GV0205\)](#)

[Violence and Threatening Behaviour policy \(SS9105\)](#) [Response to At-Risk Behaviour Policy \(SS9125\)](#)

[Acceptable Use of Electronic Information Resources Policy \(IM7200\)](#)

[Liquor Policy \(AD2400\)](#)

[Residence Contract](#)

[Residence Community Living Handbook](#)

[Family Housing Agreement](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Student-Athlete Code of Conduct](#)

[Poster, Banner, and Handbill Policy \(BP3145\)](#)

Forms

[Non-Academic Student Misconduct Incident Report Form](#)



APPENDIX "A" – EXAMPLES OF NON-ACADEMIC STUDENT MISCONDUCT

PURPOSE

- 1.00 The purpose of ~~this document~~ Appendix A is to provide examples of the types of activities that may be considered Non-Academic Misconduct under this policy and subject to discipline sanctions and outcomes by the university. This is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct even it is not expressly enumerated in this ~~Appendix A~~ Appendix.
- 2.00 The examples included in this ~~document~~ ~~Appendix A~~ Appendix will be considered within the context of the scope contained within the policy.

Examples of Non-Academic Misconduct

Note: the following section provides examples of Non-Academic Student Misconduct and is intended to help clarify the type of conduct that may be subject to discipline by the university. The following section is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct if it does not appear below.

- 3.00 Non-Academic Misconduct may include but is not limited to ~~when~~ one or more of the following ~~occurs occurring~~ on university property premises or in connection with a University Activity:

3.01 Theft, Damage and Destruction

Examples include instances such as a Student:

- (a) possessing, obtaining or using property owned by the university, a member of the University Community, or that of a third-party ~~that is acquired~~ without appropriate consent or authority;
- (b) misappropriating, destroying, defacing, vandalizing or otherwise damaging university property, equipment or other assets or the property, equipment or assets of other members of the University Community or a third-party on university premises; or
- (c) tampering with fire, ~~or~~ emergency or first aid equipment belonging to the university.

3.02 Unauthorized Entry or Presence

Examples include instances such as a Student:

- (a) entering or remaining in a university ~~property~~premises, or facility or providing unauthorized access to another individual to university ~~property~~premises or ~~facilities~~facility without proper authority or contrary to express instructions by a university ~~staff member~~employee;
- (b) entering or remaining in any university ~~property~~premises, or facility for the purpose of damage, destruction, alteration or theft.

3.03 Fraud, Misuse or Impersonation

Examples include instances such as a Student:

- (a) forging, altering or misusing a university document, ~~One~~ONECard, record or piece of identification;
- (b) submitting a forged, or altered document or providing false information to university ~~staff~~employees or first responders for the purpose of deception;
- (c) fraudulently obtaining any university property or equipment; or
- (d) impersonating a member of the University Community.

3.04 Disruptive ~~or Dangerous~~ Behaviours

Examples include instances such as a Student:

- (a) obstructing University Activities or engaging in or demonstrating disruptive behaviour;
- (b) engaging in behaviour that creates a substantive barrier to University Community members' meaningful, respectful, or safe participation in a University Activity;
- (c) engaging in unwanted, persistent, or inappropriate communication with another University Community member(s) and/ or inappropriate communication with another University Community member(s) where the Student has been made aware, or ought to reasonably be aware, that this behaviour is unwanted or inappropriate;
- ~~(d)~~ (d) engaging in harassing behaviour against a member of the University Community or public as per Section 21.08 of this policy.
- (e) engaging in a pattern of non-compliance with regard to university policy including repeated engagement in conduct response processes under university policies or processes; or
- (f) engaging in hazing activities.

3.05 Dangerous Behaviours

Examples include instances such as a Student:

- (a) creating a situation that endangers the health, safety or well-being of any member of the University Community or public;
- (b) possessing or using a weapon;
- (c) possessing or using an object resembling a weapon that reasonably could be viewed as a threat to a member of the University Community or public; ~~or~~
- (d) harming or threatening any member of the University Community or public, or engaging in behaviour that could reasonable be viewed as threatening; or
- e) engaging in sexualized violence against a member of the University Community or public as per section 21.09 of this policy.

3.06 Alcohol and Drugs

Examples include instances such as a Student:

- (a) contravening liquor laws or the university's Liquor Policy (AD2400);
- (b) manufacturing, selling, or distributing illegal drugs or prescription drugs for substantial personal benefit; ~~or~~
- ~~(c) trafficking prescription drugs or medications.~~

3.07 Obstruction or Non-Compliance with University Policy

Failure to comply with a university policy, including this policy, and/ or obstructing University Activities. Examples include instances such as a Student:

- (a) fails to follow reasonable instructions from a university employee; or
- (a)(b) fails to provide identification when asked by Campus Security Services and other first responders.-

Illegal Activities

- 3.08 Any other Student activity-behaviour occurring on university property-premises or in connection with a University Activity that results in a police warning or directive, criminal charges or conviction, or a court judgment, under Canadian law, may be deemed as Non-Academic Misconduct under this policy.

Failure to Follow Previous Sanctions

- 3.09 Failure to follow a mandated sanction from a previous violation of this policy ~~or unwillingness to participate in resolution of an allegation may lead to the application of additional sanctions.~~

Assisting in Non-Academic Misconduct

- 3.10 A Student who assists any of the above listed activities, or other activity deemed to be Non-Academic Misconduct, may be investigated and sanctioned for Non-Academic Misconduct.

Submission of False, Frivolous or Vexatious Allegations

- 3.11 Any allegation of Non-Academic Misconduct that is found to be trivial, false, frivolous or vexatious may also be reviewed and responded to ~~investigated and considered Misconduct~~ under this or other university policies.



APPENDIX "B" – STATEMENT OF RIGHTS OF PARTICIPANTS, COMPLAINANTS, AND RESPONDENTS

PURPOSE

- 1.00 The purpose of ~~this document~~Appendix B is to list the rights that ~~the all~~ Participants have (including Witnesses) when they engage with this policy, in order to preserve the fairness and impartiality of the Resolution Process. This ~~A~~ appendix also outlines additional rights of Complainants and Respondents in a Resolution Process can expect to have when they engage with this policy, in order to preserve the fairness and impartiality of the process.

PARTICIPANT'S RIGHTS

- 2.00 All Participants have the following rights:
- (a) to be treated with fairness, dignity, and respect;
 - (b) to be provided with timely access to support, resources, and referrals;
 - (c) to be provided with access to a dedicated and impartial Support Person by the university for Student Participants;
 - (d) to have an opportunity to have any resolution and decision-making process explained to them, including available options and potential outcomes;
 - (e) to be provided with a procedurally fair process;
 - (f) to have their information kept confidential (except when disclosure is required by law or university policy);
 - (g) to be provided with appropriate updates relevant to their participation in the review and response process subject to privacy and confidentiality requirements; and
 - (~~a~~)(h) for reasonable steps to have been taken to provide resources that support the accessibility of the process based on the needs of the Participant (e.g., language interpretation, virtual meetings, space selection, participation in writing, etc.).

COMPLAINANT'S RIGHTS

- 3.00 In addition to the Complainant's rights as a Participant set out above, ~~Aa~~ Complainant has the following rights:
- (~~a~~) to be treated with fairness, dignity, and respect, and given access to support and resources throughout the process;
 - (a) to appeal a decision by the university not to investigate a Non-Academic Misconduct allegation;
 - (b) to timely referral to Campus Security Services and/ or police of jurisdiction for assistance with safety planning;
 - (~~c~~) timely information about referrals to available on- and off-campus support services and resources;
 - to have the process explained to them, including the possible outcomes;
 - to have their personal information kept confidential (except when disclosure is required by law or university policy);

- (d) to present their ~~side of the story perspective on the Non-Academic Misconduct allegation(s), and to respond to other Participants' information;~~
- (e) to be accompanied by a Support Person in meetings related to the Resolution Process;
- (f) to legal representation retained by the Complainant;~~Complainant;~~
- (g) ~~to representation by their union, if the Complainant is a unionized employee and the mFormal iInvestigation or outcome may have employment implications, to representation by their union;~~
- (h)(g) to decline to participate in aspects of the investigationa Resolution Process;
regular updates on the status of the process;
- (i)(h) to be provided with an opportunityies to engage in community accountability Voluntary Resolution Processes where appropriate;
- (j)(i) to written notice of any rResolution Process outcome or sanction that relates to the health and safety of affects the Complainant; and
- (k)(j) to be informed that any information collected may be disclosed in criminal or civil proceedings.

RESPONDENT'S RIGHTS

- 4.00 In addition to the Respondent's rights as a Participant set out above, Aa Respondent has the following rights:

- (a) ~~to be treated with fairness, dignity, and respect, and given access to support and resources throughout the process;~~
- (a) to receive timely notice and information about the Non-Academic Misconduct allegations ~~against them about their Non-Academic Misconduct related to them;~~
- (b) to seek independent consultation at any point in the Non-Academic Misconduct process from the university Ombudsperson;
- (c) to be accompanied by a Support Person in meetings related to the Resolution Process;
- (d) to legal representation retained by the Respondent;
- (e) to representation by their union, if the Respondent is a unionized employee and the Formal Iinvestigation or outcome may have employment implications;
- (b)-
- (e)(f) to be presumed to have not ~~committed-engaged in Non-Academic M~~isconduct until a fair Formal iInvestigation is completed and/ or until the Respondent has acknowledged accountability;
- (d) ~~to have the process explained to them, including the possible outcomes and consequences;~~
- (e) ~~to have their personal information kept confidential (except when disclosure is required by law or university policy);~~
- (f)(g) to present their ~~side of the story perspective on the reported Non-Academic Misconduct allegation(s) concerns,~~ and to respond to other Participants'the information collected for the purpose of theany Formal Investigations;
- (g) ~~to be accompanied by a Support Person;~~
- (h) ~~to legal representation;~~
- (i) ~~to representation by their union, if the Respondent is a unionized employee and the investigation or outcome may have employment implications, to representation by their union;~~
- (j)(h) to decline to participate (however, the process may still proceed in the absence of the Respondent);

- ~~(k)~~(i) to be provided with an opportunity to engage in ~~community~~ accountability Voluntary Resolution Processes where appropriate;
- ~~(h)~~(i) to notice about the outcome of an Formal Investigation and any applicable sanctions;
- ~~(m)~~(k) to appeal ~~the a~~ decision under this policy (within the appropriate time frame) and receive notice of the outcome of any appeal; and
- (l) to be informed that any information collected may be disclosed in criminal or civil proceedings.



APPENDIX "C" – STATEMENT OF PROTECTIONS FOR STUDENTS IN SUBSTANCE USE MEDICAL EMERGENCIES

PURPOSE

- 1.00 The purpose of ~~Appendix C~~[this appendix](#) is to outline the protections afforded under this policy to Students in medical emergencies, or in situations involving drugs or alcohol, including overdose situations, that may require urgent medical assistance, in order to promote Student safety and reduce barriers to help-seeking.

SCOPE OF PROTECTIONS

- 2.00 Students involved in a suspected or actual overdose incident, or incidents involving substances use (drugs or alcohol) that may require urgent medical assistance, will not be disciplined under this policy for using or possessing drugs or alcohol. This includes the following Students:
- (a) those experiencing a medical emergency, including an actual or suspected overdose;
 - (b) those who believe they require urgent medical assistance as a result of consuming or using drugs or alcohol;
 - (c) those who seek emergency assistance, either for themselves or for another Student, during an actual or suspected overdose incident, or in situations involving drugs or alcohol that may require urgent medical assistance; and
 - (d) those present at the scene of an actual or suspected overdose, whether they are involved in the incident or not.
- 3.00 These protections are extended to other university policies that consider Student conduct, including the Response to At-Risk Behaviour (SS9125) and the Residence contracts.



PROCEDURES FOR THE SUBMISSION OF AND RESPONSE TO AN ALLEGATION OF NON-ACADEMIC MISCONDUCT

Procedural Authority: President

Procedural Officer: Associate Vice-President Student Affairs

Parent Policy: [Resolution of Non-Academic Misconduct Allegations](#)

Effective Date: August, 2017

Supersedes: August, 2011

Last Editorial Change:

PURPOSE

- 1.00 The purpose of ~~this document~~[these procedures](#) is to set out procedures for the submission, review, investigation and resolution of an allegation of Non-Academic Misconduct.

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs or the Executive Director, Student [Services Development and Success](#) also includes their designate(s).
- 3.00 Nothing in these procedures limits ~~the any authorities to suspend or deal summarily with any matter of Student discipline arising from President's authority to suspend a student and to deal summarily with any matter of student discipline~~[the University Act](#).

Submission of an Allegation

- 4.00 Wherever possible, members of the University Community are encouraged ~~to use respectful and direct communication to resolve incidents or disputes informally by way of apology, conciliation (including restorative justice), education, consultation, or mediation to address Student conduct concerns through early intervention, using direct communication, setting expectations, and providing support, education, and consultation.~~
- 5.00 Where ~~informal processes~~[a Voluntary Resolution Process is](#) ~~are~~ conducted, but does not result in a resolution, then the university may revert to a ~~F~~formal [Investigation process](#).
- 6.00 Where ~~informal early resolution intervention~~ is not possible or appropriate, a University Community member who believes that a Student has ~~committed engaged in~~ Non-Academic Misconduct may submit an allegation in writing to the Office of Student Life ~~using the Non-Academic Misconduct Incident Report Form~~.
- 6.01 [In order for the Office of Student Life to consider a Resolution Process under this policy, the written allegation must, to the extent possible, include a sufficient description of the alleged incidents with details including:](#)

- [\(a\) the name of the Student alleged to have engaged in the alleged Non-Academic Misconduct;](#)
- [\(b\) time, date and location of the incident\(s\);](#)
- [\(c\) a description of the incident and alleged Non-Academic Misconduct including, for example, actions, words used, and/or the nature of harm or impact;](#)
- [\(d\) the name\(s\) of other individual\(s\) involved; and](#)
- [\(e\) information about the initial response.](#)

[6.02 University Community members may access support from the Office of Student Life for assistance in submitting an allegation.](#)

[6.03 The university encourages Complainants to submit allegations as soon as possible after the incident occurs.](#)

~~5.01—Allegations must include:~~

- ~~[\(a\) a description and relevant information regarding the alleged incident including the time\(s\), date\(s\) and location\(s\) of the incident\(s\) and potential witnesses; and the Complainant's name and signature.](#)~~

7.00 Visitors or other individuals who are not University Community members may submit ~~allegations by using the Non-Academic Misconduct Incident Report Form~~ [submitting an allegations in writing to the Office of Student Life](#) or by contacting Campus Security Services.

~~Potential incidents of Non-Academic Misconduct may be reviewed or investigated in absence of an allegation.~~

Preliminary Review of an Allegation

8.00 When an allegation of Non-Academic Misconduct is submitted [to the Office of Student Life](#), ~~the Office of Student Life~~ will review the allegation and may decline to proceed with ~~an investigation~~ [a Resolution Process, including Formal Investigation](#), in cases where the Office of Student Life is of the opinion that:

- (a) the allegation falls within the jurisdiction of another university policy, procedure or regulation and it is more appropriate to proceed under that policy or regulation;
- (b) the allegation~~(s)~~ does not constitute a violation of or is outside the scope of the ~~Resolution of~~ Non-Academic Misconduct ~~Allegations P~~policy;
- (c) an unreasonable amount of time has elapsed since the alleged incident such that it would preclude resolution of the allegation;
- (d) the allegation has been adequately addressed by another process;
- (e) the allegation could be more appropriately addressed by ~~conflict coaching~~ [a support intervention](#), facilitated dialogue, [community-based process \(e.g., restorative justice, or mediation\)](#), ~~or police intervention, or another process~~;
- (f) the allegation is being addressed by another process and it is reasonable to put the allegation in abeyance pending the outcome of such a process;
- (g) [when alleged Non-Academic Misconduct occurs in the context of significant non-jurisdictional concerns and it is determined that the application of Non-Academic](#)

- Misconduct Policy a Resolution Process would be inappropriate, unfair, or ineffective in addressing the scale of the reported harm(s) and/ or impacts; or
- (h) the allegation is trivial, false, frivolous, or vexatious.
- 8.01 Where the Office of Student Life declines to proceed with investigating a Resolution Process to respond to an allegation under this policy, the office will notify the Complainant in writing of the decision, or of the need for further time to make a decision, within ~~ten-fifteen~~ (15) university business days of receiving the allegation and will include the rationale for the decision not to investigate-proceed as well as notice of the Complainant's right to appeal this decision (see 8.02, below).
- 8.02 The Complainant may submit a written appeal, per the procedures outlined in the Procedures for Appealing Decisions under the Non-Academic Misconduct Policy, of the decision not to investigate an allegation to the Associate Vice-President Student Affairs Executive Director, Student Services within five-fifteen (15) university business days of receiving the decision only where:
- (a) relevant information emerges that was not available at the time of the decision; and/or
- (b) the Complainant reasonably believes and can demonstrate that the decision not to proceed with an investigation Resolution Process was biased.
- 8.03 The Executive Director, Student Services Associate Vice-President Student Affairs (or designate) will review the written appeal and may meet with the Complainant before making a final determination on whether a Resolution Process ~~an investigation of the allegation~~ will occur under the Resolution of Non-Academic Misconduct Allegations policy. The Executive Director, Student Services Associate Vice-President Student Affairs may make a recommendation as to which office or policy would most appropriately resolve the allegation.

- University-Led Response
- 9.00 The university may take steps under this policy ~~in place of as the~~ Complainant where:
- (a) the Office of Student Life is made aware of a conduct concern an allegation(s) that indicates an alleged violation of this policy and determines that a Resolution Process is necessary to address the behaviour and mitigate risk and/or impact without the need for a Complainant;
- (b) the impacted party is concerned for their safety and does not wish to actively participate in the Resolution Process;
- (c) the alleged Non-Academic Misconduct indicates a pattern of non-compliance and must be considered in light of other response processes that are external to the immediate allegation;
- (d) a Unit is the primary impacted party;
- (e) the alleged Non-Academic Misconduct has been addressed unsuccessfully through another Resolution Process external to this policy, prior to referral to the Office of Student Life; or
- (f) the Office of Student Life identifies additional factors that indicate a positive obligation to respond on behalf of the University.

Early Intervention and Unit Support

10.00 The Office of Student Life can support early intervention by engaging in the following:

- (a) providing University Community members with information about university-wide expectations that apply to the conduct of all Students and support for how to communicate these expectations to Students;
- (b) supporting a Unit to deliver an Advisement of Community Expectations specific to their context;
- (c) engaging with Students to discuss the impacts of a behaviour or actions, to support learning and restoration without the initiation of a Resolution Process;
- (d) supporting consistency of responses across Units;
- (e) meeting with University Community members to discuss options for responding to concerns including referrals to other Units and resources;
- (f) offering Student support resources and information to promote individual and community wellbeing;
- (g) providing education and support to Units on conflict engagement and de-escalation; and
- (h) consulting and supporting initiatives on campus that focus on pro-social engagement, harm reduction, respectful communication, and community living.

Resolution Processes

11.00 The Office of Student Life may address and resolve allegations of Non-Academic Misconduct using any of the Resolution Processes described within these procedures. These Resolution Processes are not sequential in nature, and decisions about the appropriate Resolution Process will be made by the Office of Student Life in consideration of the factors identified below.

12.00 The Office of Student Life will review allegations of Non-Academic Misconduct, determine the appropriate Resolution Process to address the behaviour, and assess whether or not this policy has been violated. This review will include consideration of the following:

- (a) nature and severity of the incident;
- (b) degree of reported impact;
- (c) degree of accountability reported; and
- (d) potential risk to community

Advisement of Community Expectations

13.00 The purpose of delivering an Advisement of Community Expectations may be to:

- (a) notify a Student that their alleged behaviour does not align with the expectations for the conduct of all Students at the university;
- (b) provide a written summary of allegations that have been raised in a manner that does not indicate disciplinary action;
- (c) provide information about support resources where appropriate; or
- (d) provide an institutional letter reminding the Student of community expectations following a disciplinary process that has been conducted through another policy or process.

Voluntary Resolution Process

14.00 During the Voluntary Resolution Process, the Office of Student Life will:

- (a) notify a Respondent of the reported allegation(s) about their conduct;
- (b) engage in dialogue about the Respondent's perspective, context of concern(s), impacts, accountability, and supports;
- (c) consult with impacted University Community member(s) to gather information, manage impacts, and provide support;
- (d) in collaboration with the Respondent, when possible, determine appropriate and agreed-upon outcomes to mitigate the risk of future conduct concerns, manage individual and community safety, and repair harms to the University Community;
- (e) provide a structured dialogue to introduce wellness and health support resources where information suggests that the concerning behaviour(s) may be related to unmet wellness needs; and
- (f) provide referrals to support resourcing to encourage positive community engagement.

Alternative Dispute Resolution

~~After receiving and reviewing an allegation of non-academic misconduct, the Office of Student Life may determine that an alternative dispute resolution process is suitable to attempt to resolve an allegation.~~

- ~~(a) — An alternative dispute resolution process may include: restorative justice, mediation or facilitated conversation between the parties, conflict coaching, or creation of a community accountability agreement and/or letter of expectation. Where appropriate, sanctions as outlined in section 17.00 may be applied to any Student participant in an alternative dispute resolution process.~~
- ~~(b) — To apply an alternative dispute resolution process, the Complainant(s), Respondent(s) and the university must all voluntarily agree to enter into the process. Informed consent is collected from Participants.~~
- ~~(c) — Any information that a Participant submits to the Office of Student Life within an alternative dispute resolution process may be used in a formal investigation should the university determine that an incident requires investigation, or if a suitable agreement cannot be reached within the alternative dispute resolution process.~~
- ~~(d) — Where an alternative dispute resolution process is conducted, but does not result in a resolution, then the university may revert to a formal investigation process as outlined in section 11.00 to 14.00.~~

Investigation and Determination

~~12.00~~15.00 Where an allegation of Non-Academic Misconduct has been made against a Student and it is determined that an Formal ~~Investigation~~ will be undertaken, the Respondent will be provided in writing with:

- (a) a notice of the allegation sufficient to allow the Respondent to understand the nature of the allegation (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
- (b) a summary of pertinent information regarding the alleged Non-Academic Misconduct;
- (c) a timeline for providing relevant documentation;
- (d) a proposed interview date and time (including notice of the right to reschedule within reasonable timeframes and under reasonable circumstances);
- (e) information on [available Student supports, services](#) including information on the university Ombudsperson; and
- (f) access to a copy of the [Resolution of Non-Academic Misconduct Allegations](#) Policy and other relevant supporting university policies or documents.

15.01 [While](#) ~~the~~ the Office of Student Life will make multiple efforts to contact a Student regarding an allegation, [it is the Student's responsibility to monitor email and respond](#).

~~13.00~~16.00 The Office of Student Life, ~~in consultation with the General Counsel,~~ may appoint an investigator who is external to the university. If so, the investigator will ~~carry out the Office of Student Life's responsibilities under sections 13.00 to 13.06~~ [conduct interviews as appropriate with individuals who may have information related to an incident including, but not limited to, the Complainant, Respondent and/ or Witness\(es\)](#), and will prepare a written report according to section ~~18.00~~~~18.00~~14.00.

~~14.00~~17.00 As part of the [Formal i](#)Investigation, the Office of Student Life will gather and review relevant information and conduct interviews as appropriate with the Complainant, [Respondent, Witness\(es\) and/ or;](#) pertinent [members of the u](#)University [Community](#)staff, ~~and any itnesses to the alleged incident~~. The Office of Student Life will forward a summary of the information collected during the [Formal i](#)Investigation to the Respondent, [subject to confidentiality and privacy](#).

17.01 The Office of Student Life will ~~conduct~~ [provide an opportunity for](#) an interview with the Respondent to review the allegation and the information collected in the [Formal i](#)Investigation.

17.02 A Participant may be accompanied by a Support Person at an interview. The Office of Student Life can, upon request, provide an [neutral-impartial](#) Support Person when a [Student](#) Participant has not identified one. A Support Person does not speak on behalf of a Participant; information must come directly from the Participant (unless the investigator allows otherwise). Where a Support Person has information about, or was involved in, the alleged Non-Academic Misconduct incident, the Support Person ~~will~~ [may](#) be interviewed separately and prior to the Participant. In ~~the cases where that~~ the Support Person has an identified conflict of interest related to the [incident under investigation](#) [allegation of Non-Academic Misconduct](#), the Office of Student Life may require a Participant to use an alternate Support Person in order to safeguard a fair process.

- 17.03 Where a Participant intends to be represented by legal counsel at an interview, the Participant must provide the Office of Student Life with a minimum of ~~three~~two (32) university business days' notice in advance of the interview.
- (a) The Office of Student Life may, in this case, require~~est~~ that university legal counsel be present at an interview to observe or provide advice as required, and would inform the Respondent of this accordingly.
- 17.04 Upon completion of the interview with the Respondent, the Office of Student Life will provide the Respondent with a reasonable opportunity to submit an additional response or any relevant documentation related to the allegation.
- 17.05 There is no general right to cross-examination. ~~However~~, the Respondent will be given an appropriate opportunity to ~~assess and~~ challenge the relevant contents of the summary of the information collected, keeping in mind the nature of the allegation, any conflicts in the information, and the importance of ensuring the safety and security of the Complainant and Witness(es).
- 17.06 A decision may be made based on available information, including in such cases ~~a case~~ where (after multiple attempts to reach the Respondent) the Respondent does not:
- (a) attend a scheduled interview;
 - (b) provide relevant information or documentation requested during the Formal ~~i~~Investigation;
 - (c) submit an additional response or documents pursuant to ~~17.04~~17.04; or
 - (d) otherwise cooperate with the Formal Investigation.

~~15.00~~18.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice summarizing: Upon completing an investigation of an allegation of Non-Academic Misconduct, the Office of Student Life will prepare a written report summarizing:

- (a) the alleged Non-Academic Misconduct;
- (b) ~~the information available on the alleged incident(s) and other pertinent information;~~
- (c) the findings of the Formal investigation including a statement dismissing or confirming the allegation;
- ~~(e)~~(d) the rationale for any decision made; and
- ~~(d) any sanction(s) to be applied or recommended in accordance with section 15.00—18.00 of these procedures.~~

19.00 At times, where appropriate, a Formal Investigation process may be expedited for efficiency, clarity, or to minimize impacts. The steps of a Formal Investigation process may be consolidated in this case. An expedited process provides a streamlined and structured response and will preserve the components of a Formal Investigation, as set out in these procedures, including the opportunity to receive a summary of the information collected and an opportunity to respond prior to a decision being made

Sanctions

~~16.00~~20.00 In cases of confirmed Non-Academic Misconduct, sanctions may be applied independently or in combination as appropriate.

~~17.00~~21.00 In determining an appropriate sanction as a result of confirmed Non-Academic Misconduct, consideration may be given to factors including:

- (a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or ~~property~~premises;
- (b) whether the incident is isolated;
- (c) whether the incident was inadvertent or ~~deliberate~~intentional;
- (d) whether other university policies were violated;
- (e) ~~whether the Respondent demonstrated personal responsibility and/ or insight for the confirmed incident of Non-Academic Misconduct;~~
- (f) related financial costs; ~~and~~
- (g) ~~whether the Respondent has actively engaged in appropriate education, programming, support, interventions, or restorative engagement to proactively mitigate University Community impact and future harm; and~~
- (h) any other mitigating factors.

~~18.00~~22.00 Where, after completing the ~~Formal~~ ~~i~~nvestigation, the Office of Student Life has concluded on a balance of probabilities that Non-Academic Misconduct has occurred and a sanction may be appropriate, the Office of Student Life may apply sanctions up to, but not including, suspension. ~~The following provides a non-exhaustive list of detailed examples of sanctions. -A Student may only be suspended as set out in section 61 of the University Act, which grants the power to the~~ Only the President ~~to may~~ suspend a Student (see section ~~23.00~~~~21~~~~28.00~~).

Sanction Examples	
Type	Description
Written Warning	A letter from the university that provides details on the violation and a warning to the Student that an additional violation will result in a more severe sanction(s).
Written Apology	Student provides a written apology to a member of the University Community, third party, or other individual(s) affected by the Student's conduct.
Letter of Expectation	A letter specifying the university's behavioural expectations of a Student, which may include conditions for continued participation in University Activities or continued access to university property premises.
Education/Training or Project	A requirement that a Student completes a specified education/training program (such as alcohol/substance awareness training or an anger management course), or

	completes an assignment (such as a research or reflection paper) <u>(such as a workshop, educational session, facilitated learning, skill-development course).</u>
Referral	Student is referred to appropriate community resources, such as alcohol/substance assessment.
<u>Behavioral Intervention and Assessment</u>	<u>Student is required to engage in an assessment for the purpose of understanding appropriate supports, interventions, accommodations, or strategies necessary to ensure safe and appropriate engagement in University Activities.</u>
Community Service	Student completes a designated number of hours of volunteer service within the university or in the broader community.
<u>Suspension-Restriction</u> or Denial of Specified University Privileges	<u>Suspension-Restriction</u> or denial of specified university privileges for a defined period of time.
Residence Relocation	Requiring a Student to vacate their current university residence and relocate to other on-campus housing.
<u>Reflection Assignment</u>	<u>Requiring a Student to submit a reflection assignment aimed at promoting reflection, learning, accountability and personal development.</u>
Eviction from Residence	Loss of the privilege of living in any university housing or visiting the Residence complex at any time. Eviction may be permanent, or a Student may be permitted to re-apply to live in Residence after a specified period of time and/or after specific conditions have been met.
Restitution	Payment of a specified amount to the university or to an affected member of the University Community, group or third-party if monetary loss has occurred as a result of the <u>Non-Academic m</u>Misconduct. Where a Student is unable to provide financial restitution; the Student may be required to participate in an educational workshop, complete a written assignment, or provide a service to the University Community.

Restricted Access	Restriction of the Student's access to university property premises or segments of university property premises or to a University Activity for a specified period of time.
Time-Limited Suspension	Loss of academic or other university privileges, which may include a restriction on entering all or segments of university property premises , for a specified period of time.
Permanent Suspension	Permanent loss of academic or other university privileges, which may include a restriction on entering all or segments of university property premises .

- 21.01 As part of any sanction other than suspension, a Respondent may be required to report to the Office of Student Life or other university Unit for compliance or follow-up purposes.
- 21.02 [If needed, the](#) Office of Student Life may place an administrative hold [to prevent course registration on a Respondent's registration account if needed](#) to ensure compliance with sanctions.

Suspension of a Student

~~19.00~~[23.00](#) Where, after completing the [Formal i](#)Investigation, the Office of Student Life confirms on a balance of probabilities that Non-Academic Misconduct has occurred and an appropriate sanction may include [\(permanent or time-limited\)](#) suspension, the Office of Student Life will forward the report created under section ~~18.00~~[184.00](#) of these procedures to the Associate Vice-President Student Affairs for review.

- 22.01 The Associate Vice-President Student Affairs will review the report and determine if further investigation or consultation is necessary and will make a recommendation to the President as appropriate.
- 22.02 Decisions on suspension will be determined by the President. [The action of the President is final and subject in all cases to an appeal to the Senate.](#)
- 22.03 The Respondent will be given an opportunity to review the investigator's findings and make submissions to the President on the appropriate sanction.
- 22.04 Suspensions (permanent or time-limited) will be documented on a Student's transcript for the duration of the suspension.

~~20.00~~[24.00](#) When a suspension is imposed under this policy, the President (or designate) will inform:

- (a) Campus Security [Services](#);
- (b) the Associate Vice-President Student Affairs;
- (c) the Office of the Registrar [and Enrolment Management](#);

- (d) the Dean of the Respondent's faculty;
- (e) the General Counsel; and
- (f) the Senate Committee on Appeals (with a statement of the President's reasons).

Communication with the Respondent

~~21.00~~ 25.00 Upon conclusion of the Formal ~~i~~Investigation and determination of any sanction(s), ~~the university will provide the written decision and reasons to the Respondent as soon as reasonably possible;~~ the Respondent will be provided with written notice of the rationale for any decision made and of any sanction(s) to be applied, -and information about the Respondent's right to appeal the decision. The Respondent will be provided with an opportunity to have the decision explained to them.

24.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

~~22.00 A Respondent will be given the opportunity to have the decision and its implications explained to them in person.~~

Communication with Complainant

26.00 The university will notify the Complainant of the outcome of the ~~decision~~ Formal Investigation, and will inform the Complainant about any sanctions that have been imposed if doing so is necessary for health or safety reasons or because a sanction affects the Complainant. Complainants do not have a general right to know whether the university has disciplined the Respondent, or which sanctions are imposed. This is the Respondent's personal information, according to FIPPA, and generally only the Respondent may decide to release it.



PROCEDURES FOR APPEALING DECISIONS UNDER THE NON-ACADEMIC MISCONDUCT **APPEAL PROCEDURES POLICY**

Procedural Authority: President
Procedural Officer: Associate Vice-President
Student Affairs
Parent Policy: [Resolution of Non-Academic
Misconduct Allegations](#)

Effective Date: August, 2017
Supersedes: August, 2011

Last Editorial Change:

PURPOSE

- 1.00 The purpose of these procedures is to set out the process for a [Complainant's or Respondent's appeal of a decision made under a Non-Academic Misconduct proceeding this policy](#).

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs also includes their designate.
- 3.00 [A Complainant may appeal a decision not to investigate allegations of Non-Academic Misconduct that they reported.](#)
- 4.00 [A Respondent may appeal the following decisions:](#)
[\(a\) the application of Provisional Administrative Measures;](#)
[\(b\) finding\(s\) of responsibility under this Policy; and](#)
[\(c\) sanction\(s\) applied.](#)
~~Where a decision has been made against a Respondent under a Non-Academic Misconduct proceeding, the Respondent may appeal the decision within ten (10) university business days of receiving notice of the decision and reasons (or within two months if the Respondent has been suspended), providing that there are sufficient grounds for appeal. An extension of time to submit an appeal may be granted in reasonable circumstances as determined by the Associate Vice-President Student Affairs or the Senate committee, as appropriate~~
- 5.00 An appeal of the President's decision to suspend a Student from the university is made to the Senate. -The appeal will be heard by a Senate committee. [More information about this process can be found on the University Secretary's website.](#)
- 6.00 Appeals of all other ~~sanctions decisions~~ are made to the Associate Vice-President Student Affairs, who will decide the appeal. [The Appellant may appeal a decision within fifteen \(15\) university business days, provided there are sufficient grounds for appeal. An extension of time to submit an appeal may be granted in reasonable circumstances as determined by the Associate Vice-President Student Affairs in their sole discretion.](#)

7.00 An appeal under these procedures is ~~a pure appeal only~~, not a re-hearing. The appeal body will review the information that was available to the decision maker.

8.00 Any sanctions will remain in force until the appeal has been decided.

Grounds for Appeal

9.00 A Respondent may not appeal a decision based solely on disagreement with the sanction imposed.

10.00 Sufficient grounds for appeal to the Associate Vice-President Student Affairs include one or more of the following:

- (a) relevant information emerges that was not available at the time of the original decision;
- (b) the Student who wishes to appeal ~~Respondent~~ believes and can demonstrate the decision or Formal Investigation ~~or decision~~ was biased;
- (c) the processes or procedures set out in the Resolution of Non-Academic Student Misconduct ~~Allegations p~~ Policy were not followed which may have substantially affected the outcome; or
- (d) the severity of the decision or sanction imposed reasonably exceeds the nature of the Non-Academic m Misconduct.

11.00 Sufficient grounds for appeal to the Senate will be in accordance with the designated Senate committee's terms of reference.

Procedures for Appealing a Sanction Decision to the Associate Vice-President, Student Affairs

12.00 A Student who wishes to appeal a sanction to the Associate Vice-President Student Affairs must file a written statement of appeal that includes:

- (a) a statement of the grounds for appeal (see section ~~10.00~~ ~~109.00~~);
- (b) a statement of facts relevant to the grounds for appeal;
- (c) an explanation as to why any new information provided was not available at the time of the decision;
- ~~(c)~~ (d) a statement of the remedy or relief sought;
- ~~(d)~~ (e) copies of relevant documents that support the Student's appeal; and
- ~~(e)~~ (f) the names and statements from any Witness(es) relevant to the appeal.

13.00 The Associate Vice-President Student Affairs will review the written statement of appeal and all other material submitted, and will determine if there are sufficient grounds to proceed with the appeal.

14.00 The Associate Vice-President Student Affairs will normally decide an appeal on the basis of written materials only. However, the Associate Vice-President Student Affairs may exercise their discretion to convene a meeting with the Student ~~and a representative from the Office of Student Life~~, if requested either requests it.

14.01 If the Associate Vice-President Student Affairs decides to convene a meeting, they will provide the Student with at least five (5) university business days' notice of the time of the meeting. The Student may request that the meeting be rescheduled within reasonable timeframes and under reasonable circumstances.

14.02 The Student may be accompanied by a Support Person. Where the Student intends to be represented by legal counsel, the Student must provide the Associate Vice-President Student Affairs with a minimum of ~~three~~ two (~~30~~ 32) university business days notice in advance of the meeting.

- (a) The Associate Vice-President Student Affairs may, in this case, request require that university legal counsel be present to observe or provide advice as required, and would inform the Respondent of this accordingly.

~~14.02~~ 14.03 The Associate Vice-President Student Affairs may request that other individuals attend the meeting as required.

15.00 The Associate Vice-President Student Affairs will review relevant information, seek advice as necessary, and decide an appeal within ~~fifteen~~ thirty (~~30~~ 35) university business days after receiving all written submissions or the date of a meeting convened under section ~~14.00~~ 13.00, whichever is later.

16.00 The Associate Vice-President Student Affairs may, after reviewing the relevant information:

(a) uphold the original decision and/or sanction(s);

~~(b) reverse the decision;~~

~~(c)~~ (b) reverse or modify the decision or sanction(s); or

~~(d)~~ (c) determine that a procedural error occurred and refer the matter back to the Office of Student Life to undertake a new Resolution Process ~~for re-investigation.~~

17.00 The Associate Vice-President Student Affairs' decision ~~will be final and~~ will be communicated to the Student in writing within five (5) university business days of the decision being made.

Procedures for Appealing a Sanction to the Senate

18.00 A Student's appeal of a sanction to the Senate will be heard by the Senate Committee on Appeals or another Senate committee as designated by the Senate.

19.00 A Student who wishes to appeal a suspension must file a written statement of appeal to the designated Senate committee. Appeals will be submitted and heard in accordance with the Senate committee's terms of reference.

~~20.00—The determination by the Senate is final.~~



STUDENT NON-ACADEMIC MISCONDUCT POLICY

University Policy No: AC1300
Classification: Academic and Students
Approving authority: Senate and Board of Governors
Effective date: August 2017
Supersedes: August 2011
Last Editorial Change:
Mandated review: August 2024

Associated Procedures and Appendices:

[Appendix "A" – Examples of Student Non-Academic Misconduct](#)

[Appendix "B" – Statement of Rights of Participants, Complainants, and Respondents](#)

[Appendix "C" – Statement of Protections of Students in Substance Use Medical Emergency
Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct
Procedures for Appealing Decisions under the Non-Academic Misconduct Policy](#)

PURPOSE

- 1.00 The university strives to be a diverse, dynamic and welcoming learning community. The purpose of this policy is to:
- (a) help foster a campus community characterized by respect, accountability, fairness, safety, and wellbeing;
 - (b) identify what constitutes Non-Academic Misconduct;
 - (c) set out transparent processes for submitting, reviewing and resolving allegations of Non-Academic Misconduct, including early intervention, voluntary processes or investigating allegations, where appropriate; and
 - (d) articulate the rights and responsibilities of Students and Participants involved in Non-Academic Misconduct proceedings.

DEFINITIONS

For the purposes of this policy:

- 2.00 **Administrative Authority** is the senior individual designated as the administrative lead and/ or decision-making authority for a Unit. This may include, but is not limited to: Vice-Presidents, Associate Vice-Presidents, Deans, Chairs, Executive Directors, Directors or other senior positions at the university.
- 3.00 **Advisement of Community Expectations** means a Resolution Process that communicates community-wide behavioural expectations according to the principles and procedures set out in this policy.
- 4.00 **Appellant** means an individual who appeals a decision under the Non-Academic Misconduct Policy.

- 5.00 **Complainant** means an individual who makes an allegation of Non-Academic Misconduct.
- 6.00 **Formal Investigation** is a Resolution Process involving an administrative investigation conducted in alignment with the principles and procedures set out in this policy.
- 7.00 **Provisional Administrative Measures** means temporary, non-disciplinary measures applied by the Office of Student Life during a Resolution Process to mitigate impact and preserve the integrity of the Resolution Process.
- 8.00 **Non-Academic Misconduct** includes but is not limited to where a Student engages in any of the following types of conduct on university premises or in connection with a University Activity:
- (a) theft, damage or destruction of property;
 - (b) unauthorized entry or presence on university premises;
 - (c) fraud or impersonation;
 - (d) disruptive behaviour that impacts the wellbeing of University Community members and/ or the safety of University Activities.
 - (e) dangerous behaviour that risks, or results in harm to, the health or safety of any person;
 - (f) manufacturing, sale, or distribution of substances, including illegal drugs or prescription drugs, or alcohol, for substantial personal benefit; or
 - (g) other activities that could or do result in administrative penalty, criminal charges, conviction, or a court judgment.

Appendix "A" provides a non-exhaustive list of detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures.

- 9.00 **Participant** means an individual, including a Complainant, Respondent or Witness to a Resolution Process, who participates in a Resolution Process related to a Non-Academic Misconduct allegation.
- 10.00 **Respondent** means a Student who is alleged to have violated this policy.
- 11.00 **Resolution Process** means a structured response to an allegation of Non-Academic Misconduct addressed under this policy and applied according to the principles, rights, and authorities contained within this policy and in alignment with the associated procedures. This may include a Formal Investigation, Voluntary Resolution Process, or Advisement of Community Expectations.
- 12.00 **Student** includes all of the following:
- (a) a person who is registered for the current or a future term, in one or more credit or non-credit course(s);

- (b) at the undergraduate level, a person who has been registered in one or more course for credit in at least one of the previous two sessions and is eligible to continue in a program of study;
 - (c) at the graduate level, a person who is on an approved or personal leave;
 - (d) a person registered in a course as an Auditor; or
 - (e) a person who has been formally admitted to the university for the purposes of registering in courses for credit, but who has not yet registered and/ or attended classes.
- 13.00 **Support Person** means an individual who provides support or advice to a Complainant, Respondent, or Witness during a Non-Academic Misconduct proceeding.
- 14.00 **Unit** means academic or administrative areas at the university, including, but not limited to: faculties, divisions, departments, schools, offices and centres.
- 15.00 **University Activity** means any activity that is directly connected to the operations of the university at any location, or any activity where a Student has been approved by the university to represent the University of Victoria. A University Activity includes, but is not limited to:
- (a) in-person and online courses;
 - (b) athletic events;
 - (c) artistic performances;
 - (d) placements (including co-op and practica);
 - (e) academic or professional conferences; and
 - (f) academic or research field work or exchange.
- 16.00 **University Community** means:
- (a) Students;
 - (b) employees of the university;
 - (c) anyone holding a university appointment;
 - (d) post-doctoral fellows;
 - (e) all individuals employed under contracts with university faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;
 - (f) visiting researchers;
 - (g) anyone contractually required to abide by university policies;
 - (h) anyone volunteering with a university program or activity;
 - (i) members of the Board of Governors and Senate; and
 - (j) anyone who ordinarily resides in university residences.
- 17.00 **Voluntary Resolution Process** means a Resolution Process that includes engaging with a Student to voluntarily resolve an allegation of Non-Academic Misconduct according to the principles and procedures set out in this policy.
- 18.00 **Witness** means an individual who may have information related to the alleged incident of Non-Academic Misconduct.

SCOPE/JURISDICTION

- 19.00 This policy applies to the conduct of Students on university premises and/or when participating in a University Activity.
- 19.01 This policy does not address academic appeals or matters related to academic integrity as set out in the [university's Undergraduate and Graduate Academic Calendars and/ or other procedures and policies as applicable](#).
- 19.02 Both University Community members and individuals who are not University Community members may submit allegations of Non-Academic Misconduct committed by Students.
- 19.03 Where a Student makes an allegation of Non-Academic Misconduct about an individual that is not a Student (employee, member of the public etc.), the Office of Student Life will make reasonable efforts to refer the Student to the appropriate responding Unit or resource.
- 19.04 This policy applies to digital or online behaviour that occurs on university information systems or online platforms. This includes activities that take place on university information systems, messages sent through them, or activity that uses information obtained from them. Online behaviour that does not involve university information systems is not in scope of this policy
- 19.05 This policy does not generally address the behaviour of individuals acting in the capacity of employees, volunteers, or club members with the University of Victoria Students' Society, University of Victoria Graduate Students' Society or third-party entities. Such behaviour will generally be addressed under the University of Victoria Students' Society's, Graduate Students' Society's, or other applicable policies and protocols.
- 20.00 This policy continues to apply to a Student who withdraws from the university or takes a leave of absence, if the Student was registered or participating in a course or program at the time that Non-Academic Misconduct was alleged to have occurred.
- 21.00 This policy is designed to be used in conjunction with other university policies and documents that set out conduct expectations, including but not limited to those listed in the Related Policies and Documents section of this policy.
- 21.01 When circumstances arise that are specifically addressed under other university policies, procedures, or regulations, the processes and response mechanisms contained within those documents will normally be followed unless the Director, Student Life (or designate), in consultation with the appropriate Administrative Authority for the other policy or process, deems that it is appropriate to proceed under this policy.
- 21.02 A Student's conduct may be reviewed and responded to under other university policies or processes, and/or collective agreements (when a Student is also a university employee), in addition to this policy. Proceedings under this policy will

respect a Student's rights under other policies, processes, or collective agreements. In cases where more than one policy or process may apply, the Office of Student Life will consult with the General Counsel to determine jurisdiction, and will work with appropriate Units as determined.

- 21.03 A Student athlete's conduct may be reviewed and responded to under the [Student Athlete Code of Conduct](#) where it is appropriate to do so. Wellness, Recreation and Athletics may refer Student athlete's Non-Academic Misconduct allegations under this policy instead of, or in addition to, any actions taken by Athletics and Recreation.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the athletics environment will be referred to the Office of Student Life for review and response.
- 21.04 A Student's conduct in university residences may be reviewed and responded to by Residence Services under Residence policies, contracts, and Community Living standards where it is appropriate to do so. Residence Services may refer Student Non-Academic Misconduct issues for review and response under this policy instead of, or in addition to, any action taken by Residence Services.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the Residence environment will be referred to the Office of Student Life for review and response.
- 21.05 A Student's conduct in the learning environment, or in connection to academic activities, may be reviewed and responded to under the Academic Calendar or relevant guidelines for conduct in learning environments, where it is appropriate to do so. The Office of Student Life may also provide advice, guidance, and support for Units responding to Student conduct matters.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the learning environment will be referred to the Office of Student Life for review and response
- 21.06 A Student's behaviour in the First People's House may be reviewed and responded to under the policies, procedures, teachings, and protocols determined by the Office of Indigenous Academic and Community Engagement.
- (a) Allegations involving Non-Academic Misconduct with impacts beyond the First People's House will be referred to the Office of Student Life for review and response
- (b) The Office of Student Life, in consultation with the Office of Indigenous Academic and Community Engagement, will offer Indigenous Students culturally appropriate supports to navigate Resolution Processes under this policy
- 21.07 In cases where the application of this policy conflicts with another university policy, the Office of Student Life, in consultation with the appropriate Administrative Authority, will determine an appropriate course of action consistent with the applicable policies. The Office of Student Life may consult with General Counsel as necessary. Where the appropriate Administrative Authority is in question, the relevant member of Executive Council will designate the Administrative Authority.

- 21.08 OSL may receive allegations of harassment. In such cases they will make appropriate referrals to EQHR for a confidential consultation. If the OSL is considering a Resolution Process that includes allegations of harassment, OSL will consult with EQHR and will also consider the preference of the Complainant in determining whether a response under this policy is appropriate. Decisions will be guided by the principles in the Discrimination and Harassment Prevention and Response Policy (GV0205) For example, where an allegation includes but is not limited to behaviours that may be covered by GV0205, the university may consider the application of a Resolution Process under the Policy where appropriate. Decisions of this nature will be determined in consultation with EQHR.
- 21.09 OSL may receive allegations of sexualized violence. In such cases they will make appropriate referrals to EQHR for a confidential consultation. If the OSL is considering a Resolution Process that includes allegations of sexualized violence, OSL will consult with EQHR and will also consider the preference of the Complainant in determining whether a response under this policy is appropriate. Decisions will be guided by the principles in the Sexualized Violence Prevention and Response Policy (GV0245). For example, where an allegation includes but is not limited to behaviours that may be covered by GV0245, the university may consider the application of a Resolution Process under the Policy where appropriate. Decisions of this nature will be determined in consultation with EQHR
- 22.00 The university may take action beyond the scope of this policy by following the Response to At-Risk Behaviour Policy (SS9125) and other applicable policies, where it is reasonably believed that immediate action is required to:
- a) protect the health or safety of any individual or the University Community;
 - b) prevent damage or destruction of the university's property, infrastructure or assets; or
 - c) remove a Student from university premises, limit a Student's use of the premises, or impose other interim measures where there is a high potential of risk to themselves or others posed by the Student's continued presence.
- 23.00 The university may undertake proceedings under this policy where the matter is also being investigated or reviewed by a law enforcement agency or authority external to the university. If the university's Resolution Process determines that the Non-Academic Misconduct Policy has been violated, the university may respond, including the application of sanctions and outcomes applied to a Student, regardless of any other discipline applied externally.
- 23.01 No aspect of this policy will prevent the university from referring a matter to an appropriate law enforcement agency as required or deemed advisable by Campus Security Services.

General Principles

- 24.00 As part of the University Community, each Student is responsible for their personal conduct as it affects the University Community, University Activities and the university's premises.
- 25.00 Students who are on university premises and/or participating in a University Activity are expected to assume responsibility for their actions, ensure lawful personal conduct, and respect the rights, privileges and safety of others.
- 26.00 The university will endeavor to consider a Student's unique context, experiences, and perspectives when supporting a student through a Resolution Process under this policy.
- 26.01 Actions taken under this policy will aim to balance community safety and wellbeing with an individuals' interests and needs.
- 27.00 The university will administer this policy in a manner that acknowledges the inherent power dynamics, barriers, and impacts of institutional processes and will offer supports to mitigate these impacts.
- 28.00 The university will take action to uphold this policy, and other institutional policies and procedures, and will be transparent where there are limitations related to such policies or processes.

POLICY

Interpretation

- 29.00 This policy and its associated procedures will not be interpreted in a manner that:
- (a) limits the President's authority to deal summarily with any matter of Student discipline in accordance with the *University Act*;
 - (b) unreasonably limits demonstrations or assemblies that have followed appropriate policies and processes, are non-violent and non-destructive;
 - (c) unreasonably limits the free expression of ideas; or
 - (d) prevents any member of the University Community or member of the public from proceeding with criminal or civil actions independent of any action(s) taken by the university.

Rights of Participants

- 30.00 The university recognizes its responsibility to take measures to review and respond to allegations of Non-Academic Misconduct within the University Community. An overview of the rights of Participants, Complainants, and Respondents who engage in a Non-Academic Misconduct Resolution Process is set out in Appendix B.
- 31.00 The university is committed to providing clear and transparent Resolution Processes when responding to allegations of Non-Academic Misconduct and is committed to implementing the principles of natural justice and procedural fairness in the resolution of allegations under this policy.

- 32.00 A Participant may, at their discretion, have a Support Person attend any meeting related to an allegation of Non-Academic Misconduct to provide support. The Office of Student Life can provide an impartial Support Person, upon the request of a Student Participant.

Management of Allegations of Non-Academic Misconduct

- 33.00 For the purposes of responding to, and managing, allegations of Non-Academic Misconduct, the Office of Student Life is responsible for:
- (a) providing guidance to the University Community on resolving incidents of Non-Academic Misconduct and the processes for doing so. For example, by providing support and consultation to Units on how to respond in a fair and appropriate way;
 - (b) carrying out administrative processes to implement this policy and its associated procedures;
 - (c) reviewing allegations of Non-Academic Misconduct;
 - (d) providing support and guidance to Students engaged in the Non-Academic Misconduct Resolution Process;
 - (e) assessing allegations of Non-Academic Misconduct to determine the appropriate response, including the application of Resolution Processes where appropriate.
 - (f) investigating, coordinating, or administering Voluntary Resolution Processes or Formal Investigations of allegations of Non-Academic Misconduct where appropriate;
 - (g) Applying Provisional Administrative Measures in support of the management of a Resolution Process;
 - (h) determining or recommending a reasonable course of action upon the completion of a Resolution Process; and
 - (i) monitoring compliance with sanctions and outcomes under this policy.

Submission and Review of an Allegation of Non-Academic Misconduct

- 34.00 A University Community member, or University Community member on behalf of a Unit, who wishes to make an allegation of Non-Academic Misconduct must contact the Office of Student Life to request a review of the alleged incident(s).

University-Led Response

- 35.00 Under specific circumstances and criteria (as outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)), the university may act as the Complainant without engaging other University Community members.

Early Intervention and Unit Support

- 36.00 The university has shared responsibility for creating a safe and respectful campus community. When possible and appropriate, University Community members are encouraged to address Student conduct matters informally through direct communication, clearly communicating reasonable expectations, and providing support for Students to engage with expectations. The university recognizes that, where appropriate, concerns or incidents may be resolved without initiating a Resolution Process under this policy.
- 36.01 The Office of Student offers consultation to determine where early intervention is appropriate. Early intervention supports and procedures are outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).

Resolution Processes

- 37.00 Where the Office of Student Life receives an allegation of Non-Academic Misconduct and determines that a response under the policy is appropriate, a Resolution Process will be initiated. The Resolution Processes outlined in this policy and procedures are applied based on relevant information and at the discretion of the Office of Student Life. They are not sequential and may be used independently as appropriate.
- 38.00 The University may determine that a Resolution Process under this policy will be placed on temporary hold, or put into abeyance, until the matter is resolved by law enforcement or until law enforcement provides sufficient information to assess the appropriate next steps. This may include gathering information to assess the risk of proceeding with a process under this policy.
- 39.00 Where a Student is alleged to have engaged in Non-Academic Misconduct and does not respond to contact from the university and/ or engage in a Resolution Process, after multiple attempts to contact the Respondent, the Office of Student Life may proceed with a Resolution Process without their engagement and/ or apply an administrative hold on the Student's account to require engagement with the university prior to registering in courses.

Advisement of Community Expectations

- 40.00 Wherever possible and appropriate, the Office of Student Life will address conduct matters through direct dialogue and messaging to establish expectations for conduct that applies to all Students at the university. These include expectations to abide by university policies, engage in respectful communication, and refrain from engaging in disruptive or dangerous activities. An Advisement of Community Expectations does not preclude a Voluntary Resolution Process or Formal Investigation in appropriate circumstances, including those circumstances set out in paragraph 42.00 below. The application of an Advisement of Community Expectations is outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).

Voluntary Resolution Process

- 41.00 Where a Student acknowledges their engagement in behaviours that may contravene this policy, it may be possible to engage in a Voluntary Resolution Process to arrive at appropriate outcomes without a Formal Investigation. The process for conducting a Voluntary Resolution Process is outlined in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).
- 42.00 Where new information is collected that indicates that the degree of harm or impact is more significant than first assessed, a Student does not actively participate in the Voluntary Resolution Process, and/or a Student does not take responsibility for their conduct, a Voluntary Resolution Process may be discontinued, and a Formal Investigation may be initiated.
- 43.00 Information collected during a Voluntary Resolution Process under this policy may be used within a Formal Investigation or other Resolution Processes under this policy.

- 44.00 A Student will be provided with written notice should a Voluntary Resolution Process be terminated, discontinued or concluded.

Formal Investigation of an Allegation of Non-Academic Misconduct

- 45.00 Allegations of Non-Academic Misconduct will be reviewed and where appropriate investigated by the Office of Student Life to determine whether or not this policy has been violated. Decisions are made using the balance of probabilities standard of proof. This means that the information collected during the Formal Investigation must show that it is more likely than not that a policy violation has occurred in order for the investigator to find that a Student is responsible for Non-Academic Misconduct. The review and Formal Investigation of allegations will be in accordance with the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#)

Determination and Imposition of Sanctions

- 46.00 After a Formal Investigation, the university may impose sanctions where Non-Academic Misconduct is found to have occurred. Sanctions may be applied independently or in combination for any violation of this policy. All efforts will be made to communicate decisions in a timely manner. Sanctions applied for findings of Non-Academic Misconduct and factors in determining appropriate sanctions are established in the [Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct](#).
- 46.01 Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a Student's access to university premises or University Activities, and/or placing an administrative hold on a Student's account. An administrative hold may also be placed on a Student's account to ensure completion of sanctioned activities prior to re-registration.

- 47.00 The university may inform Complainants of the relevant restrictions imposed on the Respondent where this information relates to the Complainant's health or safety.

Notice of Decision

- 48.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice of decision, which will include the rationale for any decision made and of any sanction(s) to be applied. The Respondent will be provided with an opportunity to have the decision explained to them.
- 48.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

Provisional Administrative Measures

- 49.00 The Office of Student Life may apply Provisional Administrative Measures during a Resolution Process under this policy where it is determined that temporary measures are reasonable for the purpose of, for example:
- (a) mitigating the potential impact of future interactions between Participants in a Resolution Process;
 - (b) managing impact to community;
 - (c) mitigating the potential for ongoing behaviours that would reasonably be considered to be examples of Non-Academic Misconduct; or

- (d) preserving the integrity of the Resolution Process.
- 50.00 Where the Office of Student Life identifies reasonable concern for the safety of a Participant to a Resolution Process, or to the University Community, the matter will be referred to Campus Security Services for review and consultation including the consideration of Interim Measures under the Response to At-Risk Behaviour policy (SS9125).
- 51.00 Where Provisional Administrative Measures are applied to support a Resolution Process under this policy, the Respondent will receive:
- (a) the rationale for applying Provisional Administrative Measures;
 - (b) an opportunity to discuss the Provisional Administrative Measures with the Office of Student Life in order to ask questions and raise concerns;
 - (c) A review date, reoccurring every 30 university business days from the date of delivery, upon which the Provisional Administrative Measures will be reviewed by the Office of Student Life;
 - (d) support resourcing for navigating the impacts or barriers created by the Provisional Administrative Measures.
- 52.00 During the review of Provisional Administrative Measures, and when making a determination about the continuation, cancellation, or modification of the measures, the Office of Student Life will consider relevant factors including compliance with the measures, impacts to Participants including the Respondent, and the status of the Resolution Process.
- 53.00 When the health or safety of Participants or others is at issue, the university may inform them of relevant measures imposed on the Respondent in accordance with the Protection of Privacy Policy (GV0235).
- 54.00 Where a student disagrees with the Office of Student Life's decisions related to Provisional Administrative Measures, they may request a review by the Associate Vice-President Student Affairs (or designate). This review will be conducted according to the following:
- (a) the Student must provide their written request for review to the Associate Vice-President Student Affairs within 15 university business days of receiving notice of the Provisional Administrative Measures. The request for review will state the Student's concerns regarding the measures and will include any documentation upon which the Student wishes to rely; and
 - (b) the Associate Vice-President Student Affairs may accept a request for review later than 15 university business days from the decision if the Associate Vice-President Student Affairs is satisfied, in their absolute discretion, that the Student was unable to provide it within 15 days.
- 54.01 Requests for appeals of Provisional Administrative Measures will follow the [Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding](#).

Appealing a Decision under Policy AC1300

- 55.00 A Respondent may appeal a decision made under this policy, provided that sufficient grounds exist in accordance with the [Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding](#).

Confidentiality and Management of Records

- 56.00 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#), and the university [Protection of Privacy Policy \(GV0235\)](#). The information and records will be treated as highly confidential, in compliance with FIPPA and with applicable university policies and collective agreements.
- 57.00 The university may use or disclose personal information, in accordance with FIPPA and the Protection of Privacy Policy (GV0235), including where:
- (a) it is authorized by the affected individual;
 - (b) the university determines compelling circumstances exist that affect anyone's health or safety in accordance with the [Procedures for the Disclosure of Student Personal Information in Emergency or Compelling Circumstances](#);
 - (c) it is authorized or required by law, for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
 - (d) it is for the purpose of preparing or obtaining legal advice for the university;
 - (e) it complies with a subpoena, a warrant or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;
 - (f) the university uses or discloses the information for the purpose for which the information was obtained or compiled for a consistent purpose (for example, where it is necessary to fulfill the university's duty of procedural fairness or where necessary for the purpose of administering a Resolution Process);
 - (g) an employee needs the information to perform their employment duties (such as to: facilitate support or interim measures; respond to an allegation; implement this policy; or take corrective action resulting from these processes);
 - (h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation; or
 - (i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section 59.00.
- 58.00 Should the university be compelled to disclose Participants' confidential information, Participants will be informed to the extent permitted or compatible with the purpose of the demand for information.
- 59.00 The university may disclose information in order to ensure that reporting processes are fairly conducted, in accordance with the following principles:
- (a) the Respondent has the right to notice of the allegation(s) sufficient to allow the Respondent to understand the nature of the allegation(s) (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;

- (b) the Complainant has the right to know the outcome of the Formal Investigation, but not the details of any disciplinary actions that may have been applied to the Respondent unless disclosing that information is necessary for health or safety reasons or because it affects the Complainant; and
- (c) other persons normally do not have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety.

60.00 Records created under this policy and its associated procedures will be retained for five years after the Respondent's last date of registration. After five years, the records will be deleted or securely destroyed.

61.00 Participants must keep in confidence any information that they learn solely as a result of the reporting or Resolution Process. Allegations of Participants or Support Persons intentionally breaching confidentiality may be reviewed under applicable university policies or collective agreements.

Annual Report

62.00 An annual report detailing the nature of Non-Academic Misconduct allegations, types of Non-Academic Misconduct, Resolution Process outcomes and actions taken under this policy will be completed by the Office of the Associate Vice-President Student Affairs and provided to the Senate and the Board of Governors. The annual report must not contain personal information about Students or Participants.

AUTHORITIES AND OFFICERS

- i) Approving Authority: Senate and the Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: President
- iv) Procedural Officer: Associate Vice-President Student Affairs

RELEVANT LEGISLATION

[University Act](#)

[Freedom of Information and Protection of Privacy Act](#)

RELATED POLICIES AND DOCUMENTS

[University of Victoria Calendar](#)

[Human Rights, Equity and Fairness Policy \(GV0200\)](#)

[Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

[Discrimination and Harassment Policy \(GV0205\)](#)

[Response to At-Risk Behaviour Policy \(SS9125\)](#)

[Acceptable Use of Electronic Information Resources Policy \(IM7200\)](#)

[Liquor Policy \(AD2400\)](#)

[Residence Contract](#)

[Residence Community Living Handbook](#)

[Family Housing Agreement](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Student-Athlete Code of Conduct](#)

[Poster, Banner, and Handbill Policy \(BP3145\)](#)



APPENDIX "A" – EXAMPLES OF STUDENT NON-ACADEMIC MISCONDUCT

PURPOSE

- 1.00 The purpose of Appendix A is to provide examples of the types of activities that may be considered Non-Academic Misconduct under this policy and subject to sanctions and outcomes by the university. This is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct even it is not expressly enumerated in this appendix.
- 2.00 The examples included in this appendix will be considered within the context of the scope contained within the policy.

Examples of Non-Academic Misconduct

- 3.00 Non-Academic Misconduct may include but is not limited to one or more of the following occurring on university premises or in connection with a University Activity:

3.01 Theft, Damage and Destruction

Examples include instances such as a Student:

- (a) possessing, obtaining or using property owned by the university, a member of the University Community, or that of a third-party without appropriate consent or authority;
- (b) misappropriating, destroying, defacing, vandalizing or otherwise damaging university property, equipment or other assets or the property, equipment or assets of other members of the University Community or a third-party on university premises; or
- (c) tampering with fire, emergency or first aid equipment belonging to the university.

3.02 Unauthorized Entry or Presence

Examples include instances such as a Student:

- (a) entering or remaining in a university premises, or facility or providing unauthorized access to another individual to university premises or facility without proper authority or contrary to express instructions by a university employee;

- (b) entering or remaining in any university premises, or facility for the purpose of damage, destruction, alteration or theft.

3.03 Fraud, Misuse or Impersonation

Examples include instances such as a Student:

- (a) forging, altering or misusing a university document, ONECard, record or piece of identification;
- (b) submitting a forged, or altered document or providing false information to university employees or first responders for the purpose of deception;
- (c) fraudulently obtaining any university property or equipment; or
- (d) impersonating a member of the University Community.

3.04 Disruptive Behaviours

Examples include instances such as a Student:

- (a) obstructing University Activities or engaging in or demonstrating disruptive behaviour;
- (b) engaging in behaviour that creates a substantive barrier to University Community members' meaningful, respectful, or safe participation in a University Activity;
- (c) engaging in unwanted, persistent, or inappropriate communication with another University Community member(s) and/ or inappropriate communication with another University Community member(s) where the Student has been made aware, or ought to reasonably be aware, that this behaviour is unwanted or inappropriate;
- (d) engaging in harassing behaviour against a member of the University Community or public as per Section 21.08 of this policy;
- (e) engaging in a pattern of non-compliance with regard to university policy including repeated engagement in conduct response processes under university policies or processes; or
- (f) engaging in hazing activities.

3.05 Dangerous Behaviours

Examples include instances such as a Student:

- (a) creating a situation that endangers the health, safety or well-being of any member of the University Community or public;
- (b) possessing or using a weapon;
- (c) possessing or using an object resembling a weapon that reasonably could be viewed as a threat to a member of the University Community or public;
- (d) harming or threatening any member of the University Community or public, or engaging in behaviour that could reasonable be viewed as threatening; or
- (e) engaging in sexualized violence against a member of the University Community or public as per section 21.09 of this policy.

3.06 Alcohol and Drugs

Examples include instances such as a Student:

- (a) contravening liquor laws or the university's [Liquor Policy \(AD2400\)](#); or
- (b) manufacturing, selling, or distributing illegal drugs or prescription drugs for substantial personal benefit.

3.07 Obstruction or Non-Compliance

Failure to comply with a university policy, including this policy, and/ or obstructing University Activities. Examples include instances such as a Student:

- (a) fails to follow reasonable instructions from a university employee; or
- (b) fails to provide identification when asked by Campus Security Services and other first responders.

Illegal Activities

- 3.08 Any other Student behaviour occurring on university premises or in connection with a University Activity that results in a police warning or directive, criminal charges or conviction, or a court judgment, under Canadian law, may be deemed as Non-Academic Misconduct under this policy.

Failure to Follow Previous Sanctions

- 3.09 Failure to follow a mandated sanction from a previous violation of this policy.

Assisting in Non-Academic Misconduct

- 3.10 A Student who assists any of the above listed activities, or other activity deemed to be Non-Academic Misconduct, may be investigated and sanctioned for Non-Academic Misconduct.

Submission of False, Frivolous or Vexatious Allegations

- 3.11 Any allegation of Non-Academic Misconduct that is found to be trivial, false, frivolous or vexatious may also be reviewed and responded to under this or other university policies.



APPENDIX "B" – STATEMENT OF RIGHTS OF PARTICIPANTS, COMPLAINANTS, AND RESPONDENTS

PURPOSE

- 1.00 The purpose of Appendix B is to list the rights that all Participants have (including Witnesses) when they engage with this policy, in order to preserve the fairness and impartiality of the Resolution Process. This appendix also outlines additional rights of Complainants and Respondents in a Resolution Process.

PARTICIPANT'S RIGHTS

- 2.00 All Participants have the following rights:
- (a) to be treated with fairness, dignity, and respect;
 - (b) to be provided with timely access to support, resources, and referrals;
 - (c) to be provided with access to a dedicated and impartial Support Person by the university for Student Participants;
 - (d) to have an opportunity to have any resolution and decision-making process explained to them, including available options and potential outcomes;
 - (e) to be provided with a procedurally fair process;
 - (f) to have their information kept confidential (except when disclosure is required by law or university policy);
 - (g) to be provided with appropriate updates relevant to their participation in the review and response process subject to privacy and confidentiality requirements; and
 - (h) for reasonable steps to have been taken to provide resources that support the accessibility of the process based on the needs of the Participant (e.g., language interpretation, virtual meetings, space selection, participation in writing, etc.).

COMPLAINANT'S RIGHTS

- 3.00 In addition to the Complainant's rights as a Participant set out above, a Complainant has the following rights:
- (a) to appeal a decision by the university not to investigate a Non-Academic Misconduct allegation;
 - (b) to timely referral to Campus Security Services and/ or police of jurisdiction for assistance with safety planning;
 - (d) to present their perspective on the Non-Academic Misconduct allegation(s);
 - (e) to be accompanied by a Support Person in meetings related to the Resolution Process;
 - (f) to legal representation retained by the Complainant;
 - (g) to decline to participate in a Resolution Process;
 - (h) to be provided with an opportunity to engage in Voluntary Resolution Processes where appropriate;
 - (i) to written notice of any Resolution Process outcome or sanction that relates to the health and safety of the Complainant; and

- (j) to be informed that any information collected may be disclosed in criminal or civil proceedings.

RESPONDENT'S RIGHTS

4.00 In addition to the Respondent's rights as a Participant set out above, a Respondent has the following rights:

- (a) to receive timely notice and information about the Non-Academic Misconduct allegations related to them;
- (b) to seek independent consultation at any point in the Non-Academic Misconduct process from the university Ombudsperson;
- (c) to be accompanied by a Support Person in meetings related to the Resolution Process;
- (d) to legal representation retained by the Respondent;
- (e) to representation by their union, if the Respondent is a unionized employee and the Formal Investigation or outcome may have employment implications;
- (f) to be presumed to have not engaged in Non-Academic Misconduct until a fair Formal Investigation is completed and/ or until the Respondent has acknowledged accountability;
- (g) to present their perspective on the Non-Academic Misconduct allegation(s), and to respond to the information collected for the purpose of any Formal Investigations;
- (h) to decline to participate (however, the process may still proceed in the absence of the Respondent);
- (i) to be provided with an opportunity to engage in Voluntary Resolution Processes where appropriate;
- (j) to notice about the outcome of a Formal Investigation and any applicable sanctions;
- (k) to appeal a decision under this policy (within the appropriate time frame) and receive notice of the outcome of any appeal; and
- (l) to be informed that any information collected may be disclosed in criminal or civil proceedings.



APPENDIX "C" – STATEMENT OF PROTECTIONS FOR STUDENTS IN SUBSTANCE USE MEDICAL EMERGENCIES

PURPOSE

- 1.00 The purpose of Appendix C is to outline the protections afforded under this policy to Students in medical emergencies, or in situations involving drugs or alcohol, including overdose situations, that may require urgent medical assistance, in order to promote Student safety and reduce barriers to help-seeking.

SCOPE OF PROTECTIONS

- 2.00 Students involved in a suspected or actual overdose incident, or incidents involving substances use (drugs or alcohol) that may require urgent medical assistance, will not be disciplined under this policy for using or possessing drugs or alcohol. This includes the following Students:
- (a) those experiencing a medical emergency, including an actual or suspected overdose;
 - (b) those who believe they require urgent medical assistance as a result of consuming or using drugs or alcohol;
 - (c) those who seek emergency assistance, either for themselves or for another Student, during an actual or suspected overdose incident, or in situations involving drugs or alcohol that may require urgent medical assistance; and
 - (d) those present at the scene of an actual or suspected overdose, whether they are involved in the incident or not.
- 3.00 These protections are extended to other university policies that consider Student conduct, including the Response to At-Risk Behaviour (SS9125) and the Residence contracts.



PROCEDURES FOR THE SUBMISSION OF AND RESPONSE TO AN ALLEGATION OF NON-ACADEMIC MISCONDUCT

Procedural Authority: President

Procedural Officer: Associate Vice-President Student
Affairs

Parent Policy: [Non-Academic Misconduct](#)

Effective Date: August, 2017

Supersedes: August, 2011

Last Editorial Change:

PURPOSE

- 1.00 The purpose of these procedures is to set out procedures for the submission, review, investigation and resolution of an allegation of Non-Academic Misconduct.

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs or the Executive Director, Student Development and Success also includes their designate(s).
- 3.00 Nothing in these procedures limits any authorities to suspend or deal summarily with any matter of Student discipline arising from the University Act.

Submission of an Allegation

- 4.00 Wherever possible, members of the University Community are encouraged to address Student conduct concerns through early intervention, using direct communication, setting expectations, and providing support, education, and consultation.
- 5.00 Where a Voluntary Resolution Process is conducted, but does not result in a resolution, then the university may revert to a Formal Investigation.
- 6.00 Where early intervention is not possible or appropriate, a University Community member who believes that a Student has engaged in Non-Academic Misconduct may submit an allegation in writing to the Office of Student Life.
- 6.01 In order for the Office of Student Life to consider a Resolution Process under this policy, the written allegation must, to the extent possible, include a sufficient description of the alleged incidents with details including:
- (a) the name of the Student alleged to have engaged in the alleged Non-Academic Misconduct;
 - (b) time, date and location of the incident(s);
 - (c) a description of the incident and alleged Non-Academic Misconduct including, for example, actions, words used, and/or the nature of harm or impact;
 - (d) the name(s) of other individual(s) involved; and
 - (e) information about the initial response.

- 6.02 University Community members may access support from the Office of Student Life for assistance in submitting an allegation.
- 6.03 The university encourages Complainants to submit allegations as soon as possible after the incident occurs.
- 7.00 Visitors or other individuals who are not University Community members may submit allegations in writing to the Office of Student Life or by contacting Campus Security Services.

Preliminary Review of an Allegation

- 8.00 When an allegation of Non-Academic Misconduct is submitted to the Office of Student Life, will review the allegation and may decline to proceed with a Resolution Process, including Formal Investigation, in cases where the Office of Student Life is of the opinion that:
 - (a) the allegation falls within the jurisdiction of another university policy, procedure or regulation and it is more appropriate to proceed under that policy or regulation;
 - (b) the allegation does not constitute a violation of or is outside the scope of the Non-Academic Misconduct Policy;
 - (c) an unreasonable amount of time has elapsed since the alleged incident such that it would preclude resolution of the allegation;
 - (d) the allegation has been adequately addressed by another process;
 - (e) the allegation could be more appropriately addressed by a support intervention, facilitated dialogue, community-based process (e.g., restorative justice, mediation), or police intervention, or another process;
 - (f) the allegation is being addressed by another process and it is reasonable to put the allegation in abeyance pending the outcome of such a process;
 - (g) when alleged Non-Academic Misconduct occurs in the context of significant non-jurisdictional concerns and it is determined that the application of a Resolution Process would be inappropriate, unfair, or ineffective in addressing the scale of the reported harm(s) and/ or impacts; or
 - (h) the allegation is trivial, false, frivolous, or vexatious.
- 8.01 Where the Office of Student Life declines to proceed with a Resolution Process to respond to an allegation under this policy, the office will notify the Complainant in writing of the decision, or of the need for further time to make a decision, within fifteen (15) university business days of receiving the allegation and will include the rationale for the decision not to proceed as well as notice of the Complainant's right to appeal this decision (see 8.02, below).
- 8.02 The Complainant may submit a written appeal, per the procedures outlined in the [Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding](#), of the decision not to investigate an allegation to the Associate Vice-President Student Affairs within fifteen (15) university business days of receiving the decision only where:

- (a) relevant information emerges that was not available at the time of the decision; and/or
- (b) the Complainant reasonably believes and can demonstrate that the decision not to proceed with a Resolution Process was biased.

8.03 The Associate Vice-President Student Affairs (or designate) will review the written appeal and may meet with the Complainant before making a final determination on whether a Resolution Process will occur under the Non-Academic Misconduct Policy. The Associate Vice-President Student Affairs may make a recommendation as to which office or policy would most appropriately resolve the allegation.

University-Led Response

9.00 The university may take steps under this policy as the Complainant where:

- (a) the Office of Student Life is made aware of allegation(s) that indicate an alleged violation of this policy and determines that a Resolution Process is necessary to address the behaviour and mitigate risk and/or impact without the need for a Complainant;
- (b) the impacted party is concerned for their safety and does not wish to actively participate in the Resolution Process;
- (c) the alleged Non-Academic Misconduct indicates a pattern of non-compliance and must be considered in light of other response processes that are external to the immediate allegation;
- (d) a Unit is the primary impacted party;
- (e) the alleged Non-Academic Misconduct has been addressed unsuccessfully through another Resolution Process external to this policy, prior to referral to the Office of Student Life; or
- (f) the Office of Student Life identifies additional factors that indicate a positive obligation to respond on behalf of the University.

Early Intervention and Unit Support

10.00 The Office of Student Life can support early intervention by engaging in the following:

- (a) providing University Community members with information about university-wide expectations that apply to the conduct of all Students and support for how to communicate these expectations to Students;
- (b) supporting a Unit to deliver an Advisement of Community Expectations specific to their context;
- (c) engaging with Students to discuss the impacts of a behaviour or actions, to support learning and restoration without the initiation of a Resolution Process;
- (d) supporting consistency of responses across Units;
- (e) meeting with University Community members to discuss options for responding to concerns including referrals to other Units and resources;
- (f) offering Student support resources and information to promote individual and community wellbeing;
- (g) providing education and support to Units on conflict engagement and de-escalation; and
- (h) consulting and supporting initiatives on campus that focus on pro-social engagement, harm reduction, respectful communication, and community living.

Resolution Processes

- 11.00 The Office of Student Life may address and resolve allegations of Non-Academic Misconduct using any of the Resolution Processes described within these procedures. These Resolution Processes are not sequential in nature, and decisions about the appropriate Resolution Process will be made by the Office of Student Life in consideration of the factors identified below.
- 12.00 The Office of Student Life will review allegations of Non-Academic Misconduct, determine the appropriate Resolution Process to address the behaviour, and assess whether or not this policy has been violated. This review will include consideration of the following:
- (a) nature and severity of the incident;
 - (b) degree of reported impact;
 - (c) degree of accountability reported; and
 - (d) potential risk to community

Advisement of Community Expectations

- 13.00 The purpose of delivering an Advisement of Community Expectations may be to:
- (a) notify a Student that their alleged behaviour does not align with the expectations for the conduct of all Students at the university;
 - (b) provide a written summary of allegations that have been raised in a manner that does not indicate disciplinary action;
 - (c) provide information about support resources where appropriate; or
 - (d) provide an institutional letter reminding the Student of community expectations following a disciplinary process that has been conducted through another policy or process.

Voluntary Resolution Process

- 14.00 During the Voluntary Resolution Process, the Office of Student Life will:
- (a) notify a Respondent of the reported allegation(s) about their conduct;
 - (b) engage in dialogue about the Respondent's perspective, context of concern(s), impacts, accountability, and supports;
 - (c) consult with impacted University Community member(s) to gather information, manage impacts, and provide support;
 - (d) in collaboration with the Respondent, when possible, determine appropriate and agreed-upon outcomes to mitigate the risk of future conduct concerns, manage individual and community safety, and repair harms to the University Community;
 - (e) provide a structured dialogue to introduce wellness and health support resources where information suggests that the concerning behaviour(s) may be related to unmet wellness needs; and
 - (f) provide referrals to support resourcing to encourage positive community engagement.

Investigation and Determination

- 15.00 Where an allegation of Non-Academic Misconduct has been made against a Student and it is determined that a Formal Investigation will be undertaken, the Respondent will be provided in writing with:
- (a) a notice of the allegation sufficient to allow the Respondent to understand the nature of the allegation (subject to any redactions made in response to health or safety concerns), including the material details of the allegations being made;
 - (b) a summary of pertinent information regarding the alleged Non-Academic Misconduct;
 - (c) a timeline for providing relevant documentation;
 - (d) a proposed interview date and time (including notice of the right to reschedule within reasonable timeframes and under reasonable circumstances);
 - (e) information on available supports, including information on the university Ombudsperson; and
 - (f) access to a copy of the Non-Academic Misconduct Policy and other relevant supporting university policies or documents.
- 15.01 While the Office of Student Life will make multiple efforts to contact a Student regarding an allegation, it is the Student's responsibility to monitor email and respond.
- 16.00 The Office of Student Life may appoint an investigator who is external to the university. If so, the investigator will conduct interviews as appropriate with individuals who may have information related to an incident including, but not limited to, the Complainant, Respondent and/ or Witness(es), and will prepare a written report according to section 18.00.
- 17.00 As part of the Formal Investigation, the Office of Student Life will gather and review relevant information and conduct interviews as appropriate with the Complainant, Respondent, Witness(es) and/ or pertinent members of the University Community. The Office of Student Life will forward a summary of the information collected during the Formal Investigation to the Respondent, subject to confidentiality and privacy.
- 17.01 The Office of Student Life will provide an opportunity for an interview with the Respondent to review the allegation and the information collected in the Formal Investigation.
- 17.02 A Participant may be accompanied by a Support Person at an interview. The Office of Student Life can, upon request, provide an impartial Support Person when a Student Participant has not identified one. A Support Person does not speak on behalf of a Participant; information must come directly from the Participant (unless the investigator allows otherwise). Where a Support Person has information about, or was involved in, the alleged Non-Academic Misconduct incident, the Support Person may be interviewed separately and prior to the Participant. In cases where the Support Person has an identified conflict of interest related to the allegation of Non-Academic Misconduct, the Office of Student Life may require a Participant to use an alternate Support Person in order to safeguard a fair process.

- 17.03 Where a Participant intends to be represented by legal counsel at an interview, the Participant must provide the Office of Student Life with a minimum of two (2) university business days' notice in advance of the interview.
- (a) The Office of Student Life may, in this case, require that university legal counsel be present at an interview to observe or provide advice as required, and would inform the Respondent of this accordingly
- 17.04 Upon completion of the interview with the Respondent, the Office of Student Life will provide the Respondent with a reasonable opportunity to submit an additional response or any relevant documentation related to the allegation.
- 17.05 There is no right to cross-examination. However, the Respondent will be given an appropriate opportunity to challenge the contents of the summary of the information collected, keeping in mind the nature of the allegation, any conflicts in the information, and the importance of ensuring the safety and security of the Complainant and Witness(es).
- 17.06 A decision may be made based on available information, including in such cases where (after multiple attempts to reach the Respondent) the Respondent does not:
- (a) attend a scheduled interview;
- (b) provide relevant information or documentation requested during the Formal Investigation;
- (c) submit an additional response or documents pursuant to 17.04; or
- (d) otherwise cooperate with the Formal Investigation.
- 18.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice summarizing:
- (a) the alleged Non-Academic Misconduct;
- (b) the findings of the Formal Investigation including a statement dismissing or confirming the allegation;
- (c) the rationale for any decision made; and
- any sanction(s) to be applied.
- 19.00 At times, where appropriate, a Formal Investigation process may be expedited for efficiency, clarity, or to minimize impacts. The steps of a Formal Investigation process may be consolidated in this case. An expedited process provides a streamlined and structured response and will preserve the components of a Formal Investigation, as set out in these procedures, including the opportunity to receive a summary of the information collected and an opportunity to respond prior to a decision being made

Sanctions

- 20.00 In cases of confirmed Non-Academic Misconduct, sanctions may be applied independently or in combination as appropriate.

21.00 In determining an appropriate sanction as a result of confirmed Non-Academic Misconduct, consideration may be given to factors including:

- (a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or premises;
- (b) whether the incident is isolated;
- (c) whether the incident was inadvertent or intentional;
- (d) whether other university policies were violated;
- (e) whether the Respondent demonstrated personal responsibility and/ or insight for the confirmed incident of Non-Academic Misconduct;
- (f) related financial costs;
- (g) whether the Respondent has actively engaged in appropriate education, programming, support, interventions, or restorative engagement to proactively mitigate University Community impact and future harm; and
- (h) any other mitigating factors.

22.00 Where, after completing the Formal Investigation, the Office of Student Life has concluded on a balance of probabilities that Non-Academic Misconduct has occurred and a sanction may be appropriate, the Office of Student Life may apply sanctions up to, but not including, suspension. The following provides a non-exhaustive list of detailed examples of sanctions. A Student may only be suspended as set out in section 61 of the University Act, which grants the power to the President to suspend a Student (see section 23.00).

Sanction Examples	
Type	Description
Written Warning	A letter from the university that provides details on the violation and a warning to the Student that an additional violation will result in a more severe sanction(s).
Written Apology	Student provides a written apology to a member of the University Community, third party, or other individual(s) affected by the Student's conduct.
Letter of Expectation	A letter specifying the university's behavioural expectations of a Student, which may include conditions for continued participation in University Activities or continued access to university premises.
Education/Training or Project	A requirement that a Student complete a specified education/training program or an assignment (such as a workshop, educational session, facilitated learning, skill-development course).

Referral	Student is referred to appropriate community resources, such as alcohol/substance assessment.
Behavioral Intervention and Assessment	Student is required to engage in an assessment for the purpose of understanding appropriate supports, interventions, accommodations, or strategies necessary to ensure safe and appropriate engagement in University Activities.
Community Service	Student completes a designated number of hours of volunteer service within the university or in the broader community.
Restriction or Denial of Specified University Privileges	Restriction or denial of specified university privileges for a defined period of time.
Residence Relocation	Requiring a Student to vacate their current university residence and relocate to other on-campus housing.
Reflection Assignment	Requiring a Student to submit a reflection assignment aimed at promoting reflection, learning, accountability and personal development.
Eviction from Residence	Loss of the privilege of living in any university housing or visiting the Residence complex at any time. Eviction may be permanent, or a Student may be permitted to re-apply to live in Residence after a specified period of time and/or after specific conditions have been met.
Restitution	Payment of a specified amount to the university or to an affected member of the University Community, group or third-party if monetary loss has occurred as a result of the Non-Academic Misconduct.
Restricted Access	Restriction of the Student's access to university premises or segments of university premises or to a University Activity for a specified period of time.
Time-Limited Suspension	Loss of academic or other university privileges, which may include a restriction on entering all or segments of university premises, for a specified period of time.
Permanent Suspension	Permanent loss of academic or other university privileges, which may include a restriction on entering all or segments of university premises.

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- 21.01 As part of any sanction other than suspension, a Respondent may be required to report to the Office of Student Life or other university Unit for compliance or follow-up purposes.
- 21.02 If needed, the Office of Student Life may place an administrative hold to prevent course registration to ensure compliance with sanctions.

Suspension of a Student

- 23.00 Where, after completing the Formal Investigation, the Office of Student Life confirms on a balance of probabilities that Non-Academic Misconduct has occurred and an appropriate sanction may include (permanent or time-limited) suspension, the Office of Student Life will forward the report created under section 18.00 of these procedures to the Associate Vice-President Student Affairs for review.
- 22.01 The Associate Vice-President Student Affairs will review the report and determine if further investigation or consultation is necessary and will make a recommendation to the President as appropriate.
- 22.02 Decisions on suspension will be determined by the President. The action of the President is final and subject in all cases to an appeal to the Senate.
- 22.03 The Respondent will be given an opportunity to review the investigator's findings and make submissions to the President on the appropriate sanction.
- 22.04 Suspensions (permanent or time-limited) will be documented on a Student's transcript for the duration of the suspension.
- 24.00 When a suspension is imposed under this policy, the President (or designate) will inform:
- (a) Campus Security Services;
 - (b) the Associate Vice-President Student Affairs;
 - (c) the Office of the Registrar and Enrolment Management;
 - (d) the Dean of the Respondent's faculty;
 - (e) the General Counsel; and
 - (f) the Senate Committee on Appeals (with a statement of the President's reasons).

Communication with the Respondent

- 25.00 Upon conclusion of the Formal Investigation and determination of any sanction(s), the Respondent will be provided with written notice of the rationale for any decision made and of any sanction(s) to be applied, and information about the Respondent's right to appeal the decision. The Respondent will be provided with an opportunity to have the decision explained to them.

24.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student's transcript for the duration of the suspension.

Communication with Complainant

26.00 The university will notify the Complainant of the outcome of the Formal Investigation, and will inform the Complainant about any sanctions that have been imposed if doing so is necessary for health or safety reasons or because a sanction affects the Complainant. Complainants do not have a general right to know whether the university has disciplined the Respondent, or which sanctions are imposed. This is the Respondent's personal information, according to FIPPA, and generally only the Respondent may decide to release it.



PROCEDURES FOR APPEALING DECISIONS UNDER THE NON-ACADEMIC MISCONDUCT APPEAL POLICY

Procedural Authority: President
Procedural Officer: Associate Vice-President
Student Affairs
Parent Policy: [Non-Academic Misconduct](#)

Effective Date: August, 2017
Supersedes: August, 2011
Last Editorial Change:

PURPOSE

- 1.00 The purpose of these procedures is to set out the process for a Complainant's or Respondent's appeal of a decision made under this policy.

PROCEDURES

- 2.00 In these procedures, references to the Associate Vice-President Student Affairs also includes their designate.
- 3.00 A Complainant may appeal a decision not to investigate allegations of Non-Academic Misconduct that they reported.
- 4.00 A Respondent may appeal the following decisions:
(a) the application of Provisional Administrative Measures;
(b) finding(s) of responsibility under this Policy; and
(c) sanction(s) applied.
- 5.00 An appeal of the President's decision to suspend a Student from the university is made to the Senate. The appeal will be heard by a Senate committee. More information about this process can be found on the University Secretary's website.
- 6.00 Appeals of all other decisions are made to the Associate Vice-President Student Affairs, who will decide the appeal. The Appellant may appeal a decision within fifteen (15) university business days, provided there are sufficient grounds for appeal. An extension of time to submit an appeal may be granted in reasonable circumstances as determined by the Associate Vice-President Student Affairs in their sole discretion.
- 7.00 An appeal under these procedures is not a re-hearing. The appeal body will review the information that was available to the decision maker.
- 8.00 Any sanctions will remain in force until the appeal has been decided.

Grounds for Appeal

- 9.00 A Respondent may not appeal a decision based solely on disagreement with the sanction imposed.
- 10.00 Sufficient grounds for appeal to the Associate Vice-President Student Affairs include one or more of the following:
- (a) relevant information emerges that was not available at the time of the original decision;
 - (b) the Student who wishes to appeal believes and can demonstrate the decision or Formal Investigation was biased;
 - (c) the processes or procedures set out in the Non-Academic Student Misconduct Policy were not followed which may have substantially affected the outcome; or
 - (d) the severity of the decision or sanction imposed reasonably exceeds the nature of the Non-Academic Misconduct.
- 11.00 Sufficient grounds for appeal to the Senate will be in accordance with the designated Senate committee's terms of reference.
- Procedures for Appealing a Decision to the Associate Vice-President, Student Affairs
- 12.00 A Student who wishes to appeal a sanction to the Associate Vice-President Student Affairs must file a written statement of appeal that includes:
- (a) a statement of the grounds for appeal (see section 10.00);
 - (b) a statement of facts relevant to the grounds for appeal;
 - (c) an explanation as to why any new information provided was not available at the time of the decision;
 - (d) a statement of the remedy or relief sought;
 - (e) copies of relevant documents that support the Student's appeal; and
 - (f) the names and statements from any Witness(es) relevant to the appeal.
- 13.00 The Associate Vice-President Student Affairs will review the written statement of appeal and all other material submitted and will determine if there are sufficient grounds to proceed with the appeal.
- 14.00 The Associate Vice-President Student Affairs will normally decide an appeal on the basis of written materials only. However, the Associate Vice-President Student Affairs may exercise their discretion to convene a meeting with the Student, if requested.
- 14.01 If the Associate Vice-President Student Affairs decides to convene a meeting, they will provide the Student with at least five (5) university business days' notice of the time of the meeting. The Student may request that the meeting be rescheduled within reasonable timeframes and under reasonable circumstances.
- 14.02 The Student may be accompanied by a Support Person. Where the Student intends to be represented by legal counsel, the Student must provide the Associate Vice-President Student Affairs with a minimum of two (2) university business days notice in advance of the meeting.

- (a) The Associate Vice-President Student Affairs may, in this case, require university legal counsel be present to observe or provide advice as required, and would inform the Respondent of this accordingly.

14.03 The Associate Vice-President Student Affairs may request that other individuals attend the meeting as required.

15.00 The Associate Vice-President Student Affairs will review relevant information, seek advice as necessary, and decide an appeal within thirty (30) university business days after receiving all written submissions or the date of a meeting convened under section 14.00, whichever is later.

16.00 The Associate Vice-President Student Affairs may, after reviewing the relevant information:

- (a) uphold the original decision and/or sanction(s);
- (b) reverse or modify the decision or sanction(s); or
- (c) determine that a procedural error occurred and refer the matter back to the Office of Student Life to undertake a new Resolution Process.

17.00 The Associate Vice-President Student Affairs' decision will be communicated to the Student in writing within five (5) university business days of the decision being made.

Procedures for Appealing a Sanction to the Senate

18.00 A Student's appeal of a sanction to the Senate will be heard by the Senate Committee on Appeals or another Senate committee as designated by the Senate.

19.00 A Student who wishes to appeal a suspension must file a written statement of appeal to the designated Senate committee. Appeals will be submitted and heard in accordance with the Senate committee's terms of reference.



Student Engagement Related to the Review of Non-Academic Misconduct Allegations (AC1300)

Purpose

This memo summarizes the student consultations conducted as part of UVic's review of the Resolution of Non-Academic Misconduct Allegations Policy (AC1300). It outlines the feedback received from students and describes how this input informed policy updates. Student perspectives were gathered through surveys, focus groups, and other engagement activities undertaken throughout the review process.

Background

As part of the broader review of the Resolution of Non-Academic Misconduct Allegations Policy (AC1300), the Office of Student Life (OSL) conducted dedicated student consultations to assess awareness of the policy, understand student perceptions of misconduct, and gather feedback on reporting pathways, resolution processes, and appropriate outcomes. These consultations were undertaken to ensure that student perspectives inform the implementation of the updated policy and the development of associated educational and communication tools.

The OSL engaged the UVSS and GSS in stakeholder consultation sessions to support representation of the broader student population. And in April of 2025 and February of 2026, opportunities were provided to the Student Senators to provide feedback into policy AC1300.

In addition, the consultation process also included:

Student Survey (n=248): Distributed to undergraduate and graduate students via a university-facilitated communications campaign, including emails and posters on campus. The survey examined students' perceptions of non-academic misconduct, their views on when and how they should learn about AC1300, their comfort with reporting concerns to various university units, their expectations regarding appropriate mechanisms to address misconduct, and their preferred support options.

Student Focus Groups (n=13): Two facilitated sessions with upper-year/graduate students (n=10) and first-year students (n=3) recruited for participation via a social media and online platform campaign. Participants represented a cross-section of domestic and international students, on-campus residents, student volunteers and paraprofessional staff, graduate students, and transfer students. The sessions explored how students interpret misconduct, how they expect the university to respond, and what they consider fair and effective resolution pathways.

The findings from these consultations inform the OSL's implementation planning for the updated AC1300 policy and guide the development of student-facing educational and communication tools.





Feedback

Awareness and Timing of Learning about AC1300: Students demonstrated low awareness of AC1300. Those that did indicate that they were aware of the policy identified Orientation as the primary source of introduction. Participants endorsed poster campaigns, student service or academic unit sessions, and event-based outreach as viable avenues to introduce the policy. Many respondents also emphasized the need for clear, accessible examples of misconduct and process steps.

Perceptions of Non-Academic Misconduct: When asked about their understanding of non-academic misconduct, students described it as a broad continuum of behaviours, ranging from interpersonal challenges to harassment, hate incidents, and violence. Survey responses indicated strong agreement that the policy should address behaviours that threaten safety, with more varied perspectives on lower-impact behaviours. Focus group participants emphasized that misconduct should include on- and off-campus behaviour, including online conduct, and expressed the view that the university retains responsibility for student safety regardless of where incidents occur. Students raised questions about nuanced contexts, highlighting that it is not always clear to students that the university can offer support even in cases where jurisdiction to initiate a formal response is limited.

Expectations for Resolution Processes and Outcomes: Students demonstrated differentiated expectations for resolution processes based on the severity and nature of the behaviour and advocated for proportionate application of the policy, with consideration of context, intent, and contributing factors such as mental health or substance use. Focus group participants also emphasized the importance of safety assurances for complainants, impacted parties, or witnesses.

Through all consultations, students expressed a desire for:

- Educational and developmental outcomes such as reflections, apologies, community service, and access to support resources.
- Behavioural interventions, including anger-management programming or mandated counselling.
- More robust sanctions, including the use of suspension, for serious or repeated misconduct.

Preferred Support Mechanism: Most survey respondents (85%) identified that they would prefer support from a professional university staff member, aligning with current OSL practice of pairing students involved in a AC1300 process with a Student Support Coordinator.

Implementation of feedback

The feedback highlights several areas where the university can strengthen student support, enhance clarity, and align outcomes with student expectations. These themes help inform the OSL's implementation planning for the updated AC1300 policy.





- Clarifying the availability of support regardless of jurisdiction (on- or off-campus, online, or in community settings).
- Increase visibility of OSL's role through outreach and collaboration with student-facing units.
- Diversify outcomes and sanctions that emphasize learning, accountability, and behaviour change, to reflect student feedback.

Next steps

To support the rollout of the updated AC1300 policy and respond to student feedback, OSL will undertake the following actions:

- Update student-facing website content to provide clearer definitions, identified reporting options and process explanations.
- Develop new tools and resources for respondents, complainants and witnesses.
- Expand outreach and tabling efforts to increase visibility and role clarity.
- Collaborate with academic units and student services to enhance campus understanding of AC1300.





Introduction of Provisional Administrative Measures (PAMs) within the Non-Academic Misconduct Policy (AC1300)

Purpose

To introduce Provisional Administrative Measures (PAMs) within the UVic's Non-Academic Misconduct policy. These measures provide a flexible, non-disciplinary tool to support the integrity and fairness of conduct processes while differentiating them from Interim Measures applied under the [Response to At-Risk Behaviour Policy \(SS9125\)](#).

Background

The university's Response to At-Risk Behaviour Policy (SS9125) is a Board of Governors approved policy that provides a framework for the university to respond immediately to at-risk behaviour. The policy sets out a process for applying Interim Measures, which are defined in the policy as a restriction on an individual's ability to enter upon or to carry out activities upon university premises, or their ability to exercise certain university privileges. According to Policy SS9125, Interim Measures are designed for situations involving significant safety concerns and often require rapid action that temporarily limits procedural fairness.

Currently, the university relies on SS9125 and its process to apply Interim Measures to manage interactions or impacts between parties during a resolution process under AC1300. However, many conduct files involve no immediate safety risk but still require temporary boundaries or expectations to preserve the integrity of the process, reduce ongoing impacts between parties, and prevent escalation. At present, there is no policy-embedded mechanism to implement such reasonable, non-disciplinary measures prior to a finding of misconduct. This gap has resulted in the disproportionate use of Interim Measures in situations that may not clearly meet the threshold of safety risk, particularly when applied during a long-term process.

The development of Provisional Administrative Measures is intended to address this gap and more fully support respectful, safe, and appropriate processes within the Non-Academic Misconduct policy.

Definition of Provisional Administrative Measures

Provisional Administrative Measures are temporary, non-disciplinary measures that can be applied during a conduct process to:

- Maintain the integrity, fairness, and confidentiality of the Resolution Process
- Manage ongoing impacts and interactions between parties
- Mitigate the potential for further conduct concerns
- Support wellness or disability-related interventions that may be necessary in a non-escalatory manner.





They are embedded directly within the conduct policy and include procedural safeguards such as mandatory review periods, opportunities to raise concerns and share perspectives, and an appeal mechanism.

Differentiation from Interim Measures under the Response to At-Risk Behaviour Policy

Provisional Administrative Measures (PAMs) are distinct from Interim Measures under the Response to At-Risk Behaviour Policy. PAMs are non-disciplinary, flexible, and focused on process integrity and wellbeing, whereas Interim Measures are reserved for emergencies and significant safety concerns.

Rationale and Advantages

- Less escalatory option for implementing non-disciplinary and temporary measures
- Greater discretion and flexibility to apply, modify, or remove measures
- Embedded procedural fairness mechanisms
- Supports de-escalation from Interim Measures once acute safety concerns have been addressed
- Allows escalation to Interim Measures if new safety concerns emerge
- Fills a current policy gap by providing a reasonable tool to manage conduct-related concerns prior to a finding
- Enhances and diversifies responsiveness to wellness and disability-related behaviours
- Improves administrative efficiency by reducing reliance on CSEC and General Counsel where this is not necessary
- Preserves the integrity and functionality of the Response to At-Risk Behaviour Policy.

Examples of Application

1) Managing Impacts During a Lengthy Investigation:

Two students involved in a historical incident are engaged in a formal investigation. There is no ongoing threat, but the social impacts and risk of information-sharing are significant. PAMs could include no-contact expectations and temporary restrictions on entering specific areas.

2) Supporting Wellness-Related Behavioural Concerns:

A student's behaviour stemming from a mental-health-related incident has caused concern but is not unsafe. PAMs could establish behavioural expectations and ensure access to appropriate resources while reducing contact or impact to other parties.

3) Behavioural Expectations During a Voluntary Process:

A student who becomes disruptive when escalated due to an underlying disability is participating in a voluntary intervention process to address the behaviours and learn new strategies. PAMs could





set clear behavioural expectations and boundaries while the student engages in the intervention process.

Conclusion

Provisional Administrative Measures strengthen the institution's ability to manage conduct processes fairly, proportionately, and efficiently. They provide a needed middle-ground tool that is less escalatory than Interim Measures but sufficiently structured to maintain the integrity of the Resolution Process and support all parties involved.





MEMO

Office of the University Secretary

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Phone: 250-721-8101 | Email: usec@uvic.ca

To: Members of Senate
From: Carrie Andersen, University Secretary
Date: April 22, 2026
Subject: Election to the Senate Committee on Agenda and Governance

The *Senate Rules and Procedures* state that:

57.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

On May 5, 2023, Mark Laidlaw was nominated and acclaimed by Senate to serve on the committee for a 3-year term which will end on June 30, 2026. As of July 1, 2026 there is a vacancy for an elected position on the Senate Committee on Agenda and Governance. Nominations for the position will be accepted on the floor of the May 8, 2026 Senate meeting. If required, an election will take place at the meeting.



UVic Undergraduate Program Changes: September 2026

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Curriculum and Instruction	BED-ELEP	Post-Degree Professional Program (Elementary)	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Educational Psychology and Leadership Studies	MNR-APPL	Applications of Psychology and Leadership	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Curriculum and Instruction	PSC-TESL *	Teaching English to Speakers of Other Languages	Creation	School of Languages, Linguistics, and Cultures, Co-operative Education Program and Career Services

UVic Undergraduate Program Changes: September 2026

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Biomedical Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	BENG-BME	Biomedical Engineering	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Electrical and Computer Engineering	BENG-CENG	Computer Engineering	Change of the required courses for a program	Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Computer Science, Software Engineering, Biomedical Engineering, Department of Chemistry, Associate Vice-President Academic Planning (AVPAP)
Department of Electrical and Computer Engineering	BENG-ELEC	Electrical Engineering	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Software Engineering, Department of Computer Science, Biomedical Engineering
Faculty of Engineering and Computer Science	BENG-LNPD	Engineering and Computer Science LaunchPad	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Computer Science, School of Music	BFA-MUCS	Music and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Visual Arts	BFA-VACS	Visual Arts and Computer Science	Change of the required courses for a program	Faculty of Fine Arts, Department of Computer Science, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science	BSC-CMSH	Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science	BSC-CMSH-SSYO	Software Systems Option	Discontinuance	
Department of Computer Science	BSC-CMSM	Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science	BSC-CMSM-CCNO	Computer Communications and Networks Option	Discontinuance	
Department of Computer Science	BSC-CMSM-CGG	Computer Graphics and Gaming Option	Discontinuance	
Department of Computer Science	BSC-CMSM-CMTO	Theory Option	Discontinuance	
Department of Computer Science	BSC-CMSM-SSYO	Software Systems Option	Discontinuance	
School of Health Information Science, Department of Computer Science	BSC-CSHI	Computer Science and Health Information Science	Change of the required courses for a program	School of Health Information Science, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-CTSC	Computer Science and Mathematics	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-CTSD	Computer Science and Mathematics	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-DSSC	Data Science	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-DSSD	Data Science	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)

Department of Computer Science, Department of Geography	BSC-GCSC	Geography and Computer Science (Geomatics)	Change of the required courses for a program	Department of Geography, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, School of Music	BSC-MUCS	Music and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Physics and Astronomy	BSC-PCSC	Physics and Computer Science	Change of the required courses for a program	Department of Physics and Astronomy, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Physics and Astronomy	BSC-PCSD	Physics and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Psychology	BSC-PXSC	Psychology and Computer Science	Change of the required courses for a program	Department of Psychology, Department of Electrical and Computer Engineering, Department of English, Software Engineering, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Visual Arts	BSC-VACS	Visual Arts and Computer Science	Change of the required courses for a program	Faculty of Fine Arts, Department of Computer Science, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Electrical and Computer Engineering, Software Engineering	BSENG-BSEN	Software Engineering	Change of the required courses for a program	Department of Electrical and Computer Engineering, Software Engineering, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science	MNR-COSC	Computer Science	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Faculty of Engineering and Computer Science	UG-EN-COOP	Faculty of Engineering and Computer Science: Co-op Requirements	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Co-operative Education Program and Career Services, Department of Civil Engineering, Department of Computer Science, Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Visual Arts, School of Music, Department of Psychology, Department of Geography, School of Health Information Science, Software Engineering, Biomedical Engineering
Department of Computer Science	UG-EN-CSC-COOP	Computer Science: Co-op Requirements	Discontinuance	
Faculty of Engineering and Computer Science	UG-EN-NSE	Faculty of Engineering and Computer Science: Natural Science Elective Courses	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	

UVic Undergraduate Program Changes: September 2026

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies	BA-AHAH	Art History and Visual Studies	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Medieval Studies Program, European Studies, Religion, Culture and Society Program, Indigenous Studies Program, Media Studies, Department of English, Department of Anthropology, School of Languages, Linguistics, and Cultures, Department of Gender Studies, Department of Greek and Roman Studies, Co-operative Education Program and Career Services, Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	BA-AHAM	Art History and Visual Studies	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Media Studies, European Studies, Religion, Culture and Society Program, Indigenous Studies Program, Medieval Studies Program, Department of English, Department of Anthropology, School of Languages, Linguistics, and Cultures, Department of Gender Studies, Department of Greek and Roman Studies, Associate Vice-President Academic Planning (AVPAP)
School of Music	BA-MUAM	Music	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	BA-THAH	Theatre History	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Writing	BA-WRAM	Writing	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, School of Music	BFA-MUCS	Music and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	BFA-THFM	Theatre	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	BFA-THFM-DES	Design Focus	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Theatre	BFA-THFM-PRO	Production and Management Focus	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Computer Science, Department of Visual Arts	BFA-VACS	Visual Arts and Computer Science	Change of the required courses for a program	Faculty of Fine Arts, Department of Computer Science, Associate Vice-President Academic Planning (AVPAP)
Department of Visual Arts	BFA-VAFH	Visual Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Visual Arts	BFA-VAFM	Visual Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Writing	BFA-WRFM	Writing	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MART	Musical Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

School of Music	BMUS-ME	Music Education	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MYSS	Musicology and Sound Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-PRFM	Performance	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, School of Music	BSC-MUCS	Music and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Visual Arts	BSC-VACS	Visual Arts and Computer Science	Change of the required courses for a program	Faculty of Fine Arts, Department of Computer Science, Associate Vice-President Academic Planning (AVPAP)
School of Music	MNR-MUS	Music	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Visual Arts	MNR-VART	Visual Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	UG-AHVS-REQ	Art History and Visual Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Medieval Studies Program, European Studies, Religion, Culture and Society Program, Indigenous Studies Program, Media Studies, Department of English, Department of Anthropology, School of Languages, Linguistics, and Cultures, Department of Gender Studies, Department of Greek and Roman Studies, Associate Vice-President Academic Planning (AVPAP)
Faculty of Fine Arts	UG-FA-REQ	Faculty of Fine Arts: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Art History and Visual Studies, Department of Theatre, Department of Writing, School of Music, Associate Vice-President Academic Planning (AVPAP)
School of Music	UG-MUS-REQ	Music: Requirements	Change of the required courses for a program	Faculty of Fine Arts, Associate Vice-President Academic Planning (AVPAP)

UVic Undergraduate Program Changes: September 2026 Faculty of Health

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Health and Social Policy	BA-PH	Public Health	Change of the required courses for a program	School of Child and Youth Care, Associate Vice-President Academic Planning (AVPAP)
School of Health Information Science, Department of Computer Science	BSC-CSHI	Computer Science and Health Information Science	Change of the required courses for a program	School of Health Information Science, Associate Vice-President Academic Planning (AVPAP)
School of Health Information Science	BSC-HINF	Health Information Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	BSN-NURS	Nursing	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Discontinuance	Co-operative Education Program and Career Services
School of Nursing	UG-NURS-REQ	Nursing: Requirements	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Discontinuance	Co-operative Education Program and Career Services

UVic Undergraduate Program Changes: September 2026

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of English	BA-ENAH	English	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of English	BA-ENAM	English	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	BA-FFAH	French and Francophone Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	BA-FFAM	French and Francophone Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Medieval Studies Program	BA-MDAH	Medieval Studies	Change of the required courses for a program	Department of Art History and Visual Studies, Department of Anthropology, Department of Greek and Roman Studies, School of Languages, Linguistics, and Cultures, Department of English, Religion, Culture and Society Program, Media Studies, Department of History, Department of Pacific and Asian Studies, Associate Vice-President Academic Planning (AVPAP)
Medieval Studies Program	BA-MDAM	Medieval Studies	Change of the required courses for a program	School of Languages, Linguistics, and Cultures, Department of History, Department of Art History and Visual Studies, Department of Anthropology, Department of Pacific and Asian Studies, Department of Greek and Roman Studies, Religion, Culture and Society Program, Department of English, Media Studies, Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	CERT-FLCP	Language and Cultural Proficiency: French	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of English	MNR-ENGL	English	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Languages, Linguistics and Cultures	MNR-FFST	French and Francophone Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Medieval Studies Program	MNR-MDST	Medieval Studies	Change of the required courses for a program	Department of English, Department of Anthropology, Department of Art History and Visual Studies, Department of Greek and Roman Studies, Department of Pacific and Asian Studies, Media Studies, School of Languages, Linguistics, and Cultures, Department of History, Department of Philosophy, Religion, Culture and Society Program, Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	MNR-PASS	Pacific and Asian Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	UG-FRAN-REQ	French and Francophone Studies: Requirements	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Indigenous Studies Program	UG-IS-REQ	Indigenous Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Political Science, Department of Art History and Visual Studies, Department of Geography, Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	UG-LING-REQ	Linguistics: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Medieval Studies Program	UG-MEDI-REQ	Medieval Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Art History and Visual Studies, Department of English, Department of Greek and Roman Studies, School of Languages, Linguistics, and Cultures, Department of History, Department of Philosophy, Religion, Culture and Society Program, Department of Anthropology, Media Studies, Department of Pacific and Asian Studies, Associate Vice-President Academic Planning (AVPAP)

UVic Undergraduate Program Changes: September 2026

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-BCSC	Biochemistry and Chemistry	Discontinuance	Department of Chemistry
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-BCSD	Biochemistry and Chemistry	Discontinuance	Department of Chemistry
Department of Biochemistry and Microbiology	BSC-BCSH	Biochemistry	Discontinuance	Department of Physics and Astronomy, Department of Chemistry
Department of Biochemistry and Microbiology	BSC-BCSM	Biochemistry	Discontinuance	
Department of Biology, Department of Mathematics and Statistics	BSC-BMSC	Biology and Mathematics and Statistics	Change of the required courses for a program	Department of Biology, Associate Vice-President Academic Planning (AVPAP)
Department of Chemistry, Department of Mathematics and Statistics	BSC-CASC	Chemistry and Mathematics	Change of the required courses for a program	Department of Chemistry, Associate Vice-President Academic Planning (AVPAP)
Department of Chemistry, Department of Mathematics and Statistics	BSC-CASD	Chemistry and Mathematics	Change of the required courses for a program	Department of Chemistry, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-CTSC	Computer Science and Mathematics	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-CTSD	Computer Science and Mathematics	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-DSSC	Data Science	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Mathematics and Statistics	BSC-DSSD	Data Science	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BSC-MASH	Mathematics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BSC-MASM	Mathematics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BSC-MASM-AMO	Applied Mathematics Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology	BSC-MBSH	Microbiology	Discontinuance	Department of Physics and Astronomy, Department of Chemistry
Department of Biochemistry and Microbiology	BSC-MBSM	Microbiology	Discontinuance	
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-MCSC	Microbiology and Chemistry	Discontinuance	Department of Chemistry
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-MCSD	Microbiology and Chemistry	Discontinuance	Department of Chemistry
Department of Biochemistry and Microbiology	BSC-MLH*	Molecular Life Sciences	Creation	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-MLSC*	Molecular Life Sciences and Chemistry	Creation	Department of Chemistry

Department of Biochemistry and Microbiology	BSC-MLSC-BIOC*	Biochemistry Option	Creation	Department of Biology, Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BSC-MLSC-MICRO*	Microbiology Option	Creation	Department of Biology, Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-MLSH*	Molecular Life Sciences and Chemistry	Creation	Department of Chemistry
Department of Biochemistry and Microbiology	BSC-MLSM*	Molecular Life Sciences	Creation	Department of Physics and Astronomy, Department of Chemistry, Department of Biology
Department of Mathematics and Statistics	BSC-MSSC	Mathematics and Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BSC-MSSD	Mathematics and Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Chemistry	BSC-MSSH	Chemistry for the Medical Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Chemistry	BSC-MSSM	Chemistry for the Medical Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology, Department of Physics and Astronomy	BSC-PBSC	Physics and Biochemistry	Discontinuance	Department of Physics and Astronomy
Department of Biochemistry and Microbiology, Department of Physics and Astronomy	BSC-PBSD	Physics and Biochemistry	Discontinuance	Department of Physics and Astronomy
Department of Computer Science, Department of Physics and Astronomy	BSC-PCSC	Physics and Computer Science	Change of the required courses for a program	Department of Physics and Astronomy, Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Physics and Astronomy	BSC-PCSD	Physics and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology, Department of Physics and Astronomy	BSC-PMLH*	Physics and Molecular Life Sciences	Creation	Department of Physics and Astronomy
Department of Biochemistry and Microbiology, Department of Physics and Astronomy	BSC-PMLM*	Physics and Molecular Life Sciences	Creation	Department of Physics and Astronomy
Department of Physics and Astronomy, Department of Mathematics and Statistics	BSC-PMSD	Physics and Mathematics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Physics and Astronomy
Department of Mathematics and Statistics	BSC-STSH	Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BSC-STSM	Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology	MNR-BIOC	Biochemistry	Discontinuance	Department of Physics and Astronomy, Department of Chemistry, Department of Biology
Department of Biochemistry and Microbiology	MNR-MICR	Microbiology	Discontinuance	Department of Chemistry, Department of Physics and Astronomy, Department of Biology
Department of Biochemistry and Microbiology	MNR-MLSC*	Molecular Life Sciences	Creation	Department of Physics and Astronomy, Department of Chemistry, Department of Biology
Department of Mathematics and Statistics	MNR-STAT	Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology	UG-BIOC-COOP	Biochemistry and Microbiology: Co-op Requirements	Discontinuance	

Department of Biochemistry and Microbiology	UG-BIOC-REQ	Biochemistry and Microbiology: Requirements Discontinuance		
Department of Biochemistry and Microbiology	UG-MLSC-COOP	Molecular Life Sciences: Co-op Requirements	Creation	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology	UG-MLSC-REQ	Molecular Life Sciences: Requirements	Creation	Department of Physics and Astronomy, Department of Chemistry, Department of Biology
Faculty of Science	UG-SC-REQ	Faculty of Science: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	

UVic Undergraduate Program Changes: September 2026

Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Anthropology	BA-ANAH	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAH-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAM	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAM-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Environmental Studies	BA-ESAM-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BA-GEAH-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BA-GEAM-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Psychology	BA-PSAH	Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Sociology	BA-SOAH	Sociology	Change of the required courses for a program	Social Justice Studies, Associate Vice-President Academic Planning (AVPAP)
Department of Sociology	BA-SOAH-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Sociology	BA-SOAM	Sociology	Change of the required courses for a program	Social Justice Studies, Associate Vice-President Academic Planning (AVPAP)
Department of Sociology	BA-SOAM-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSH	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSH-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSM	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSM-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Geography	BSC-GCSC	Geography and Computer Science (Geomatics)	Change of the required courses for a program	Department of Geography, Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESH-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESM-CEO	Community Engagement Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Psychology	BSC-PSSH	Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Computer Science, Department of Psychology	BSC-PXSC	Psychology and Computer Science	Change of the required courses for a program	Department of Psychology, Department of Electrical and Computer Engineering, Department of English, Software Engineering, Associate Vice-President Academic Planning (AVPAP)

School of Public Administration	MNR-ADMN	Public Administration	Change in the description of a program or credential not involving any change in program or credential requirements	Faculty of Science
School of Public Administration	MNR-ICDG	Indigenous Community Development and Governance	Change in the description of a program or credential not involving any change in program or credential requirements	Faculty of Science
Faculty of Social Sciences	UG-SS-REQ	Faculty of Social Sciences: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Department of Anthropology, School of Environmental Studies, Department of Geography, Department of Sociology, School of Public Administration, Social Justice Studies, European Studies, Associate Vice-President Academic Planning (AVPAP)

UVic Undergraduate Program Changes: September 2026
Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MNR-BUSX	Business	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Department of Psychology, Department of Economics
Peter B. Gustavson School of Business	UG-BUSI-REQ	Business: Requirements	Other	

UVic Undergraduate Course Changes: September 2026

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
School of Child and Youth Care	CYC464	Disability Studies and CYC Praxis	Prerequisite, Description	School of Public Health and Social Policy
Department of Curriculum and Instruction	EDCI481	Introduction to TESOL	New	Co-operative Education Program and Career Services, Division of Continuing Studies, School of Languages, Linguistics and Cultures, Faculty of Humanities
Department of Curriculum and Instruction	EDCI482	Language Foundations for TESOL	New	Co-operative Education Program and Career Services, Faculty of Humanities, Division of Continuing Studies, School of Languages, Linguistics and Cultures
Department of Curriculum and Instruction	EDCI483	TESOL Sociocultural Perspectives	New	Co-operative Education Program and Career Services, Division of Continuing Studies, Faculty of Humanities, School of Languages, Linguistics and Cultures
Department of Curriculum and Instruction	EDCI484	TESOL Curriculum and Pedagogy	New	Co-operative Education Program and Career Services, Division of Continuing Studies, School of Languages, Linguistics and Cultures, Faculty of Humanities
Department of Educational Psychology and Leadership Studies	ED-D116	Communication for Personal and Professional Success	Delete	Counselling Psychology Program
Department of Educational Psychology and Leadership Studies	ED-D277	Resilience and Coping to Overcome Adversity	Cross-listing, Title	Faculty of Health
Department of Educational Psychology and Leadership Studies	ED-D307	Creative Community-based Education, Research and Activism	Title, Description	
Department of Educational Psychology and Leadership Studies	ED-D446	Advanced Critical Resilience Studies	New	Faculty of Health, Faculty of Social Sciences, Faculty of Humanities, Faculty of Engineering and Computer Science, Faculty of Engineering and Computer Science - Professional Programs, Faculty of Science, Peter B. Gustavson School of Business, Faculty of Fine Arts
Faculty of Education	EDUC308	Learning Collective	New	

UVic Undergraduate Course Changes: September 2026

Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Biomedical Engineering	BME320	Engineering Materials with BME applications	Description, Mutually exclusive note (MX)	
Biomedical Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	BME335	Biosensors and Instrumentation	Prerequisite, Pre or corequisite, Description	
Biomedical Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	BME350	Biomedical Engineering Design	Mutually exclusive note (MX), Description	
Biomedical Engineering	BME351	Engineering Design for Biomedical Systems	New	Department of Mechanical Engineering, Department of Electrical and Computer Engineering
Biomedical Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	BME403	Medical Image Processing	Prerequisite, Description	
Biomedical Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	BME448	Introduction to Musculoskeletal Biomechanics	Hours, Supplemental note, Cross-listing	
Biomedical Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	BME481	Biomaterials and Tissue Engineering	Hours, Prerequisite, Cross-listing	
Biomedical Engineering, Department of Mechanical Engineering	BME515	Biomaterials and Tissue Engineering	Hours, Cross-listing	
Department of Computer Science	CSC110	Fundamentals of Programming I	Description	Department of Mathematics and Statistics, Department of Chemistry, Department of Economics, School of Music, Department of Physics and Astronomy, Department of Biochemistry and Microbiology, Department of Psychology, Department of Civil Engineering, Department of Geography, Department of Biology, School of Earth and Ocean Sciences, Biomedical Engineering, Department of Visual Arts, School of Health Information Science, Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Software Engineering, Faculty of Education, Media Studies, School of Languages, Linguistics and Cultures

Department of Computer Science	CSC115	Fundamentals of Programming II	Description	Department of Mathematics and Statistics, Department of Chemistry, School of Music, Department of Psychology, Department of Physics and Astronomy, Department of Geography, Department of Biology, Biomedical Engineering, Department of Visual Arts, Software Engineering, School of Health Information Science, Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Faculty of Education
Department of Computer Science	CSC120	Society, Ethics, Professionalism and Computing	New	Department of Philosophy, Department of Physics and Astronomy, School of Health Information Science, School of Music, Department of Visual Arts, Department of Psychology, Department of Mathematics and Statistics, Department of Geography, Software Engineering, Department of Electrical and Computer Engineering, Department of English, Academic and Technical Writing Program
Department of Computer Science	CSC205	2D Computer Graphics and Image Processing	Sunset	
Department of Computer Science	CSC225	Algorithms and Data Structures I	Description, Prerequisite	School of Music, Department of Psychology, Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Geography, Department of Visual Arts, School of Health Information Science, Department of Electrical and Computer Engineering
Department of Computer Science	CSC226	Algorithms and Data Structures II	Description	School of Music, Department of Psychology, Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Geography, Department of Visual Arts, Software Engineering, School of Health Information Science, Department of Electrical and Computer Engineering
Department of Computer Science	CSC230	Introduction to Computer Architecture	Description	School of Music, Department of Psychology, Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Geography, Department of Visual Arts, School of Health Information Science, Department of Electrical and Computer Engineering, Software Engineering, Faculty of Education
Department of Computer Science	CSC305	Introduction to Computer Graphics	Description, Prerequisite	Department of Mathematics and Statistics, School of Music, Department of Geography, Department of Visual Arts, Software Engineering, Department of Electrical and Computer Engineering

Department of Computer Science	CSC320	Foundations of Computer Science	Prerequisite	School of Music, Department of Psychology, Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Visual Arts, Software Engineering, School of Health Information Science, Department of Electrical and Computer Engineering
Department of Computer Science	CSC321	Introduction to Artificial Intelligence	Subject and/or number, Formerly, Description, Mutually exclusive note (MX), Prerequisite	
Department of Computer Science	CSC322	Logic and Programming	Subject and/or number	Department of Psychology, Department of Mathematics and Statistics, Software Engineering, Department of Electrical and Computer Engineering
Department of Computer Science	CSC330	Programming Languages	Description, Prerequisite	School of Music, Department of Mathematics and Statistics, School of Health Information Science, Software Engineering, Department of Electrical and Computer Engineering
Department of Computer Science	CSC360	Operating Systems	Prerequisite, Description	School of Music, Department of Psychology, Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Geography, Department of Visual Arts, Software Engineering, School of Health Information Science, Department of Electrical and Computer Engineering
Department of Computer Science	CSC370	Database Systems	Description, Prerequisite	Department of Mathematics and Statistics, School of Music, Department of Psychology, Department of Geography, Department of Visual Arts, Software Engineering, Department of Electrical and Computer Engineering
Department of Computer Science	CSC421	Introduction to Artificial Intelligence	Subject and/or number	Department of Psychology, Department of Mathematics and Statistics, Software Engineering, Department of Electrical and Computer Engineering
Department of Computer Science	CSC423	Randomized Algorithms	Description, Prerequisite	Department of Mathematics and Statistics, Department of Geography, Software Engineering, Department of Electrical and Computer Engineering
Department of Computer Science	CSC425	Analysis of Algorithms	Prerequisite, Description	Department of Mathematics and Statistics, Software Engineering, Department of Electrical and Computer Engineering
Department of Computer Science	CSC432	Logic and Programming	Subject and/or number, Formerly, Mutually exclusive note (MX), Prerequisite	
Department of Computer Science	CSC471	Fundamentals of Computer Rendering	Sunset	Department of Geography, Software Engineering, Department of Electrical and Computer Engineering

Department of Computer Science	CSC475	Music Retrieval Techniques	Description, Prerequisite	Department of Mathematics and Statistics, School of Music, Software Engineering, Department of Electrical and Computer Engineering
Department of Electrical and Computer Engineering	ECE255	Introduction to Computer Architecture	Prerequisite, Pre or corequisite	Department of Computer Science, Software Engineering
Department of Electrical and Computer Engineering	ECE265	Continuous-Time and Discrete-Time Signals and Systems	New	Software Engineering, Biomedical Engineering, Department of Computer Science, Department of Mechanical Engineering, School of Music
Department of Electrical and Computer Engineering	ECE270	Cyber-Physical Systems and Internet of Things	Pre or corequisite, Description	Software Engineering
Department of Electrical and Computer Engineering	ECE300	Linear Circuits II	Prerequisite, Pre or corequisite	Biomedical Engineering, Department of Mathematics and Statistics
Department of Electrical and Computer Engineering	ECE311	Foundations of Machine Learning	New	Department of Computer Science, Software Engineering, Department of Mathematics and Statistics
Department of Electrical and Computer Engineering	ECE315	Intermediate Signal Processing	New	Software Engineering, Biomedical Engineering, Department of Computer Science, School of Music
Department of Electrical and Computer Engineering	ECE335	Biosensors and Instrumentation	Prerequisite, Pre or corequisite, Description	Biomedical Engineering
Department of Electrical and Computer Engineering	ECE350	Communications Theory and Systems I	Description, Prerequisite	Biomedical Engineering
Department of Electrical and Computer Engineering	ECE356	Engineering System Software	Subject and/or number	Software Engineering, Department of Computer Science
Department of Electrical and Computer Engineering	ECE360	Control Theory and Systems I	Description, Prerequisite	Biomedical Engineering, Software Engineering, Department of Mechanical Engineering
Department of Electrical and Computer Engineering	ECE407	Digital Signal Processing II	Prerequisite	School of Music, Department of Computer Science, Software Engineering
Department of Electrical and Computer Engineering	ECE435	Medical Image Processing	Prerequisite, Description	Software Engineering, Biomedical Engineering, Department of Mathematics and Statistics
Department of Electrical and Computer Engineering	ECE459	Applications of Digital Signal Processing Techniques	Prerequisite	School of Music, Software Engineering, Department of Computer Science
Department of Electrical and Computer Engineering	ECE466	System-on-Chip Engineering for Signal Processing	Description, Prerequisite	Biomedical Engineering, Software Engineering
Department of Electrical and Computer Engineering	ECE470	Artificial Intelligence	Mutually exclusive note (MX)	Department of Computer Science, School of Health Information Science, Department of Mathematics and Statistics, Faculty of Health, School of Earth and Ocean Sciences, Software Engineering
Department of Electrical and Computer Engineering	ECE471	Computer Vision	Description, Prerequisite	Software Engineering
Department of Electrical and Computer Engineering	ECE476	Engineering System Software	Subject and/or number, Formerly, Description, Mutually exclusive note (MX), Prerequisite	Software Engineering, Department of Computer Science
Department of Electrical and Computer Engineering	ECE483	Digital Video Processing	Prerequisite	Software Engineering

Department of Electrical and Computer Engineering	ECE484	Audio Signal Processing	Prerequisite	School of Music, Software Engineering, Biomedical Engineering, Department of Computer Science
Department of Electrical and Computer Engineering	ECE486	Multiresolution Signal and Geometry Processing With C++	Description, Prerequisite	Software Engineering
Faculty of Engineering and Computer Science, Co-operative Education Program and Career Services	ENGR001	Work Term 1	Grading, Prerequisite	Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Department of Civil Engineering
Faculty of Engineering and Computer Science, Co-operative Education Program and Career Services	ENGR002	Work Term 2	Grading	Biomedical Engineering, Department of Civil Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Software Engineering
Faculty of Engineering and Computer Science, Co-operative Education Program and Career Services	ENGR003	Work Term 3	Grading	Biomedical Engineering, Department of Civil Engineering
Faculty of Engineering and Computer Science, Co-operative Education Program and Career Services	ENGR004	Work Term 4	Grading	Department of Civil Engineering
Department of Mechanical Engineering	MECH200A	Introduction to Technical Drawing and Computer Aided Design	Prerequisite	
Department of Mechanical Engineering	MECH350	Engineering Design	Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH392	Mechanics of Fluids II	Prerequisite	
Department of Mechanical Engineering	MECH427	Exergy Conversion and Storage	New	
Department of Mechanical Engineering	MECH430	Robotics	Prerequisite	Biomedical Engineering
Department of Mechanical Engineering	MECH443	Advanced Thermodynamics	Description, Prerequisite	
Department of Mechanical Engineering	MECH448	Introduction to Musculoskeletal Biomechanics	Hours, Supplemental note, Prerequisite, Cross-listing	
Department of Mechanical Engineering	MECH475	Aircraft Design	Mutually exclusive note (MX), Supplemental note, Prerequisite	
Department of Mechanical Engineering	MECH481	Biomaterials and Tissue Engineering	Hours, Prerequisite, Cross-listing	
Department of Computer Science	SENG265	Software Development Methods	Description, Pre or corequisite	School of Music, Department of Physics and Astronomy, Department of Mathematics and Statistics, Department of Geography, Department of Visual Arts, Software Engineering, Department of Electrical and Computer Engineering, School of Health Information Science, Department of Curriculum and Instruction, Department of Psychology
Department of Computer Science	SENG310	Human Computer Interaction	Description, Prerequisite	School of Music, Department of Psychology, Department of Geography, Department of Visual Arts, Software Engineering, Department of Electrical and Computer Engineering, Faculty of Fine Arts

Department of Computer Science	SENG365	Software Systems Development	Reinstate, Title, Description, Mutually exclusive note (MX), Prerequisite	Department of Geography, Department of Psychology, School of Music, Department of Visual Arts, School of Health Information Science, Department of Electrical and Computer Engineering, Software Engineering
Department of Computer Science	SENG421	Global Software Engineering	Sunset	Software Engineering, Department of Electrical and Computer Engineering, Peter B. Gustavson School of Business
Department of Electrical and Computer Engineering	SENG426	Software Quality Engineering	Prerequisite	Software Engineering, Department of Computer Science
Department of Computer Science	SENG455	Startup Studio	New	Peter B. Gustavson School of Business, Department of Electrical and Computer Engineering, Software Engineering
Department of Electrical and Computer Engineering	SENG468	Software System Scalability	Prerequisite	Software Engineering, Department of Computer Science
Department of Computer Science	SENG474	Data Mining	Mutually exclusive note (MX)	Department of Electrical and Computer Engineering, Software Engineering, Department of Mathematics and Statistics, School of Music, Department of Geography
Department of Electrical and Computer Engineering	SENG475	Advanced Programming Techniques for Robust Efficient Computing	Description, Prerequisite	

UVic Undergraduate Course Changes: September 2026

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS261	Art and Human Rights	New	Social Justice Studies
Department of Art History and Visual Studies	AHVS262	Queer Art History	New	Department of Gender Studies
Department of Art History and Visual Studies	AHVS263	Art, Fashion and Social Change	New	Department of Theatre
Department of Art History and Visual Studies	AHVS302	Art and Health	New	Faculty of Health
Department of Art History and Visual Studies	AHVS337C	Modern and Contemporary Art in Asia	New	Department of Pacific and Asian Studies
Department of Visual Arts	ART151	An Introduction to Contemporary Visual Art	Delete	Department of Writing, Department of Art History and Visual Studies, School of Music, Department of Theatre
Department of Visual Arts	ART155	Introduction to Contemporary Art Practices	Title, Repeatable for credit (MTO), Description, Supplemental note	School of Music, Department of Writing, Department of Art History and Visual Studies, Department of Theatre, Department of Computer Science
Department of Visual Arts	ART156	Themes in Contemporary Art Practice	New	School of Music, Department of Writing, Department of Art History and Visual Studies, Department of Theatre, Department of Computer Science
Department of Visual Arts	ART261	Digital Media Arts I	Description, Prerequisite	Department of Computer Science
Department of Visual Arts	ART262	Digital Media Arts II	Description, Prerequisite	Department of Computer Science
Department of Visual Arts	ART300	Advanced Drawing	Prerequisite	Department of Computer Science
Department of Visual Arts	ART306	Studies in Drawing, Photo, Media and Interdisciplinary Practice	Prerequisite, Description	Department of Computer Science
Department of Visual Arts	ART310	Advanced Painting	Prerequisite	Department of Computer Science
Department of Visual Arts	ART320	Advanced Sculpture	Prerequisite	Department of Computer Science
Department of Visual Arts	ART335	Field School	New	
Department of Visual Arts	ART340	Advanced Photography	Prerequisite, Description	Department of Computer Science
Department of Visual Arts	ART350	Contemporary Art Theory and Practice	Prerequisite, Description	
Department of Visual Arts	ART351	Special Studies	Prerequisite, Description	Department of Computer Science
Department of Visual Arts	ART352	Audain Studio Seminar	Description, Prerequisite	Department of Computer Science
Department of Visual Arts	ART360	Extended Media Practices	Description, Prerequisite, Repeatable for credit (MTO)	Department of Computer Science
Department of Visual Arts	ART363	Advanced Digital Art	New	
Department of Visual Arts	ART370	Advanced Video Art	Prerequisite, Description	Department of Computer Science
Department of Visual Arts	ART380	Curatorial Direction	Prerequisite	Department of Computer Science, Department of Art History and Visual Studies
Department of Visual Arts	ART395	Visual Structures in the Imaginative Realm I	Prerequisite, Description	Department of Computer Science
Department of Visual Arts	ART401	Exhibition and Professional Practices in Contemporary Art	Title, Hours, Description, Supplemental note, Prerequisite, Recommendation	
School of Music	MUS171A	Notation and Musicianship	Hours, Description	Department of Computer Science
School of Music	MUS171B	Musicianship	Hours, Pre or corequisite	Department of Computer Science

School of Music	MUS181	Chamber Music	Units, Repeatable for credit (MTO)	Department of Computer Science
School of Music	MUS223	Western Music History	Pre or corequisite	
School of Music	MUS235A	Brass Pedagogy	Hours, Prerequisite	
School of Music	MUS235B	Woodwind Pedagogy	Hours, Prerequisite	
School of Music	MUS235C	Percussion Pedagogy	Hours, Prerequisite	
School of Music	MUS235D	Strings Pedagogy	Hours, Prerequisite	
School of Music	MUS235E	Voice Pedagogy	Hours	
School of Music	MUS235F	Keyboard Pedagogy	Hours	
School of Music	MUS239	Instrumental/Vocal Jazz Pedagogy	Subject and/or number	
School of Music	MUS240	Individual Tuition	Prerequisite	
School of Music	MUS271A	Advanced Musicianship I	Prerequisite, Description, Supplemental note	Department of Computer Science
School of Music	MUS281	Chamber Music	Units, Repeatable for credit (MTO)	
School of Music	MUS302	Topics in Music Theory	Prerequisite	
School of Music	MUS323A	Topics in Music and Politics	Title, Prerequisite, Mutually exclusive note (MX)	
School of Music	MUS323B	Topics in Select Musical Genres	Title, Prerequisite, Mutually exclusive note (MX)	
School of Music	MUS323C	Topics in Musical Institutions	Title, Prerequisite, Mutually exclusive note (MX)	
School of Music	MUS339E	Jazz Methods	Subject and/or number, Title, Formerly, Mutually exclusive note (MX)	
School of Music	MUS381	Chamber Music	Units, Repeatable for credit (MTO)	
School of Music	MUS401D	Jazz Theory	Prerequisite	
School of Music	MUS438A	Instrumental Clinic for Secondary School	Hours	
School of Music	MUS438B	Choral Clinic for Secondary School	Hours	
School of Music	MUS440	Individual Tuition	Hours, Description, Prerequisite	
School of Music	MUS445	Seminar in Performance	Prerequisite	
School of Music	MUS462B	Seminar in Contemporary Composition and Performance	Description	
School of Music	MUS481	Chamber Music	Units, Repeatable for credit (MTO)	
Department of Theatre	THEA221	Acting I	Prerequisite	
Department of Theatre	THEA222	Acting II	Prerequisite	
Department of Theatre	THEA225	Introduction to Stage Movement	Delete	
Department of Theatre	THEA237	World Theatre History I	Description, Supplemental note, Prerequisite	

Department of Theatre	THEA247	World Theatre History II	Description, Supplemental note, Prerequisite
Department of Theatre	THEA321	Acting III	Prerequisite, Description
Department of Theatre	THEA323	Voice and Speech in the Theatre I	Prerequisite
Department of Theatre	THEA323A	Introduction to Voice and Speech in the Theatre	Prerequisite
Department of Theatre	THEA325	Stage Movement I	Prerequisite
Department of Theatre	THEA325A	Introduction to Stage Movement	Cross-listing, Mutually exclusive note (MX), Prerequisite
Department of Theatre	THEA416	Theories of Theatre and Performance	Title, Description

UVic Undergraduate Course Changes: September 2026

Faculty of Health

Academic unit(s)	Course	Title	Type of change	Consultation
Counselling Psychology Program	CNPY116	Communication for Personal and Professional Success	Cross-listing	
Counselling Psychology Program	CNPY277	Resilience and Coping to Promote Well-being	Title, Cross-listing, Description	Faculty of Education
School of Health Information Science	HINF112	Introduction to Health Information Analysis	Prerequisite, Description	
School of Health Information Science	HINF280	Biomedical Fundamentals	Prerequisite	Department of Computer Science
School of Health Information Science	HINF381	Epidemiology, Population Health and Public Health	Mutually exclusive note (MX), Description	School of Public Health and Social Policy
School of Public Health and Social Policy	HLTH254	Epidemiology	New	School of Health Information Science

UVic Undergraduate Course Changes: September 2026

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of English	ENSH232	Topics in Literature and Myth	Title, Description, Pre or corequisite	Religion, Culture and Society Program, Department of Greek and Roman Studies
Department of English	ENSH234	Literature of Superheroes, Aliens and Gods	New	Religion, Culture and Society Program, Department of Greek and Roman Studies, Department of Writing
Department of English	ENSH327	Cinema and Narrative Worlds	New	Media Studies, Faculty of Fine Arts, Department of Gender Studies, Department of History, Department of Pacific and Asian Studies, Department of Greek and Roman Studies, Department of Art History and Visual Studies, School of Languages, Linguistics and Cultures
Department of English	ENSH328	Cinema, Narrative and Modernity	New	Media Studies, Faculty of Fine Arts, Department of Gender Studies, Department of Art History and Visual Studies, Department of History, Department of Greek and Roman Studies, Department of Pacific and Asian Studies, School of Languages, Linguistics and Cultures
Department of English	ENSH355	Milton's Major Works	Title	Religion, Culture and Society Program
Department of English	ENSH403	Digital Communication and Social Media	Title, Prerequisite	Media Studies, Faculty of Fine Arts, School of Languages, Linguistics and Cultures
Department of English	ENSH404	Research for Professional Writers	Prerequisite, Title	Media Studies, Faculty of Fine Arts, School of Languages, Linguistics and Cultures
Department of English	ENSH486	The Holocaust in Literature (in English)	New	Department of Germanic and Slavic Studies, School of Languages, Linguistics and Cultures
School of Languages, Linguistics and Cultures	FRAN100	Level A1 Intensive French	Title, Description	
School of Languages, Linguistics and Cultures	FRAN120	Level A2 Intensive French	Title, Description	
School of Languages, Linguistics and Cultures	FRAN170	Level B1 Intensive French	Description, Mutually exclusive note (MX), Title	
School of Languages, Linguistics and Cultures	FRAN171	Level B1.1 French	New	
School of Languages, Linguistics and Cultures	FRAN172	Level B1.2 French	New	
School of Languages, Linguistics and Cultures	FRAN180	Level B2 Intensive French	Description, Mutually exclusive note (MX), Prerequisite, Title	Faculty of Education
School of Languages, Linguistics and Cultures	FRAN181	Level B2.1 French	New	
School of Languages, Linguistics and Cultures	FRAN182	Level B2.2 French	New	
School of Languages, Linguistics and Cultures	FRAN200	Introduction to French Linguistics	Prerequisite, Description	
School of Languages, Linguistics and Cultures	FRAN240	Intermediate Oral French	Prerequisite	
School of Languages, Linguistics and Cultures	FRAN275	Writing in French I	Prerequisite	Faculty of Education, Department of English
School of Languages, Linguistics and Cultures	FRAN280	Literature, Media and Culture I	Prerequisite	Faculty of Education, Department of English, Media Studies
School of Languages, Linguistics and Cultures	FRAN365A	Directed Experiential Learning	Prerequisite, Description	

Department of History	HSTR101R	Religion in History and Contemporary Life	New	Religion, Culture and Society Program
Department of History	HSTR200C	History of Yoga	New	Religion, Culture and Society Program
Faculty of Humanities	HUMA200	Introduction to Health Humanities	New	Faculty of Health
Indigenous Studies Program	IS310D	LE,NONET Preparation Seminar	Description, Recommendation, Prerequisite	Department of Anthropology, Department of Gender Studies, Department of Political Science, Department of Sociology, School of Child and Youth Care
Indigenous Studies Program	IS320	LE,NONET Research Apprenticeship	Delete	
Indigenous Studies Program	IS320A	LE,NONET Research Apprenticeship A	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS320B	LE,NONET Research Apprenticeship B	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS320C	LE,NONET Research Apprenticeship C	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS320D	LE,NONET Research Apprenticeship D	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS321	LE,NONET Community Internship	Delete	
Indigenous Studies Program	IS321A	LE,NONET Community Internship A	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS321B	LE,NONET Community Internship B	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS321C	LE,NONET Community Internship C	Description, Supplemental note, Prerequisite	
Indigenous Studies Program	IS321D	LE,NONET Community Internship D	Description, Supplemental note, Prerequisite	
Latin American Studies Program	LAS303	Mexican Food Culture	New	School of Languages, Linguistics and Cultures
School of Languages, Linguistics and Cultures	LING174	Understanding Applied Linguistics	New	
School of Languages, Linguistics and Cultures	LING370A	Psycholinguistics	Hours, Description, Prerequisite	School of Health Information Science, Department of Psychology
School of Languages, Linguistics and Cultures	LING397	Issues in Cross-Cultural Communication	Title, Mutually exclusive note (MX), Supplemental note	Intercultural Studies, Social Justice Studies
School of Languages, Linguistics and Cultures	LING496	Supporting Language Learning for Refugees and Newcomers	New	
Department of Pacific and Asian Studies	PAAS251	Music Cultures of Global Asia	New	School of Music
Department of Pacific and Asian Studies	PAAS254	Martial Arts Across Asia	New	Department of Anthropology, Film Studies
Department of Pacific and Asian Studies	PAAS304	Asian Aesthetics and Poetics	Reinstate, Prerequisite	Faculty of Fine Arts
Department of Pacific and Asian Studies	PAAS367	Religion and Non-violent Civil Disobedience	Description, Prerequisite	Religion, Culture and Society Program, Social Justice Studies
Department of Pacific and Asian Studies	PAAS388	Modern Japanese Literary and Cinematic Narrative in Translation	Title, Description, Formerly, Prerequisite	Department of History, Media Studies, Film Studies, School of Languages, Linguistics and Cultures
Department of Pacific and Asian Studies	PAAS410	Advanced Topics in Chinese Language and Culture	Units, Hours, Formerly, Prerequisite	School of Languages, Linguistics and Cultures
Department of Pacific and Asian Studies	PAAS412	Media Chinese	Title, Formerly	Media Studies, School of Languages, Linguistics and Cultures

Department of Philosophy	PHIL219	AI Ethics	New	Department of Computer Science, Faculty of Engineering and Computer Science
Religion, Culture and Society Program	RCS102	Religion in History and Contemporary Life	New	
Religion, Culture and Society Program	RCS220	History of Yoga	New	Department of History
Religion, Culture and Society Program	RCS234	Literature of Superheroes, Aliens and Gods	New	Department of English, Department of Writing
Religion, Culture and Society Program	RCS311	Religion and Non-violent Civil Disobedience	Description, Prerequisite	Department of Pacific and Asian Studies, Social Justice Studies, Faculty of Engineering and Computer Science
Religion, Culture and Society Program	RCS313	Religion in the News	New	
Religion, Culture and Society Program	RCS369	Milton's Major Works	Title, Mutually exclusive note (MX), Prerequisite	Department of English
Religion, Culture and Society Program	RCS411	West Coast Spirituality	New	
School of Languages, Linguistics and Cultures	SPAN303	Mexican Food Culture	New	Latin American Studies Program

UVic Undergraduate Course Changes: September 2026

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB001	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB002	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB003	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB004	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB005	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB006	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB007	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	BCMB008	CO-OP WORK TERM	Subject and/or number	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology	BCMB298	Research Experience	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB301A	Lab Techniques & Projects I	Subject and/or number	Department of Physics and Astronomy, Department of Chemistry
Department of Biochemistry and Microbiology	BCMB301B	Lab Techniques & Projects II	Subject and/or number	Department of Physics and Astronomy, Department of Chemistry
Department of Biochemistry and Microbiology	BCMB398	Research Experience	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB406A	Applied Research Laboratory Techniques I	Subject and/or number	Department of Physics and Astronomy, Department of Chemistry
Department of Biochemistry and Microbiology	BCMB406B	Applied Research Laboratory Techniques II	Delete	Department of Physics and Astronomy, Department of Chemistry
Department of Biochemistry and Microbiology	BCMB489	Special Topics in Biochemistry or Microbiology	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB498	Research Experience	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB499A	Undergraduate Thesis I	Subject and/or number	Department of Chemistry, Department of Physics and Astronomy

Department of Biochemistry and Microbiology	BCMB499B	Undergraduate Thesis II	Subject and/or number	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BIOC102	Biochemistry and Human Health	Subject and/or number	School of Health Information Science, Department of Computer Science, Faculty of Engineering and Computer Science
Department of Biochemistry and Microbiology	BIOC401	RNA in Health and Disease	Title, Description	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BIOC403	Disrupted Cell Signaling in Human Disease	Title, Description	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BIOC404	Protein Structure and Molecular Interactions	Title, Description, Supplemental note	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BIOC408	Epigenetics and Genome Dynamics	Title, Description	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BIOC409	Mass Spectrometry in the Life Sciences	Title, Description, Mutually exclusive note (MX)	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	BIOC470	Directed Studies in Biochemistry	Prerequisite	
Department of Biology	BIOL436	Human Molecular Genetics	Retain	Department of Mathematics and Statistics, Department of Chemistry
Department of Chemistry	CHEM090	Introduction to Basic Chemical Concepts	New	Faculty of Engineering and Computer Science
Department of Chemistry	CHEM091	Introduction to Chemistry	Hours, Description, Supplemental note	Department of Biochemistry and Microbiology, Department of Mathematics and Statistics, School of Earth and Ocean Sciences
Department of Chemistry	CHEM150	Engineering Chemistry	Prerequisite	Faculty of Engineering and Computer Science, Faculty of Science, School of Earth and Ocean Sciences, Department of Biology, Department of Civil Engineering, Department of Electrical and Computer Engineering, Biomedical Engineering, Department of Mechanical Engineering, Software Engineering, Department of Computer Science
School of Earth and Ocean Sciences	EOS300	Earth Science Field School	Description, Supplemental note, Prerequisite	Department of Biology, Department of Chemistry, Department of Physics and Astronomy, Department of Geography
School of Earth and Ocean Sciences	EOS400	Advanced Field Geology	Description, Supplemental note, Prerequisite, Recommendation	Department of Biology
School of Earth and Ocean Sciences	EOS401	Oceanographic Field School	Supplemental note, Prerequisite	Department of Biology, Department of Physics and Astronomy, Department of Chemistry
Department of Mathematics and Statistics	MATH301	Complex Variables	Prerequisite	Department of Physics and Astronomy, School of Earth and Ocean Sciences, Department of Chemistry, Department of Computer Science
Department of Mathematics and Statistics	MATH306	Foundations of Real Analysis	New	
Department of Mathematics and Statistics	MATH335	Multidimensional Real Analysis	Title	Department of Computer Science, Department of Chemistry, Department of Physics and Astronomy

Department of Mathematics and Statistics	MATH342	Intermediate Ordinary Differential Equations	Prerequisite	Department of Biochemistry and Microbiology, Department of Computer Science, Department of Chemistry, Department of Biology, Department of Physics and Astronomy, School of Earth and Ocean Sciences, Department of Curriculum and Instruction, Department of Economics
Department of Mathematics and Statistics	MATH346	Introduction to Partial Differential Equations	Prerequisite	Department of Biochemistry and Microbiology, Department of Computer Science, Department of Chemistry, Department of Biology, Department of Physics and Astronomy, School of Earth and Ocean Sciences
Department of Mathematics and Statistics	MATH347	Introduction to Continuous Optimization	Prerequisite	Department of Physics and Astronomy, School of Earth and Ocean Sciences, Department of Computer Science
Department of Mathematics and Statistics	MATH352	Introduction to Probability	Prerequisite	Department of Biology, Department of Chemistry, Department of Computer Science, School of Earth and Ocean Sciences, Department of Physics and Astronomy
Department of Mathematics and Statistics	MATH377	Mathematical Modelling	Prerequisite	Department of Biology, Department of Chemistry, Department of Computer Science, School of Earth and Ocean Sciences, Department of Psychology, Department of Physics and Astronomy, Department of Economics
Department of Mathematics and Statistics	MATH401	Complex Analysis	Prerequisite, Description	Department of Chemistry
Department of Mathematics and Statistics	MATH435	Real Analysis II	Prerequisite	Department of Chemistry
Department of Mathematics and Statistics	MATH436	Calculus on Manifolds	Prerequisite, Description	Department of Physics and Astronomy
Department of Mathematics and Statistics	MATH442	Advanced Ordinary Differential Equations	Prerequisite, Description	Department of Physics and Astronomy, Department of Computer Science, Department of Chemistry, Department of Biology
Department of Mathematics and Statistics	MATH446	Advanced Partial Differential Equations	Prerequisite	Department of Computer Science, Department of Chemistry, Department of Biology, Department of Physics and Astronomy
Department of Mathematics and Statistics	MATH481	Mathematical Logic	Prerequisite, Description	Department of Computer Science
Department of Biochemistry and Microbiology	MICR200B	Introductory Microbiology II	Description, Pre or corequisite	Department of Biology, Department of Chemistry, Department of Physics and Astronomy, Department of Computer Science, Biomedical Engineering, Faculty of Engineering and Computer Science
Department of Biochemistry and Microbiology	MICR402	Viral Pathogenesis	Title, Description, Prerequisite	Department of Biology, Department of Chemistry
Department of Biochemistry and Microbiology	MICR408	Bacterial Pathogens and Disease	Title, Description, Prerequisite	Department of Chemistry
Department of Biochemistry and Microbiology	MICR470	Directed Studies in Microbiology	Prerequisite	
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC001	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC002	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services

Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC003	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC004	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC005	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC006	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC007	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology, Co-operative Education Program and Career Services	MLSC008	CO-OP WORK TERM	Subject and/or number, Formerly	Co-operative Education Program and Career Services
Department of Biochemistry and Microbiology	MLSC102	Biochemistry and Human Health	Subject and/or number, Formerly, Description, Mutually exclusive note (MX)	School of Health Information Science, Department of Computer Science, Department of Biology
Department of Biochemistry and Microbiology	MLSC103	Foundations in Molecular Life Sciences	New	Biomedical Engineering, Department of Biology, Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	MLSC298	Research Experience	Subject and/or number, Formerly, Mutually exclusive note (MX), Description, Supplemental note	
Department of Biochemistry and Microbiology	MLSC301A	Lab Techniques and Projects I	Subject and/or number, Formerly, Mutually exclusive note (MX), Title, Prerequisite	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	MLSC301B	Lab Techniques and Projects II	Subject and/or number, Formerly, Description, Mutually exclusive note (MX), Prerequisite, Title	Department of Physics and Astronomy, Department of Chemistry, Department of Biology
Department of Biochemistry and Microbiology	MLSC302	Bioinformatics for Molecular Life Sciences	New	Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	MLSC398	Research Experience	Subject and/or number, Formerly, Mutually exclusive note (MX), Description, Supplemental note	

Department of Biochemistry and Microbiology	MLSC406	Applied Research Laboratory Techniques	Subject and/or number, Title, Formerly, Description, Mutually exclusive note (MX), Prerequisite	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	MLSC489	Special Topics in Molecular Life Sciences	Subject and/or number, Title, Formerly, Mutually exclusive note (MX), Prerequisite	
Department of Biochemistry and Microbiology	MLSC498	Research Experience	Subject and/or number, Formerly, Mutually exclusive note (MX)	
Department of Biochemistry and Microbiology	MLSC499A	Undergraduate Thesis I	Subject and/or number, Formerly, Mutually exclusive note (MX), Supplemental note	Department of Chemistry, Department of Physics and Astronomy
Department of Biochemistry and Microbiology	MLSC499B	Undergraduate Thesis II	Subject and/or number, Formerly, Mutually exclusive note (MX), Supplemental note, Prerequisite	Department of Chemistry, Department of Physics and Astronomy
Department of Biology	MRNE412	Biology of Marine Fishes	Retain, Description, Supplemental note	
Department of Biology	MRNE416	Coastal Community Ecology	Retain, Description	
Department of Biology	MRNE418	Marine Behavioural Ecology	Sunset	
Department of Physics and Astronomy	PHYS090	Fundamentals of Physics	New	Faculty of Engineering and Computer Science, Department of Chemistry
Department of Physics and Astronomy	PHYS248	Computer Assisted Physics	Hours	Department of Mathematics and Statistics, Department of Biochemistry and Microbiology, School of Earth and Ocean Sciences
Department of Mathematics and Statistics	STAT350	Mathematical Statistics I	Prerequisite, Description, Supplemental note	Department of Physics and Astronomy, Department of Computer Science, Department of Economics, Department of Biology

UVic Undergraduate Course Changes: September 2026

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN437	Foundations for Program Evaluation	Title, Mutually exclusive note (MX), Description	School of Health Information Science
Department of Anthropology	ANTH200	Cultural and Social Anthropology	Hours	Faculty of Engineering and Computer Science, Intercultural Studies, Latin American Studies Program
Department of Anthropology	ANTH210	Visual Anthropology in a Global Perspective	Description, Prerequisite, Title	Faculty of Engineering and Computer Science
Department of Anthropology	ANTH260	Introduction to Anthropological Research	Hours	
Department of Anthropology	ANTH304	Technology and Culture	Description, Prerequisite	Faculty of Engineering and Computer Science, Technology and Society, Faculty of Fine Arts, Medieval Studies Program, Media Studies
Department of Anthropology	ANTH305	Anthropology of the Arts	Description, Prerequisite	Indigenous Studies Program, Medieval Studies Program, Department of Art History and Visual Studies
Department of Anthropology	ANTH309	Anthropology of Film and Video	Prerequisite	Film Studies, Technology and Society, Media Studies, Faculty of Fine Arts
Department of Anthropology	ANTH311	Introduction to Engaged and Practicing Anthropology	Description, Prerequisite	Social Justice Studies
Department of Anthropology	ANTH312	Introduction to Medical Anthropology	Title, Description, Prerequisite	School of Exercise Science, Physical and Health Education, School of Health Information Science, Social Justice Studies
Department of Anthropology	ANTH313	Anthropology, Food and Migration	New	
Department of Anthropology	ANTH318	Ethnographic Research Methods	Description, Prerequisite	
Department of Anthropology	ANTH409	Applied Ethnographic Film	Description, Prerequisite, Pre or corequisite	Media Studies, Technology and Society, Film Studies
Department of Anthropology	ANTH427	Graphic Anthropology	Description, Prerequisite	Department of Writing
Department of Economics	ECON306	International Economics	Prerequisite, Description, Mutually exclusive note (MX)	European Studies, Faculty of Engineering and Computer Science
Department of Geography, Department of Political Science, Division of Continuing Studies	GDS301	Working in Global Development	Description, Recommendation, Prerequisite	Department of Geography, Department of Political Science, Global Development Studies
Department of Geography	GEOG392	Topics in Applied Geography	New	
Department of Psychology	PSYC341	Gender and Psychology	Retain, Description, Title	
Department of Psychology	PSYC370A	Psycholinguistics	Hours, Description, Prerequisite	School of Health Information Science

UVic Undergraduate Course Changes: September 2026

Peter B. Gustavson School of Business

Academic unit(s)	Course	Title	Type of change	Consultation
Peter B. Gustavson School of Business	COM120	Introduction to Organizational Behaviour	Mutually exclusive note (MX), Description	
Peter B. Gustavson School of Business	COM201	Introduction to Accounting	New	
Peter B. Gustavson School of Business	COM203	Introductory Business Topics	Prerequisite	
Peter B. Gustavson School of Business	COM224	Organizations, Community and Society I	Corequisite	
Peter B. Gustavson School of Business	COM232	Business Analytics	Corequisite	
Peter B. Gustavson School of Business	COM250	Marketing in the Modern World	Description, Title	Biomedical Engineering, Department of Economics
Peter B. Gustavson School of Business	COM251	Marketing in Motion Strategies for a Digital World	Corequisite, Description	
Peter B. Gustavson School of Business	COM292	Law and Ethics	Corequisite	
Peter B. Gustavson School of Business	COM301	Finance	New	
Peter B. Gustavson School of Business	COM303	Intermediate Business Topics	Supplemental note, Prerequisite	
Peter B. Gustavson School of Business	COM315	Financial Accounting	Prerequisite, Description	
Peter B. Gustavson School of Business	COM316	Management Accounting	Prerequisite, Corequisite, Description	
Peter B. Gustavson School of Business	COM324	Organizations, Community and Society II	Corequisite, Description	
Peter B. Gustavson School of Business	COM327	Intermediate Financial Accounting I	Prerequisite, Mutually exclusive note (MX)	
Peter B. Gustavson School of Business	COM331	Technology Management	Corequisite	
Peter B. Gustavson School of Business	COM341	Operations Management	Corequisite, Description	
Peter B. Gustavson School of Business	COM361	International Business and Strategy	Corequisite, Description	
Peter B. Gustavson School of Business	COM371	Management Finance	Prerequisite, Corequisite, Description	
Peter B. Gustavson School of Business	COM400	Strategic Management	Prerequisite, Description, Supplemental note	
Peter B. Gustavson School of Business	COM402	Legal Issues in Management	Mutually exclusive note (MX), Prerequisite, Description	
Peter B. Gustavson School of Business	COM431	Advanced Technology Management	Description, Prerequisite	
Peter B. Gustavson School of Business	COM432	Managing People and Technology	Prerequisite, Pre or corequisite, Description	
Peter B. Gustavson School of Business	COM433	Advanced Business Analytics	Prerequisite, Pre or corequisite	
Peter B. Gustavson School of Business	COM434	Information Systems Development for Managers	Prerequisite, Pre or corequisite	
Peter B. Gustavson School of Business	COM487	Applied Consulting and Business Analysis	New	

Peter B. Gustavson School of Business	COM495	Marketing Communications	Prerequisite, Description
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UVic Graduate Program Changes: September 2026

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Educational Psychology and Leadership Studies	GCERT-LTHE	Learning and Teaching in Higher Education (LATHE)	Other, Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Indigenous Education	MA-EDIL	Indigenous Language Revitalization	Other	School of Languages, Linguistics, and Cultures
Department of Educational Psychology and Leadership Studies	MED-EDPS	Educational Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Educational Psychology and Leadership Studies	MED-EDPS-EDSP	Special Education Focus Area	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Educational Psychology and Leadership Studies	MED-EDPS-LDIS	Learning, Development and Instructional Sciences Focus Area	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Graduate Program Changes: September 2026
Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Biomedical Engineering, Department of Mechanical Engineering	MENG-BISY	Biomedical Systems	A modification that significantly changes a program or credential's focus, content, structure, or requirements	
Biomedical Engineering, Department of Mechanical Engineering	MENG-BISY-BIOR*	Biomaterials and Regenerative Medicine	Creation	
Biomedical Engineering, Department of Mechanical Engineering	MENG-BISY-MESE*	Biomechanics and Biosensing	Creation	
Biomedical Engineering, Department of Mechanical Engineering	MENG-BISY-TECH*	Biomanufacturing and Translational Biotechnology	Creation	
Department of Civil Engineering	MENG-INEC	Industrial Ecology	Change of the required courses for a program	School of Environmental Studies, Department of Mechanical Engineering, Associate Vice-President Academic Planning (AVPAP)
Peter B. Gustavson School of Business, Faculty of Engineering and Computer Science	MM-MGT-SPR	Software Projects	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Computer Science, Software Engineering, Peter B. Gustavson School of Business, Faculty of Engineering and Computer Science - Professional Programs, Department of Electrical and Computer Engineering

UVic Graduate Program Changes: September 2026

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Music	MA-MCLY	Musicology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	MA-MCYP	Musicology with Performance	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	MMUS-MCM	Composition	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	MMUS-MPRF	Performance	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	MMUS-MPRF-STQT	Emphasis in String Quartet	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Graduate Program Changes: September 2026
Faculty of Health

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Health Information Science	GR-HINF-REQ	Health Information Science: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	MN-NURS	Advanced Practice Nursing	Other	Associate Vice-President Academic Planning (AVPAP)
School of Health Information Science	MSC-HI	Health Informatics (Distributed)	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Health Information Science	MSC-HIF	Health Informatics (On-Campus)	Change in the description of a program or credential not involving any change in program or credential requirements	

UVic Graduate Program Changes: September 2026

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Languages, Linguistics and Cultures	MA-GRSL-HLST	Holocaust Studies	A modification that significantly changes a program or credential's focus, content, structure, or requirements	

UVic Graduate Program Changes: September 2026
Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Biochemistry and Microbiology	MSC-BIOC	Biochemistry	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology	MSC-MICR	Microbiology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology	PHD-BIOC	Biochemistry	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology	PHD-MICR	Microbiology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Graduate Program Changes: September 2026
Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Administration	GCERT-EVAL	Evaluation	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	GDIPL-EVAL	Evaluation	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	MA-CD	Community Development	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Department of Geography, Social Dimensions of Health, School of Environmental Studies, Co-operative Education Program and Career Services
Department of Psychology	MSC-PSYC-SOPY	Social Psychology Track	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Psychology	PHD-PSYC-SOPY	Social Psychology Track	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Graduate Program Changes: September 2026
Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MM-MGT	Management	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Faculty of Engineering and Computer Science - Professional Programs
Peter B. Gustavson School of Business, Faculty of Engineering and Computer Science	MM-MGT-SPR	Software Projects	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Computer Science, Software Engineering, Peter B. Gustavson School of Business, Faculty of Engineering and Computer Science - Professional Programs, Department of Electrical and Computer Engineering

UVic Graduate Course Changes: September 2026

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Educational Psychology and Leadership Studies	ED-D573	Group Facilitation in Diverse Educational Contexts	New	
Department of Indigenous Education	IED590	Individual Reading and Research	New	
Department of Indigenous Education	IED690	Directed Studies	New	School of Languages, Linguistics and Cultures

UVic Graduate Course Changes: September 2026

Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Electrical and Computer Engineering, Department of Computer Science	ADS500A	Applied Data Science Professional Seminar I	New	
Department of Electrical and Computer Engineering, Department of Computer Science	ADS500B	Applied Data Science Professional Seminar II	New	
Department of Mechanical Engineering	ASE504	Aircraft Design	Hours, Mutually exclusive note (MX), Supplemental note	Faculty of Engineering and Computer Science - Professional Programs
Biomedical Engineering, Department of Mechanical Engineering	BME502	Biosensors for Biomedical Applications	New	
Biomedical Engineering, Department of Mechanical Engineering	BME503	Imaging for Medical Device Design	New	
Biomedical Engineering, Department of Mechanical Engineering	BME548	Introduction to Musculoskeletal Mechanics	Cross-listing, Hours, Mutually exclusive note (MX), Supplemental note	
Biomedical Engineering, Department of Mechanical Engineering	BME560	Biomanufacturing Processes and Regulatory Strategy	New	
Biomedical Engineering, Department of Mechanical Engineering	BME561	Biomanufacturing Automation and Process Optimization	New	
Biomedical Engineering, Department of Mechanical Engineering	BME562	Stem Cells and Cellular Therapies	New	
Department of Civil Engineering	INEC596	MEng Project in Industrial Ecology	New	
Department of Civil Engineering	INEC598	MEng Project in Industrial Ecology	Delete	
Department of Mechanical Engineering	MECH515	Biomaterials and Tissue Engineering	Hours, Cross-listing	
Department of Mechanical Engineering	MECH527	Exergy Conversion and Storage	New	
Department of Mechanical Engineering	MECH538	Advanced Aircraft Design	Hours, Mutually exclusive note (MX)	Faculty of Engineering and Computer Science - Professional Programs
Department of Mechanical Engineering	MECH541	Advanced Thermodynamics	Hours, Mutually exclusive note (MX)	

UVic Graduate Course Changes: September 2026

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
School of Music	MUS590	Directed Studies	Repeatable for credit (MTO), Pro Forma, Supplemental note	

UVic Graduate Course Changes: September 2026

Faculty of Health

Academic unit(s)	Course	Title	Type of change	Consultation
School of Health Information Science	HINF597	Field Project in Health Informatics	Prerequisite, Description	
School of Public Health and Social Policy	PHSP550	Perspectives in Social Policy and Public Health	Supplemental note	Department of Geography
Social Dimensions of Health	SDH501A	Social Dimensions of Health Perspectives Colloquium I	Description	
Social Dimensions of Health	SDH601A	Social Dimensions of Health Perspectives Colloquium I	Description	

UVic Graduate Course Changes: September 2026

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of English	ENSH586	The Holocaust in Literature (in English)	New	Department of Germanic and Slavic Studies, School of Languages, Linguistics and Cultures
School of Languages, Linguistics and Cultures	GMST586	The Holocaust in Literature (in English)	New	Department of English
School of Languages, Linguistics and Cultures	LING558	Advanced Approaches to Refugee and Newcomer Language Learning	New	
School of Languages, Linguistics and Cultures	LING596	Cross-Cultural Communication	Mutually exclusive note (MX), Supplemental note	

UVic Graduate Course Changes: September 2026

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biochemistry and Microbiology	BCMB500	Critical Thinking in Biochemistry and Microbiology	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB501	Essentials of Scientific Writing	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB502	Journal Club I	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB580	Research Seminar	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB589	Special Topics in Biochemistry or Microbiology	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB602	Journal Club II	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB680	Advanced Research Seminar	Subject and/or number	
Department of Biochemistry and Microbiology	BCMB693	PhD Candidacy Examination	Subject and/or number	
Department of Biochemistry and Microbiology	BIOC699	PhD Dissertation	Corequisite	
Department of Biochemistry and Microbiology	MICR699	PhD Dissertation	Corequisite	
Department of Biochemistry and Microbiology	MLSC500	Critical Thinking in Biochemistry and Microbiology	Subject and/or number, Formerly, Description, Mutually exclusive note (MX)	
Department of Biochemistry and Microbiology	MLSC501	Essentials of Scientific Communication	Subject and/or number, Title, Formerly, Description, Mutually exclusive note (MX)	
Department of Biochemistry and Microbiology	MLSC502	Journal Club I	Subject and/or number, Formerly, Description, Mutually exclusive note (MX)	
Department of Biochemistry and Microbiology	MLSC580	Research Seminar	Subject and/or number, Formerly, Mutually exclusive note (MX), Description, Supplemental note	
Department of Biochemistry and Microbiology	MLSC589	Special Topics in Biochemistry or Microbiology	Subject and/or number, Formerly, Mutually exclusive note (MX), Description	
Department of Biochemistry and Microbiology	MLSC602	Journal Club II	Subject and/or number, Formerly, Description, Mutually exclusive note (MX), Prerequisite	
Department of Biochemistry and Microbiology	MLSC680	Advanced Research Seminar	Subject and/or number, Formerly, Mutually exclusive note (MX), Prerequisite, Description, Supplemental note	

Department of Biochemistry and Microbiology	MLSC693	PhD Candicacy Examination	Subject and/or number, Formerly, Description, Mutually exclusive note (MX), Supplemental note
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UVic Graduate Course Changes: September 2026

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN537	Foundations for Program Evaluation	Mutually exclusive note (MX), Prerequisite, Recommendation	
Department of Anthropology	ANTH516	Seminar in Anthropological Research Methods	Description	Cultural, Social and Political Thought
School of Public Administration	CD512	Program Evaluation for Community Development	Title, Description, Mutually exclusive note (MX), Prerequisite	Department of Geography
School of Public Administration	CD518	Democratic Governance and Community Engagement	Title, Description	Department of Geography
School of Public Administration	CD532	Managing Community Organizations	New	
Department of Political Science	POLI580	Legislative Internship Report	Units, Supplemental note	
Department of Psychology	PSYC529	Social Psychology and Personality Seminar	New	

UVic Graduate Course Changes: September 2026

Peter B. Gustavson School of Business

Academic unit(s)	Course	Title	Type of change	Consultation
Peter B. Gustavson School of Business	MM510	Integrated Financial Management	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM510A	Organizations in a Changing World I	Delete	
Peter B. Gustavson School of Business	MM510B	Organizations in a Changing World II	Delete	
Peter B. Gustavson School of Business	MM512	Creating Value through Marketing and Operations	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM514	Information Systems, Data Analytics and AI	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM516	Strategic Management and Organizational Purpose	New	
Peter B. Gustavson School of Business	MM520A	Collaborative Teamwork in Organizations I	Delete	
Peter B. Gustavson School of Business	MM520B	Collaborative Teamwork in Organizations II	Delete	
Peter B. Gustavson School of Business	MM521A	Self-Awareness and Personal Leadership	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM521B	Collaborative Leadership and Team Dynamics	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM522	Adaptive Organizational Leadership	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM523	People and Culture	New	Faculty of Engineering and Computer Science
Peter B. Gustavson School of Business	MM530A	Applied Organizational Skills and Knowledge I	Delete	
Peter B. Gustavson School of Business	MM530B	Applied Organizational Skills and Knowledge II	Delete	
Peter B. Gustavson School of Business	MM540A	Organizational Analysis and Problem Solving I	Delete	
Peter B. Gustavson School of Business	MM540B	Organizational Analysis and Problem Solving II	Delete	
Peter B. Gustavson School of Business	MM570	Corporate Finance and Valuation	Description, Prerequisite	
Peter B. Gustavson School of Business	MM571	Investments	Description, Prerequisite	
Peter B. Gustavson School of Business	MM596	Integrated Capstone Project	Title, Description	