

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, November 7, 2025 at 3:30 p.m. This meeting will be held in Sḡéqə ʔéʔlən̓ (Sngequ House), Conference Rooms A & B and via Zoom.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES

a. October 3, 2025 (SEN-NOV 7/25-1) ACTION

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

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance
- Qwul'sih'yah'maht, Robina Thomas, Chair

i. 2024/2025 University of Victoria Senate Evaluation (SEN-NOV 7/25-2) INFORMATION

ii. Appointments to the 2025/2026 Senate standing committees (SEN-NOV 7/25-3) ACTION

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

- iii. Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals (**SEN-NOV 7/25-4**) **ACTION**

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

b. Senate Committee on Awards – Maureen Ryan, Chair

- i. 2024/2025 Annual Report (**SEN-NOV 7/25-5**) **INFORMATION**

- ii. New and Revised Awards (**SEN-NOV 7/25-6**) **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:

- American School of Monterrey, Mexico, Entrance Scholarship (Revised)
- Bainbridge High School, USA, Entrance Scholarship (Revised)
- Ballard High School, USA, Entrance Scholarship (Revised)
- BC Provincial Court Judges' Association Bursary (New)
- Beacon Academy, Jakarta, Entrance Scholarship (Revised)
- Bill and Coline Neilson Legacy Fund Award* (New)
- Bunbury-Sheffield Global Engagement Award (New)
- Bunka Suginami Canadian International School, Japan, Entrance Scholarship (New)
- Canadian International School, Vietnam, Entrance Scholarship (Revised)
- Canadian International School of Hong Kong Entrance Scholarship (New)
- David Stewart Book Prize for Counselling* (Revised)
- Delhi Public School R.K. Puram, New Delhi, Entrance Scholarship (Revised)
- Don Bosco High School, Mumbai, Entrance Scholarship (Revised)
- Escuela Tomás Alva Edison, Mexico, Entrance Scholarship (New)
- Fawn Lily Scholarship* (New)
- G.D. Goenka Public School, New Delhi, Entrance Scholarship (Revised)
- Greengates School, Mexico, Entrance Scholarship (Revised)
- Indus International School, Pune, Entrance Scholarship (Revised)
- Ingraham High School, USA, Entrance Scholarship (Revised)
- International School Bangkok, Thailand, Entrance Scholarship (New)
- International School Kuala Lumpur, Malasia, Entrance Scholarship (New)

- International School, Manila, Entrance Scholarship (Revised)
- Jamnabai Narsee School, Mumbai, Entrance Scholarship (Revised)
- Joyce Family Foundation Award (Revised)
- King Kekaulike High School, Hawaii, Entrance Scholarship (New)
- Kodaikanal International School, India, Entrance Scholarship (Revised)
- Le Hong Phong High School for the Gifted, Vietnam, Entrance Scholarship (Revised)
- Lincoln School, Costa Rica, Entrance Scholarship (New)
- Majestic International College Guangzhou, China, Entrance Scholarship (New)
- Mark Krasnick Leadership Award* (Revised)
- Mercer Island High School, USA, Entrance Scholarship (Revised)
- Muriel Ford Memorial Bursary* (Revised)
- Ray and Marilyn Jones Undergraduate Award for Single Parents Endowment* (New)
- Rhonda Rae Shaw Children's Literacy Award* (New)
- Roosevelt High School, USA, Entrance Scholarship (Revised)
- Ross & Stephanie Bailey Undergraduate Award* (New)
- Ruth McDonald and Gordon Webster Award (New)
- Saigon South International School, Vietnam, Entrance Scholarship (New)
- Shihoko Hollander Scholarship* (New)
- Soleil Brooks Vikes Women's Rugby BIPOC Award (New)
- Springdales School, India, Entrance Scholarship (Revised)
- St. Andrews International School, Thailand, Entrance Scholarship (Revised)
- Stonehill International School, India, Entrance Scholarship (Revised)
- Taipei Kuei Shan School, Taiwan, Entrance Scholarship (New)
- The American School Foundation, Guadalajara, Entrance Scholarship (Revised)
- The American School Foundation, Mexico City, Entrance Scholarship (Revised)
- The American School of Puerto Vallarta, Mexico, Entrance Scholarship (Revised)
- The International School of Macau Entrance Scholarship (New)
- United Nations International School of Hanoi, Vietnam, Entrance Scholarship (Revised)
- University of Victoria Alumni Association Graduate Scholarship* (Revised)
- Woodstock School, India, Entrance Scholarship (Revised)

- Wuhan Britain-China International School, China, Entrance Scholarship (New)
- Yokohama International School, Japan, Entrance Scholarship (New)

** Administered by the University of Victoria Foundation*

- iii. Revisions to the Entrance and Transfer Scholarships and Awards Regulation (**SEN-NOV 5/25-7**) **ACTION**

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

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

- i. Proposal to discontinue the Jointly Supervised Individual PhD (JISP) Program (Co-Tutelle) (**SEN-NOV 7/25-8**) **ACTION**

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

- ii. Proposal to establish an Engineering and Computer Science (ECS) LaunchPad program (**SEN-NOV 7/25-9**) **ACTION**

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

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

- i. Engineering and Computer Science LaunchPad Admission Requirements (**SEN-NOV 7/25-10**) **ACTION**

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

7. PROPOSALS AND REPORTS FROM FACULTIES

- a. Faculty of Engineering and Computer Science
 - i. Offering UVic's Bachelor of Engineering in Biomedical Engineering and Management degree in Singapore in partnership with PBS Academy: Consultation (**SEN-NOV 7/25-11**) **ACTION**
- b. Peter B. Gustavson School of Business
 - i. Offering UVic's Master in Management in Thailand in partnership with Siam University: Consultation (**SEN-NOV 7/25-12**) **ACTION**

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

- a. 2024-2025 Annual Report on Non-Academic Misconduct Allegations and Resolutions (**SEN-NOV 7/25-13**) **INFORMATION**
- b. Rescinding the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (Policy GV0500) (**SEN-NOV 7/25-14**) **ACTION**

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

9. OTHER BUSINESS

- a. Vice-President External Relations Fundraising Presentation **INFORMATION**

10. ADJOURNMENT

**Meeting of Senate
October 3, 2025**

MINUTES

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

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

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. REMARKS FROM THE CHAIR

a. President's Report

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

3. MINUTES

a. May 2, 2025

Motion: (M. Laidlaw/A. Con)

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

CARRIED

b. Special meeting June 6, 2025

Motion: (D. Dudley/L. Harder)

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

CARRIED

4. BUSINESS ARISING FROM THE MINUTES

There were none.

5. CORRESPONDENCE

a. 2024/25 Financial Report March 31, 2025

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

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

There were no other questions.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2024/2025 Annual Report

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

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

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

Motion: (R. Hancock/C. Eagle)

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

CARRIED

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

R. Hancock introduced the proposal.

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

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

Motion: (R. Hancock/T. Milford)

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

CARRIED

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

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

b. Senate Committee on Agenda and Governance

i. Appointments to the 2025/2026 Senate standing committees

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

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

Motion: (R. Hancock/C. Krueger)

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

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

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

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

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

Motion: (M. Ryan/L. Harder)

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

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

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

** Administered by the University of Victoria Foundation*

CARRIED

d. Senate Committee on Continuing Studies

i. 2024/2025 Annual Report

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

e. Senate Committee on Curriculum

i. 2024/2026 Annual Report

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

ii. 2025/2026 Cycle 3 Curriculum Submissions

D. Dudley introduced the curriculum submissions.

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

Motion: (D. Dudley/A. Con)

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

CARRIED

Motion: (D. Dudley/M. McGinnis)

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

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

CARRIED

f. Senate Committee on Planning

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

A. Lepp introduced the proposal.

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

Motion: (J. Clarke/D. Dudley)

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

CARRIED

Michael Caryk requested his abstention be noted.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

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

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

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

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

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

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

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

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

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

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

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

c. Academic Accommodation Policy (AC1205) Annual Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A Senator asked if data around student success was in the public interest and was there public interest in data that correlates success with accommodations. E. Croft replied that it was always helpful to provide data.

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

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

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

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

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

9. OTHER BUSINESS

a. Report from the Presidential Reappointment Committee

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

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

b. Regalia Design – Professional Doctorate

Motion: (R. Hicks/A. Wang)

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

CARRIED

c. Academic Important Dates

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

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

Motion: (C. Eagle/T. Stuart)

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

CARRIED

d. Election of Vice-Chair Senate

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

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

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

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

October 3, 2025 Senate Meeting				SEN-NOV 7/25-1
Name	In Attendance	Regrets		Page 12 of 13 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aggarwal, Aarav			Student Senator	Elected from the Student Societies
Alatorre, Carmen			Faculty of Fine Arts	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Bengtson, Jonathan	X		University Librarian	Ex officio
Brown, Graham			Acting Dean, Peter B. Gustavson School of Business	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Caruncho, Hector			Acting Head, Division of Medical Sciences	Additional Member
Caryk, Michael	X		Student Senator	Elected from the Student Societies
Cohen Cheetham			Student Senator	Elected from the Student Societies
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Colby, Jason		X	Faculty of Humanities	Elected by the Faculty Members
Con, Adam	X		Faculty of Fine Arts	Elected by the Faculty Members
Constantinescu, Daniela	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Cowen, Laura	X		Acting Dean, Faculty of Science	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Diether, Kelly		X	Convocation Senator	Elected by the Convocation
Donovan, Kate	X		Convocation Senator	Elected by the Convocation
Dudley, Dennine	X		Faculty of Fine Arts	Elected by the Faculty
Dunsdon, Jim	X		Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the Faculty Members
Farnham, Martin	X		Faculty of Graduate Studies	Elected by the Faculty
Filipovich, Daniil	X		Student Senator	Elected from the Student Societies
Gair, Jane			Faculty of Health	Elected by the Faculty
Goodman, Emily	X		Student Senator	Elected from the Student Societies
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	Ex officio
Hopper, Tammy	X		Dean, Faculty of Health	Ex officio
Hopper, Tim		X	Faculty of Health	Elected by the Faculty Members
Hudson, Logan	X		Student Senator	Elected from the Student Societies
Humphreys, Sara	X		Faculty of Humanities	Elected by the Faculty Members
Ipiroti, Vita	X		Student Senator	Elected from the Student Societies
Irvine, Valerie	X		Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa		X	Vice-President Research and Innovation	Ex officio
Kehoe, Inba	X		Librarian, McPherson Library	Elected by Professional Librarians
Kennedy, Cole	X		Student Senator	Elected from the Student Societies
Kodar, Freya		X	Dean, Faculty of Law	Ex officio
Kong, May	X		Student Senator	Elected from the Student Societies
Krueger, Charlie	X		Student Senator	Elected from the Student Societies
Kuklev, Artem			Student Senator	Elected from the Student Societies
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana		X	Dean, Faculty of Fine Arts	Ex officio
Loomer, Geoff	X		Faculty of Law	Elected by the Faculty
Macleod, Colin	X		Faculty of Humanities	Elected by the Faculty
Maher, Evan	X		Student Senator	Elected from the Student Societies
Mallidou, Anastasia		X	Faculty of Health	Elected by the Faculty Members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
McNiven, Mackenzie	X		Student Senator	Elected from the Student Societies
Milford, Todd	X		Acting Dean, Faculty of Education	Ex officio
Nair, Sudhir			Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Nowell, April	X		Faculty of Social Sciences	Elected by the Faculty
Prest, Anita	X		Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Social Sciences	Elected by the Faculty
Ryan, Maureen	X		Faculty of Health	Elected by the Faculty Members
Saab, Ada		X	Associate University Secretary	By Invitation
Sharpe, Deborah	X		Student Senator	Elected from the Studies Societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Stuart, Thomas	X		Continuing Sessional	Elected by the Continuing Sessionals
Swayne, Leigh Anne	X		Faculty of Health	Elected by the Faculty
Taylor, Wendy	X		Registrar	By Invitation
Thomas, Robina		X	Acting President and Vice-Chancellor	Ex officio
Thompson, Eva	X		Student Senator	Elected from the Student Societies
Walshaw, Jill	X		Faculty of Humanities	Elected by the Faculty Members
Wang, Alivia	X		Convocation Senator	Elected by the Convocation
Weaver, Andrew	X		Faculty of Science	Elected by the Faculty Members
Weber, Jens	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Zhou, Lina			Faculty of Engineering and Computer Science	Elected by the Faculty Members

MEMBERSHIP OF THE SENATE

Effective August 2, 2025

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

Chancellor: Marion Buller (31/12/27)

Acting President and Vice-Chancellor:

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

Vice-President Academic and Provost: Elizabeth Croft

Vice-President Research and Innovation: Lisa Kalynchuk

Acting Dean of Peter B. Gustavson School of Business:

Graham Brown

Acting Dean of Education: Todd Milford

Dean of Engineering: Mina Hoorfar

Dean of Continuing Studies: Jo-Anne Clarke

Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean Faculty of Health: Tammy Hopper

Dean of Humanities: Annalee Lepp (Vice-Chair)

Dean of Law: Freya Kodar

Acting Dean of Science: Laura Cowen

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

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

BUSI: Sudhir Nair (30/6/28)

Brock Smith (30/6/27)

EDUC: Valerie Irvine (30/6/28)

Anita Prest (30/6/26)

ENGR: Daniela Constantinescu (30/6/26)

Jens Weber (30/6/28)

FINE: Carmen Alatorre (30/6/28)

Dennine Dudley (30/6/27)

GRAD: Martin Farnham (30/6/28)

Martha McGinnis (30/6/26)

HLTH: Jane Gair (30/6/28)

Leigh Anne Swayne (30/6/28)

HUMS: Lynne Marks (30/6/27)

Colin Macleod (30/6/28)

LAW: Geoff Loomer (30/6/28)

Andrew Newcombe (30/6/26)

SCIE: Mark Laidlaw (30/6/26)

Travis Martin (30/6/26)

SOSC: April Nowell (30/6/27)

CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (30/6/26)

Jason Colby (30/6/27)

Adam Con (30/6/26)

Chris Eagle (30/6/26)

Rob Hancock (30/6/27)

Tim Hopper (30/6/28)

Sara Humphreys (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

(continued)

Anastasia Mallidou (30/6/26)

Maureen Ryan (30/6/27)

Jill Walshaw (30/6/28)

Andrew Weaver (30/6/27)

Lina Zhou (30/6/26)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES -

Section 35 (2) (h)

Aarav Aggarwal (30/6/26)

Michael Caryk "

Cohen Cheetham "

Daniil Filipovich "

Emily Goodman "

Logan Hudson "

Vita Ipiroti "

Cole Kennedy "

May Kong "

Charlie Krueger "

Artem Kuklev "

Evan Maher "

Mackenzie McNiven "

Deborah Sharpe "

Eva Thompson "

Vacancy "

MEMBERS ELECTED BY THE CONVOCATION

- Section 35 (2) (i)

Kelly Diether (30/6/27)

Kate Donovan (30/6/27)

Alivia Wang (30/6/27)

Victoria Wyatt (30/6/27)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Acting Head, Division of Medical Sciences:

Hector Caruncho (30/04/26)

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

Member elected by the Professional Librarians:

Inba Kehoe (30/06/27)

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

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

Assoc. VP Student Affairs: Jim Dunsdon

Assoc. VP Academic Programs: Elizabeth Adjin-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab

SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: October 24, 2025
Subject: 2024/2025 University of Victoria Senate Evaluation

Background

Last year, the University Secretary's Office committed to begin a Senate evaluation process to examine how the Senator's felt the Senate does its work and how improvements may be made. The survey was sent out during the month of July and August 2025. There were 18 respondents to the evaluation questions with a 25% response rate.

The evaluation questions were open ended and are summarized below for Senate's information.

General Reflections on Senate Culture and Function

Question 1:

How would you describe the focus of Senate meetings? Are they spaces of thoughtful strategic dialogue or more focused on operational decisions?

Most respondents described Senate meetings as procedural and operational rather than strategic. Members noted that time is largely devoted to curriculum approvals, policy reviews, and routine motions, with little space for reflection, analysis, or dialogue.

A few respondents acknowledged moments of strategic conversation, particularly around academic planning or governance issues, but that these instances were viewed as sporadic and unevenly facilitated.

Question 2:

What changes, if any, would help Senate function more as a space for creative and generative dialogue?

Several suggestions focused on creating time and structure for open conversation, including:

- Introducing a consent agenda to streamline routine approvals.
- Strengthening chair facilitation to encourage diverse voices and manage time better.
- Offering training on dialogue and governance culture, such as respectful debate and consensus-building.

Some respondents felt no major change was needed, while others emphasized the need for a more deliberate culture of curiosity and trust.

Participation and Inclusion

Question 3:

Do you feel comfortable contributing during Senate meetings? Why or why not?

Comfort levels varied widely:

- Some Senators said they feel comfortable and supported, citing preparation and a culture of civility.
- Others admitted discomfort, feeling intimidated by hierarchy, or fearing judgment from senior members.
- A few described the environment as adversarial or overly procedural, limiting spontaneous participation.

Barriers included time constraints, uncertainty about speaking protocols, and lack of clarity on how input is valued.

Question 4:

Whose voices do you feel are least heard in Senate discussions? Whose are most heard?

Most heard: dominant faculty members and a few vocal student representatives.

Least heard: newer members, staff representatives, and individuals hesitant to speak against dominant perspectives.

A common concern was power imbalance among dominate faculty members where certain voices consistently drive conversation while others remain silent.

Question 5:

What, if anything, prevents you from participating fully in discussions?

Barriers included:

- Limited preparation time and dense dockets.
- Chair interventions that sometimes curtailed discussion prematurely.
- Perceptions of hierarchy or risk of reprisal when disagreeing.

A few respondents said “nothing prevents participation,” citing confidence or experience.

Trust and Transparency

Question 6:

How would you describe the level of trust between Senate, the administration, and other governance bodies (ie. Board of Governors, Faculty Councils)?

Perceived trust levels ranged from “medium” to “poor.”

Concerns included:

- Administrative dominance in shaping Senate agendas.
- Lack of confidence that Senate recommendations are meaningfully considered by senior leadership or the Board.
- Limited reciprocal communication with Faculty Councils.



A few respondents acknowledged improving civility and goodwill, though trust remained fragile.

Question 7:

Have you experienced or witnessed a lack of transparency in Senate processes? If so, what did that look like?

While some felt processes are generally transparent, others cited specific incidents of confusion or opacity, most notably the AC1205 academic access policy case.

Several members said information is technically available but not easily understandable or timely, which erodes confidence even when formal transparency exists.

Question 8:

How does Senate currently handle sensitive or controversial topics? What works well, and what doesn't?

Members noted that sensitive topics are often handled with formality and caution but sometimes avoided or rushed.

What works:

- Calm leadership from the Chair and President.
- Special sessions dedicated to specific issues.

What doesn't:

- Unfocused open discussions that spiral or suppress nuance.
- Side conversations that replace full-floor debate.

Question 9:

What could help create safer, braver spaces for honest conversations in Senate meetings?

Suggestions included:

- Establishing ground rules for respectful dialogue and confidentiality.
- Allowing elected chairing or rotating facilitation to enhance impartiality.
- Embedding equity, diversity, and inclusion principles in discussion norms.
- Encouraging smaller breakout sessions for complex topics.

A recurring theme was the need for mutual respect and active listening.

Opportunities for Improvement

Question 10:

If you could change one thing about how Senate operates, what would it be?

Most common recommendations:

- Adopt a consent agenda to reduce time on routine matters.
- Allow for an elected Chair to foster ownership and accountability
- Improve agenda planning and lead time.
- Encourage more attendance and observation from the broader university community.



Question 11:

What supports or structures would help you (or others) participate more meaningfully in Senate?

Respondents suggested:

- Earlier access to dockets and contextual briefings.
- Opportunities for orientation refreshers or committee-based pre-discussions.
- Respectful facilitation and smaller group dialogues to build confidence.

Some respondents felt the current supports were sufficient, noting improvements in hybrid participation and communication.

Final Reflection

Question 12:

Is there anything else you'd like to share about your experience as a Senate member or about how the Senate functions?

Most closing remarks were brief or neutral. Some members reiterated the need for the following:

- Greater transparency and collegial culture.
- Balanced participation across ranks and roles.
- Appreciation for the opportunity to serve, even when process frustrations persist.

A few respondents expressed gratitude for recent efforts to modernize Senate operations and promote engagement.

Overall themes across all Senate evaluation questions

1. Senators value their role but seek more meaningful dialogue and clearer communication.
2. There is a shared desire for procedural efficiency, trust rebuilding, and inclusive participation.

Respectfully submitted,

2025/2026 Senate Committee on Agenda and Governance

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

Annalee Lepp (Vice-Chair), Faculty of Humanities

Carrie Andersen, University Secretary

Jason Colby, Faculty of Humanities

Elizabeth Croft, Vice-President Academic and Provost

Rob Hancock, Faculty of Social Sciences

Inba Kehoe, McPherson Library

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Eva Thompson, Student Senator

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald (Recording Secretary), Senator Coordinator



SENATE



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: October 24, 2025
Re: Appointments to the 2025/2026 Senate Standing Committees

The Senate Committee on Agenda and Governance nominations sub-committee met on October 24, 2025 to consider appointments to several 2025/2026 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. Ex-officio designates/nominees 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

2025- 2026 Senate CommitteesSenate Committee on Academic Standards

Name	Faculty or Department	Term
Danu Stinson (NS) (Chair)	Graduate Studies	2028 (2022)
Dennine Dudley (S)	Fine Arts	2027 (2024)
Irina Paci (NS)	Science	2027 (2024)
Andrew Newcombe (S)	Law	2027 (2021)
Ben Pin-Yun Wang (NS)	Humanities	2027 (2024)
Robert Hancock (S)	Social Sciences	2027 (2021)
Sorin Rizeau (NS)	Peter B. Gustavson School of Business	2026 (2020)
Laura Vizina (NS)	Continuing Studies	2026 (2023)
Tim Pelton	Education	2028 (2022)
Yang Shi (NS)	Engineering and Computer Science	2026 (2022)
Hector Caruncho (S)	Health	2028 (2025)
Charlie Krueger	Student Senator	2026 (2025)
Emily Goodman	Student Senator	2026 (2025)
Michael Caryk (S)	Student Representative (UVSS)	2026 (2025)
Chloë Farr (NS)	Student Representative (GSS)	2026 (2025)
Alivia Wang (S)	Convocation Senator	2027 (2021)
Cedric Littlewood (NS)	Vice-President Academic and Provost or designate	2026 (2025) (ex officio)
Crystal Seibold (NS)	President's nominee	2026 (2025) (ex officio)
Andrea Giles (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)
Diana Varela (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
Erin Kelly (NS) (Chair)	Humanities	2026 (2020)
Ralf St. Clair (NS) (Vice-Chair)	Education	2026 (2023)
Vacancy	Social Sciences	2028 (2025)
Mark Laidlaw (S)	Science	2028 (2025)
Leigh Anne Swayne (S)	Health	2028 (2025)
Michael Zastre (NS)	Engineering & Computer Science	2026 (2023)
Claudia Smith (NS)	Peter B. Gustavson School of Business	2028 (2025)
Vacancy	Fine Arts	2028 (2025)
Evan Maher (S)	Student Senator	2026 (2025)
Cohen Cheetham (S)	Student Senator	2026 (2025)
Dacian Filipescu (NS)	Student Representative (UVSS)	2026 (2025)
Martin Farnham (S)	President's nominee	2026 (2025) (ex officio)
Diana Varela (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 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)
Jens Weber (NS)	Engineering and Computer Science	2026 (2023)
Alexis Luko (NS)	Fine Arts	2026 (2023)
Jonas Bambi Yona (NS)	Health	2028 (2025)
Colin Macleod (S)	Humanities	2028 (2025)
Vacancy	Law	2028 (2025)
Chris Eagle (S)	Science	2026 (2023)
Helen Kurki (NS)	Social Sciences	2028 (2023)
Aarav Aggarwal (S)	Student Senator	2026 (2025)
Sarah Roberts (NS)	Student Representative (GSS)	2026 (2025)
Vacancy	Student Representative from diploma or certificate program in Continuing Studies	2026 (2025)
Natasha Thambirajah (NS)	Alumni Association	2028 (2022)
Kate Donovan (S)	Convocation Senator	2027 (2024)
Vacancy	President or nominee	2026 (2025) (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 Learning and Teaching

Name	Faculty or Department	Term
Li-Shih Huang (NS) (Chair)	Graduate Studies	2027 (2024)
Todd Milford (S)	Education	2028 (2025)
Travis Martin (S)	Science	2026 (2023)
Daniela Constantinescu (S)	Engineering and Computer Science	2028 (2025)
Erin Campbell (S)	Fine Arts	2026 (2020)
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)
Anastasia Mallidou (S)	Health	2026 (2023)
Tim Richards (NS)	Law	2028 (2025)
Mackenzie McNiven (S)	Student Senator	2026 (2025)
May Kong (S)	Student Senator	2026 (2025)
Georgia De Souza (NS)	Student Representative (UVSS)	2026 (2025)
Griffin Foster (NS)	Student Representative (UVSS)	2026 (2025)
Semyon Drozdetsckii (NS)	Student Representative (GSS)	2026 (2025)
Linnea Leist (NS)	Alumni Association	2028 (2025)
Vacancy	Library (FALC)	2028 (2025)
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Courtney Lundrigan (NS)	University Librarian's designate	2026 (2024) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Emily Huynh (NS)	President's nominee	2026 (2025) (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



SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate
From: Senate Committee on Agenda and Governance
Date: October 24, 2025
Subject: Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals.

At its meeting on October 24, 2025, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals.

Recommended Motion:

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

Respectfully submitted,

2025/2026 Senate Committee on Agenda and Governance

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

Annalee Lepp (Vice-Chair), Faculty of Humanities

Carrie Andersen, University Secretary

Jason Colby, Faculty of Humanities

Elizabeth Croft, Vice-President Academic and Provost

Rob Hancock, Faculty of Social Sciences

Inba Kehoe, McPherson Library

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Eva Thompson, Student Senator

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald (Recording Secretary), Senator Coordinator

DATE:	October 22, 2025
TO:	Senate Committee on Agenda and Governance
FROM:	Senate Committee on Admission, re-registration, and Transfer Appeals
RE:	Proposed updates to the Senate Committee on Admission, Re-registration, and Transfer Appeals Terms of Reference

This proposal provides updates to the Senate Committee on Admission, Re-registration, and Transfer Appeals (SCARTA) Terms of Reference to ensure better clarity, efficiency, and alignment with current university structures and practices.

Quorum Composition

SCARTA decisions are very often time sensitive and delaying decisions is detrimental to the student appellants. The adjustment to the quorum requirement responds to a demonstrated operational need while maintaining SCARTA's commitment to student participation. Over the past two years, several scheduled appeal meetings were cancelled or postponed due to the absence of a student member, resulting in delays for appellants awaiting time-sensitive decisions.

The revised quorum structure ensures that:

- Appeals are heard in a timely manner, preventing extended academic or financial hardship for students whose cases are pending;
- Student voices remain valued, as student members continue to hold voting status and are encouraged to attend and participate; and
- The committee retains procedural fairness, as decisions are made by a quorum of trained members representing a balanced cross-section of the university community.

This change does not diminish the importance of student representation but rather ensures that the appeals process functions efficiently and predictably for all students.

Title and Department Updates

- The position “Director, Undergraduate Admissions” no longer exists. Generalizing the language allows for flexibility in titles and structure without further updates to the Terms of Reference.
- The Office of the Registrar updated their department title to “Office of the Registrar and Enrolment Management”

Recommended Motion:

That the Senate Committee on Agenda and Governance approve, and recommend to Senate that it also approve, the revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration, and Transfer Appeals.

Appendix A- Current Terms of Reference (with proposed edits)

Senate Committee on Admission, Re-registration and Transfer Appeals

Terms of Reference

1. Preamble

- a) The Senate Committee on Admission, Re-registration and Transfer Appeals (the “Committee”), a standing committee of Senate, is an impartial appeal body at the University of Victoria. In accordance with the *University Act* (RSBC 1996 c. 468), the Senate has delegated to the Committee the authority and responsibility to decide, on behalf of the Senate, all appeals from students on decisions made regarding undergraduate admission, re-registration, and transfer of credit, including those which are made under exceptional circumstances or special access categories as defined in the Calendar regulations.
- b) Prior to filing an appeal with the Committee, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by the University of Victoria’s Undergraduate Admissions and Undergraduate Records offices.

2. Committee Composition

c) Membership

The membership of the Committee shall consist of eighteen (18) members, twelve (12) of which are voting.

The composition of the members are as follows:

- eight (8) regular faculty members representing the faculties, one of whom shall serve as Chair of the Committee, and one of whom shall serve as Vice-Chair (voting)
- the President or nominee (*ex officio*, voting)
- two (2) undergraduate student members of Senate (voting)
- one (1) student appointed upon nomination by the UVSS (voting)
- the Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities) (*ex officio*, non-voting)
- the Director or equivalent of an Advising Centre from a faculty other than Humanities, Science and Social Sciences, or designate (*ex officio*, non-voting)
- the Director or equivalent of International Centre for Students (*ex officio*, non-voting)
- the Director of Counselling Services or designate (*ex officio*, non-voting)
- the university representative to the B.C. Council on Admission and Transfer, Transfer and Articulation Committee (*ex officio*, non-voting)
- the Registrar (*ex officio*, non-voting)

Total membership - 18 (12 voting members)

- d) The secretary of the committee is an Associate Registrar from the Office of the Registrar **and Enrolment Management** (as designated by the University Secretary). A

representative from the Office of the Registrar [and Enrolment Management](#) will be the recording secretary.

3. Committee Procedure

- e) A quorum for a meeting of the Committee shall be four of the voting members. Of these members, at least half the voting members present must be faculty members. ~~and at least one must be a student.~~
- f) Committee members will receive an orientation on the processes of administrative tribunals and the principles of relational, procedural and substantive fairness. The Committee will also inform itself on the processes and policies for admission, re-registration, and transfer of credit, and rule on appeals of decisions regarding admission, re-registration, and transfer of credit fairly and expeditiously.
- g) The Faculty of Graduate Studies will rule on admission, re-registration, and transfer appeals related to graduate students. The Faculty of Graduate Studies will provide the Committee with an annual report in October that includes an outline of the process for making appeal decisions, and a summary of the number of graduate appeals heard by general category together with the number of appeals accepted and the number rejected.
- h) Prior to an appeal being heard, the Chair of the Committee may appoint one or more individuals with pertinent expertise to inquire into and to advise or report on any question of fact or opinion relevant to any issue in an appeal, including issues involving disability, language or cultural considerations.
- i) The Committee shall determine its decision regarding an appeal by voting. A simple majority of the voting members present must be in favour for an appeal to be granted (a tie vote fails).
- j) The Vice-Chair shall chair the Committee in the event the Chair is absent or has a conflict of interest with an appellant.
- k) A record of the minutes of meetings and decisions made by the Committee shall be kept in the Office of the Registrar [and Enrolment Management](#) to support consistency in its decisions.
- l) Documentation and discussions regarding appeals shall be held in confidence. Committee members shall not discuss the substance of an appeal outside Committee meetings.

4. Appeal Procedure

- m) The Committee has jurisdiction to hear appeals of decisions made regarding undergraduate admission, re-registration, and transfer of credit, including (but not limited to) the following:
 - withdrawal an offer of admission or re-registration due to unsatisfactory academic performance;
 - refusal of admission, due to unsatisfactory academic performance;
 - special access categories as defined in the Calendar regulations
 - an assigned requirement to withdraw;
 - denial of transfer credit from other institutions
 - decisions related to a violation of the failure to declare studies elsewhere Calendar regulations, such as:

- denial or cancellation of an application for admission or re-registration
 - rescinding an offer of admission or re-admission and a ban on any application for at least one term cancellation of current registration;
 - the denial of transfer credit from institutions where attendance was not disclosed
 - the display on the official transcript of all penalties assigned
 - placement on disciplinary probation
- n) A student or applicant wishing to appeal a decision to the Committee (the “appellant”) shall complete a Senate Committee on Admission, Re-registration and Transfer Notice of Appeal Form with supporting documentation. Should the Office of the Registrar **and Enrolment Management** deem that the appeal lacks sufficient supporting documentation, the appellant will be notified and given the opportunity to supplement the appeal before it goes to the Committee.
- o) Grounds for appeal are limited to:
- i.) unforeseen extenuating circumstances supplemented with relevant documentation;
 - ii.) significant physical affliction or psychological distress documented by a physician or other health care professional;
 - iii.) documented significant distress, or documented significant responsibility as a caregiver, as a result of an immediate member of the family suffering from serious trauma or illness;
 - iv.) evidence of incorrect advice or errors of administration by authorized University personnel, with evidence that the appellant's studies were adversely affected;
 - v.) new, material information is available which, despite the exercise of due diligence by the appellant, could not have been presented at the time of the decision giving rise to the appeal, and the relevance and significance of the new information is such that if it had been submitted at the time of the decision, could reasonably have been expected to have altered the outcome.
- p) Dissatisfaction with University regulations, or disagreements concerning the evaluation of admissibility of evaluation of credit value equivalency (e.g. calculation of G.P.A., credit conversion, or questions regarding satisfaction of English proficiency) or failure to meet published deadlines do not constitute grounds for appeal.
- q) For each appeal, ~~the Director of Undergraduate Admissions or Undergraduate Records~~ **the senior member of Undergraduate Admissions or Undergraduate Records** (or designate) shall be present to provide information on applicable university calendar regulation, policy and procedures to the Committee.
- r) Appellants do not attend Committee meetings. An appeal is decided based on the appellant's written documentation provided and the information package submitted through the Office of the Registrar **and Enrolment Management**, which includes (but is not limited to) a summary of the students' academic record, student's transcripts, and additional information provided for the appeal submitted by the student.
- s) The Committee may defer an appeal decision pending receipt of more information and may request additional documentation. If any Committee members request additional information, this will only be done if the Committee Chair decides that

this additional information would be both relevant and cogent to deciding the appeal.

- t) Appeal decisions are communicated to the student in writing by the Office of the Registrar **and Enrolment Management** (Undergraduate Admissions or Undergraduate Records units) within one week of the decision.
- u) The Committee's decision may be appealed to the Senate Committee on Appeals only on the grounds of specific procedural error.

5. Delegated Authority

The Committee may delegate to the Office of the Registrar **and Enrolment Management** the Committee's authority to approve an admission or re-registration appeal in the following circumstances:

Admission:

- circumstances in which the student is denied admission due to being below the current cut-off but is above the calendar-stated university minimum; or,
- circumstances in which the student's admission offer is being withdrawn due to being below the current retaining average/GPA but is above the calendar-stated university minimum.

Re-registration:

- circumstances in which the student is denied re-registration due to the first assignment of a requirement to withdraw with documentation as described below; or,
- circumstances in which the student is denied re-registration due to the first assignment of a requirement and the student has, at maximum, two outstanding courses required for degree completion.

The approval of delegated appeals will be based on (but not limited to) demonstrated medical or other exceptional grounds in which the student has provided documentation for the period described (e.g. additional academic information such as, SAT/ACT scores, institutional comparative ranking etc.), and in consultation with the appropriate academic unit in the case of selective program decisions.

6. Annual Report to Senate

- v) The Committee's annual report to Senate shall contain the following information:
 - the number of appeals that have been heard and decided since the last report to Senate;
 - a summary of the appeals heard by general category together with the number of appeals allowed and the number rejected;
 - the report from the Faculty of Graduate Studies described in section 3g)
- w) The Committee may request further information from the Faculty of Graduate Studies following receipt of the report described in section 3g).
- x) If the Committee finds any university policy, regulation, procedure, or practice related to admission, re-registration, or transfer – including these Terms of Reference – that appears to need review and revision, the Committee may advise the Senate and recommend appropriate action.

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: October 22, 2025
Re: 2024/2025 Annual Report

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

The Senate Committee on Awards met 11 times from August 2024 to June 2025:

August 21, 2024	September 11, 2024	October 11, 2024	November 5, 2024
December 5, 2024	January 9, 2025	February 12, 2025	March 13, 2025
April 7, 2025	May 14, 2025	June 11, 2025	

During that year the Senate Committee on Awards approved **48** (88) new awards and **96** (152) revised awards for undergraduate and graduate students. In the May 2024 to April 2025 academic year there were **4,616** (5,401) scholarships and awards given to **3,841** (3,832) undergraduate students, with a total value of **\$14,191,645.70** (\$12,569,581.74).

NOTE: Previous year's (2023/2024) figures are shown in brackets. Scholarships included in this report were adjudicated on the basis of academic performance in 2023-2024.

This report reflects the total number and values of scholarships and awards received by undergraduate students in 2024/2025.

To ensure the financial sustainability of the entrance scholarships program, automatic renewable entrance scholarships were eliminated at the end of the 2021/2022 academic year and have not been reinstated. As a result, the cost of scholarship renewals will decline year by year until the majority of 2021/22 renewable scholarship recipients graduate in 2025. As each cohort of renewable scholarship recipients has completed their programs of study, the available scholarship budget has been used to increase the values of non-renewable scholarships. The impact of these improvements has been reflected in this report and will be included in the 2025/26 annual report.

Entrance Scholarship Appeals considered

In 2024/2025 there were 37 entrance scholarship appeals considered by the Senate Committee on Awards, of which 24 were approved and 13 not approved.

Of the entrance scholarship appeals received, 1 student was appealing to retain an offer of a renewable scholarship and 36 were appealing to retain a non-renewable scholarship offer.

The 1 renewable scholarship appellant was requesting approval to retain a scholarship offer despite not meeting the admission average required to qualify.

Of the non-renewable scholarship appellants, 25 were below the admission average required to retain their original scholarship offer, and 11 were requesting approval to retain the scholarship at a reduced course load or while temporarily withdrawn due to extenuating circumstances.

In-Course Scholarship Appeals considered

In 2024/25 there were 21 in-course scholarship appeals considered by the Senate Committee on Awards, of which 16 were approved and 5 not approved.

Of the in-course scholarship appellants, 13 were requesting approval to retain a renewable scholarship and 8 were appealing to retain a non-renewable scholarship.

With regards to the renewable scholarship appeals, 9 students who did not meet the minimum GPA requirement of 7.50 were requesting approval to retain the scholarship, 3 were requesting to retain the scholarship at a reduced course load and 1 requested a deferral of the scholarship.

Of the non-renewable scholarship appeals, 6 students were requesting approval to retain the scholarship at a reduced course load and 2 were requesting a deferral of the scholarship.

ENTRANCE SCHOLARSHIPS

Student Awards and Financial Aid made offers of entrance scholarships and awards to academically outstanding students from Canadian secondary schools, international secondary schools and Canadian colleges and universities. In 2024/25 UVic awarded **2,156** (1,997) entrance scholarships (non-renewable) to **1,595** (1,423) students with a value of **\$5,841,274.05** (\$4,051,791). In addition, **43** (39) students received donor funded renewable scholarships for a total value of **\$340,000** (\$279,368). The total of all entrance scholarships and awards from base budget, donor funded and endowed sources was **\$6,181,274.05** (\$4,331,159). See Appendix A for a listing of Renewable Entrance Scholarships.

IN-COURSE SCHOLARSHIPS

UVic awarded **2,052** (2,787) non-renewable in-course scholarships and awards to **1,838** (1,792) students with a value of **\$5,602,850.53** (\$4,483,189.24). In addition, **365**** (578*) students received a renewal of their renewable scholarships for a total value of

\$2,407,521.12 (\$3,755,233.50). The total value of all in-course scholarships and awards is **\$8,010,371.65** (\$8,238,422.74). See Appendix B for Renewable In-Course Scholarships.

**Total number of scholarship renewal recipients differs from above as one student received two different scholarship renewals and one student had their scholarships renewed in May 2024 and then again in January 2025.

* Total number of scholarship renewal recipients differs from above as three students received two different scholarship renewals and five students had their scholarships renewed in May 2023 and then again in January 2024.

Appendix C shows the total in-course funds awarded by scholarship and award category, GPA range for the recipients of the President's Scholarship and the number of scholarships and awards per faculty or program. The budget for the President's Scholarship is proportionally allocated by the number of students in each faculty or program in relation to the total student population.

Respectfully submitted,

2025/2026 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Health

Victor Arnal, GSS Representative

Leslee Francis Pelton, Faculty of Graduate Studies

Lori Hunter, Director, Student Awards and Financial Aid

Timothy Iles, Faculty of Humanities

Vita Ipiroti, Student Senator

Alyssa Manankil, Alumni Association

Cedric Littlewood, Associate Dean, Faculty of Graduate Studies

Donja Roberts, Scholarship Officer, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Thomas Stewart, President's Nominee

Wendy Taylor, Registrar

Amanda Thornborough (Secretary), Student Awards and Financial Aid

2024/2025 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Health

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Graduate Studies

Rishi Gupta, Faculty of Engineering and Computer Science

Lori Hunter, Director, Student Awards and Financial Aid

Alyssa Manankil, Alumni Association

Donja Roberts, Scholarship Officer, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Justin Salinas, Student Senator

Thomas Stewart, President's Nominee

Wendy Taylor, Registrar

Sarah Roberts, GSS Representative

Amanda Thornborough (Secretary), Student Awards and Financial Aid

Appendix A

Renewable Scholarships	2024	2023	Value	Total 2024	Total 2023
Aga Khan Academy Scholarship	1	1	\$ 22,500	\$ 22,500	\$ 22,500
Ailsa & Roger Bishop Entrance Scholarship in Theatre	2	0	\$ 5,000	\$ 10,000	\$ -
Arscott Family Fund Scholarship	1	0	\$ 7,500	\$ 7,500	\$ -
David H. Turpin National Entrance Scholarship	1	1	\$ 5,000	\$ 5,000	\$ 5,000
David Strong Entrance Scholarship	1	1	\$ 5,000	\$ 5,000	\$ 5,000
Elsa Eleonora Fagerberg & Clara Maria Fagerberg Entrance Scholarship	2	0	\$ 5,000	\$ 10,000	\$ -
Fairfax Financial Ltd. Award	1	1	\$ 6,000	\$ 6,000	\$ 6,000
Jim Ounsworth Undergraduate Award for Indigenous Students	6	0	\$ 10,000	\$ 60,000	\$ -
Jim Ounsworth Undergraduate Award for Part-time Indigenous Students	1	0	\$ 5,000	\$ 5,000	\$ -
John Locke Malkin Entrance Scholarship	3	2	\$ 6,000	\$ 18,000	\$ 12,000
Joyce Family Foundation Award for Indigenous Students	1	1	\$ 8,000	\$ 8,000	\$ 5,000
Leeder Family Memorial Award in Economics	0	1	\$ 3,868	\$ -	\$ 3,868
Leeder Family Memorial Award in Mathematics	0	0	\$ -	\$ -	\$ -
Loran Scholarship	0	0	\$ -	\$ -	\$ -
Marilyn (Leslie) Kan and John YH Kan Award for Indigenous Students	1	0	\$ 4,000	\$ 4,000	\$ -
Maurice William Summerhayes Memorial Scholarship	4	4	\$ 10,000	\$ 40,000	\$ 40,000
National Entrance Scholarship	3	5	\$ 5,000	\$ 15,000	\$ 25,000
Richard Gilhooley and Karen Ockelton Scholarship	0	0	\$ -	\$ -	\$ -
Robert and Ellen Pearce Scholarship	2	2	\$ 5,000	\$ 10,000	\$ 10,000
Schulich Leader Scholarship (Engineering)	1	1	\$ 30,000	\$ 30,000	\$ 30,000
Schulich Leader Scholarship (Science)	1	1	\$ 25,000	\$ 25,000	\$ 25,000
Seaborne-Langford Scholarship in Engineering	0	2	\$ 1,000	\$ -	\$ 2,000
T.S. McPherson Entrance Scholarship	5	5	\$ 5,000	\$ 25,000	\$ 25,000
UVic Excellence Scholarship (\$5,000)	1	0	\$ 5,000	\$ 5,000	\$ -
UVic Excellence Scholarship (\$6,000)	0	8	\$ 6,000	\$ -	\$ 48,000
UVic Excellence Scholarship (\$7,000)	2	0	\$ 7,000	\$ 14,000	\$ -
Vikes International Athlete Award	0	0	\$ 10,000	\$ -	\$ -
Wilson S.C. Lai Scholarship	3	3	\$ 5,000	\$ 15,000	\$ 15,000
TOTALS	43	39		\$ 340,000	\$ 279,368

Appendix B

Renewable Scholarships	2024	2023	Value	Total 2024	Total 2023
Aga Khan Academy Scholarship	3	2	\$ 22,500.00	\$ 67,500.00	\$ 45,000.00
Agamemnon Kasapi and Family Scholarship	1	2	varies	\$ 28,684.50	\$ 25,000.00
Ailsa & Roger Bishop Entrance Scholarship in Theatre	1	1	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Ailsa & Roger Bishop Entrance Scholarship in Theatre	0	1	\$ 6,000.00	\$ 0.00	\$ 6,000.00
Alan Steven John Award in Visual Arts	3	1	\$ 9,000.00	\$ 27,000.00	\$ 9,000.00
Albert Hung Chao Hong Scholarship in Int'l Business & Entrepreneurship	0	3	\$ 1,500.00	\$ 0.00	\$ 9,000.00
Blakes Scholars Award	2	2	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
Bob Worth Award in Economics	2	2	\$ 2,500.00	\$ 5,000.00	\$ 5,000.00
David H. Turpin National Entrance Scholarship	2	2	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
David Strong Entrance Scholarship	1	0	\$ 5,000.00	\$ 5,000.00	\$ 0.00
Elsa Eleonora & Clara Maria Fagerberg Scholarship	0	2	\$ 5,000.00	\$ 0.00	\$ 10,000.00
Fairfax Financial Ltd. Award	1	2	\$ 6,000.00	\$ 6,000.00	\$ 12,000.00
John Locke Malkin Entrance Scholarship	2	2	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
John Locke Malkin Entrance Scholarship	7	7	\$ 6,000.00	\$ 42,000.00	\$ 42,000.00
Langford-Seaborne Award for Indigenous Students in Humanities	1	1	\$ 1,120.00	\$ 1,120.00	\$ 1,000.00
Langford-Seaborne Award for Indigenous Students in Social Sciences	1	1	\$ 1,120.00	\$ 1,120.00	\$ 940.00
Leeder Family Memorial Award in Economics	2	1	varies	\$ 7,226.88	\$ 3,664.30
Leeder Family Memorial Award in Mathematics	3	4	varies	\$ 11,783.45	\$ 14,798.00
Loran Scholarship Renewal	0	2	varies	\$ 0.00	\$ 12,331.20
Mastercard Award in Cyber Security	3	2	varies	\$ 15,000.00	\$ 20,000.00
Maurice William Summerhayes Scholarship	10	9	\$ 10,000.00	\$ 100,000.00	\$ 90,000.00
National Entrance Scholarship	13	12	\$ 5,000.00	\$ 65,000.00	\$ 60,000.00
Ray and Naomi Simpson	4	3	\$ 3,000.00	\$ 12,000.00	\$ 9,000.00
Richard Gilhooley and Karen Ockelton Scholarship	1	1	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Robert & Ellen Pearce Scholarship	5	5	\$ 5,000.00	\$ 25,000.00	\$ 25,000.00
Schulich Leader Scholarship (Engineering)	1	2	\$ 25,000.00	\$ 25,000.00	\$ 50,000.00
Schulich Leader Scholarship (Engineering)	1	0	\$ 30,000.00	\$ 30,000.00	\$ 0.00
Schulich Leader Scholarship (Science)	2	4	\$ 20,000.00	\$ 40,000.00	\$ 80,000.00
Schulich Leader Scholarship (Science)	1	0	\$ 25,000.00	\$ 25,000.00	\$ 0.00
Scotiabank Scholarship for Law Students	1	2	\$ 10,000.00	\$ 10,000.00	\$ 20,000.00
Seaborne Langford Scholarship in Engineering	1	1	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
T.S. McPherson Entrance Scholarship	0	1	\$ 3,000.00	\$ 0.00	\$ 3,000.00
T.S. McPherson Entrance Scholarship	11	9	\$ 5,000.00	\$ 55,000.00	\$ 45,000.00
T.S. McPherson Entrance Scholarship	10	10	\$ 6,000.00	\$ 60,000.00	\$ 60,000.00
UVic Excellence Scholarship \$2,500	0	2	\$ 2,500.00	\$ 0.00	\$ 5,000.00
UVic Excellence Scholarship \$5,000	1	8	\$ 5,000.00	\$ 5,000.00	\$ 40,000.00
UVic Excellence Scholarship \$6,000 (\$3,000 awarded on appeal)	3	3	\$ 3,000.00	\$ 9,000.00	\$ 9,000.00
UVic Excellence Scholarship \$6,000 (Graduated while in fewer than 12 units)	2	0	varies	\$ 7,767.50	\$ 0.00
UVic Excellence Scholarship \$6,000	147	288	\$ 6,000.00	\$ 882,000.00	\$ 1,728,000.00
UVic Excellence Scholarship \$6,500	0	1	\$ 6,500.00	\$ 0.00	\$ 6,500.00
UVic Excellence Scholarship \$7,000 (\$3,500 awarded on appeal)	0	2	\$ 3,500.00	\$ 0.00	\$ 7,000.00
UVic Excellence Scholarship \$7,000 (Graduated while in fewer than 12 units)	3	0	varies	\$ 10,318.79	\$ 0.00
UVic Excellence Scholarship \$7,000	107	173	\$ 7,000.00	\$ 749,000.00	\$ 1,211,000.00
Walker Wood Foundation Scholarship in Social Sciences	1	0	\$ 4,000.00	\$ 4,000.00	\$ 0.00
Wilson S.C. Lai Scholarship	7	10	\$ 5,000.00	\$ 35,000.00	\$ 50,000.00
TOTALS	367	586		\$ 2,407,521.12	\$ 3,755,233.50

Appendix C

	PRESIDENT'S SCHOLARSHIP			SCHOLARSHIP RENEWALS		OTHER SCHOLARSHIPS AND AWARDS		
	AMOUNT	GPA RANGE	QTY	AMOUNT	QTY	AMOUNT	QTY	TOTALS
SOCIAL SCIENCES	\$ 111,751.67	8.63-9.00	35	\$ 466,900.88	71	\$ 784,300.21	359	\$ 1,362,952.76
SCIENCE	\$ 97,630.78	8.80-9.00	35	\$ 624,467.95	90	\$ 716,391.40	255	\$ 1,438,490.13
HUMANITIES	\$ 79,828.18	8.22-8.89	34	\$ 244,120.00	40	\$ 562,445.85	188	\$ 886,394.03
ENGINEERING								
CIVE	\$ 8,446.00	8.55-8.88	3	\$ 37,000.00	6	\$ 57,744.00	25	\$ 103,190.00
BME	\$ 105.00	9.00-9.00	1	\$ 33,000.00	5	\$ 36,830.44	14	\$ 69,935.44
BSEN	\$ 3,331.00	9.00-9.00	2	\$ 154,000.00	20	\$ 69,788.10	30	\$ 227,119.10
CENG	\$ 2,833.00	9.00-9.00	1	\$ 20,000.00	3	\$ 17,823.00	8	\$ 40,656.00
MECH	\$ 17,936.00	8.77-9.00	8	\$ 140,000.00	18	\$ 157,049.25	55	\$ 314,985.25
CMSC	\$ 37,041.00	9.00-9.00	11	\$ 130,224.50	23	\$ 121,359.71	38	\$ 288,625.21
ELEC	\$ 9,038.00	8.82-9.00	4	\$ 72,000.00	12	\$ 46,157.00	17	\$ 127,195.00
HUMAN & SOCIAL DEVELOPMENT								
HINF; PHSP	\$ 6,613.00	8.38-8.75	3	\$ 0.00	0	\$ 53,245.85	17	\$ 59,858.85
NURS	\$ 3,418.00	8.60-8.88	9	\$ 46,033.96	8	\$ 169,090.00	63	\$ 218,541.96
PADM	\$ 0.00		0	\$ 0.00	0	\$ 6,000.00	5	\$ 6,000.00
CHIL	\$ 12,589.00	8.38-8.75	4	\$ 0.00	0	\$ 49,463.86	15	\$ 62,052.86
SOCW	\$ 12,330.00	7.50-8.00	6	\$ 0.00	0	\$ 42,270.00	15	\$ 54,600.00
EDUCATION								
EPHE ,BSC	\$ 28,916.74	8.75-8.90	12	\$ 60,000.00	10	\$ 243,838.86	86	\$ 332,755.60
EDCD	\$ 25,257.00	8.50-9.00	9	\$ 60,000.00	10	\$ 276,315.51	119	\$ 361,572.51
FINE ARTS								
General	\$ 0.00		0	\$ 0.00	0	\$ 0.00	0	\$ 0.00
ARTH	\$ 5,583.75	8.33-8.56	3	\$ 0.00	0	\$ 34,068.50	14	\$ 39,652.25
MUSI	\$ 7,171.00	8.52-8.85	11	\$ 76,000.00	12	\$ 282,419.64	94	\$ 365,590.64
THEA	\$ 4,195.00	8.40-8.60	2	\$ 55,000.00	9	\$ 49,246.00	24	\$ 108,441.00
VISU	\$ 6,119.00	8.56-8.90	4	\$ 52,000.00	7	\$ 53,421.00	23	\$ 111,540.00
CREA	\$ 12,153.00	8.50-8.63	4	\$ 23,773.83	5	\$ 75,886.87	29	\$ 111,813.70
BUSINESS	\$ 18,886.31	8.56-9.00	8	\$ 86,000.00	14	\$ 517,043.18	192	\$ 621,929.49
LAW	\$ 11,500.00	7.11-7.53	5	\$ 27,000.00	4	\$ 657,979.87	153	\$ 696,479.87
TOTALS	\$ 522,672.43		214	\$ 2,407,521.12	367	\$ 5,080,178.10	1,838	\$ 8,010,371.65

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: October 22, 2025
Re: New and Revised Awards

The Senate Committee on Awards met on October 16 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

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

- American School of Monterrey, Mexico, Entrance Scholarship (Revised)
- Bainbridge High School, USA, Entrance Scholarship (Revised)
- Ballard High School, USA, Entrance Scholarship (Revised)
- BC Provincial Court Judges' Association Bursary (New)
- Beacon Academy, Jakarta, Entrance Scholarship (Revised)
- Bill and Coline Neilson Legacy Fund Award* (New)
- Bunbury-Sheffield Global Engagement Award (New)
- Bunka Sugunami Canadian International School, Japan, Entrance Scholarship (New)
- Canadian International School, Vietnam, Entrance Scholarship (Revised)
- Canadian International School of Hong Kong Entrance Scholarship (New)
- David Stewart Book Prize for Counselling* (Revised)
- Delhi Public School R.K. Puram, New Delhi, Entrance Scholarship (Revised)
- Don Bosco High School, Mumbai, Entrance Scholarship (Revised)
- Escuela Tomás Alva Edison, Mexico, Entrance Scholarship (New)
- Fawn Lily Scholarship* (New)
- G.D. Goenka Public School, New Delhi, Entrance Scholarship (Revised)
- Greengates School, Mexico, Entrance Scholarship (Revised)
- Indus International School, Pune, Entrance Scholarship (Revised)
- Ingraham High School, USA, Entrance Scholarship (Revised)
- International School Bangkok, Thailand, Entrance Scholarship (New)
- International School Kuala Lumpur, Malaysia, Entrance Scholarship (New)
- International School, Manila, Entrance Scholarship (Revised)
- Jamnabai Narsee School, Mumbai, Entrance Scholarship (Revised)
- Joyce Family Foundation Award (Revised)
- King Kekaulike High School, Hawaii, Entrance Scholarship (New)

- Kodaikanal International School, India, Entrance Scholarship (Revised)
- Le Hong Phong High School for the Gifted, Vietnam, Entrance Scholarship (Revised)
- Lincoln School, Costa Rica, Entrance Scholarship (New)
- Majestic International College Guangzhou, China, Entrance Scholarship (New)
- Mark Krasnick Leadership Award* (Revised)
- Mercer Island High School, USA, Entrance Scholarship (Revised)
- Muriel Ford Memorial Bursary* (Revised)
- Ray and Marilyn Jones Undergraduate Award for Single Parents Endowment* (New)
- Rhonda Rae Shaw Children's Literacy Award* (New)
- Roosevelt High School, USA, Entrance Scholarship (Revised)
- Ross & Stephanie Bailey Undergraduate Award* (New)
- Ruth McDonald and Gordon Webster Award (New)
- Saigon South International School, Vietnam, Entrance Scholarship (New)
- Shihoko Hollander Scholarship* (New)
- Soleil Brooks Vikes Women's Rugby BIPOC Award (New)
- Springdales School, India, Entrance Scholarship (Revised)
- St. Andrews International School, Thailand, Entrance Scholarship (Revised)
- Stonehill International School, India, Entrance Scholarship (Revised)
- Taipei Kuei Shan School, Taiwan, Entrance Scholarship (New)
- The American School Foundation, Guadalajara, Entrance Scholarship (Revised)
- The American School Foundation, Mexico City, Entrance Scholarship (Revised)
- The American School of Puerto Vallarta, Mexico, Entrance Scholarship (Revised)
- The International School of Macau Entrance Scholarship (New)
- United Nations International School of Hanoi, Vietnam, Entrance Scholarship (Revised)
- University of Victoria Alumni Association Graduate Scholarship* (Revised)
- Woodstock School, India, Entrance Scholarship (Revised)
- Wuhan Britain-China International School, China, Entrance Scholarship (New)
- Yokohama International School, Japan, Entrance Scholarship (New)

** Administered by the University of Victoria Foundation*

Respectfully submitted,

2025/2026 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Health

Victor Arnal, GSS Representative

Leslee Francis Pelton, Faculty of Graduate Studies

Lori Hunter, Director, Student Awards and Financial Aid

Timothy Iles, Faculty of Humanities

Vita Ipiroti, Student Senator

Alyssa Manankil, Alumni Association

Cedric Littlewood, Associate Dean, Faculty of Graduate Studies

Donja Roberts, Scholarship Officer, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Thomas Stewart, President's Nominee

Wendy Taylor, Registrar
Amanda Thornborough (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, medals and prizes

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA [website](#).

Awards

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criterion may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

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

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

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

Bursaries

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

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



Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

American School of Monterrey, Mexico, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from American School of Monterrey, Mexico and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of American School of Monterrey, Mexico

Bainbridge High School, USA, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Bainbridge High School, USA and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Award upon the recommendation of Bainbridge High School, USA.

Ballard High School, USA, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Ballard High School, USA and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Ballard High School, USA.

BC Provincial Court Judges' Association Bursary (New)

One or more bursaries are awarded to students entering or continuing in the J.D. program of the Faculty of Law.



Beacon Academy, Jakarta, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Beacon Academy, Jakarta and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Beacon Academy, Jakarta.

Bill and Coline Neilson Legacy Fund Award* (New)

One or more awards are given to continuing undergraduate students in the Faculty of Law who are participating in an outgoing exchange with UVic Law exchange partners in the Asia-Pacific or Australasia region. Preference will be given to students with financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Bunbury-Sheffield Global Engagement Award* (New)

One award of at least \$2,500 will be given to an incoming undergraduate exchange student at the Faculty of Law coming from the following geographic areas; Asia, Africa, the Pacific Islands, South/Central America or Mexico. Preference will be given to students with financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Bunka Suginami Canadian International School, Japan, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Bunka Suginami Canadian International School, Tokyo, Japan and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Bunka Suginami Canadian International School, Tokyo, Japan.

Canadian International School, Vietnam, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Canadian International School, Vietnam and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Canadian International School, Vietnam.



Canadian International School of Hong Kong, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from the Canadian International School of Hong Kong, Aberdeen, Hong Kong, and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Canadian International School of Hong Kong, Aberdeen, Hong Kong.

David Stewart Book Prize for Counselling* (Revised)

A book prize of \$65 is awarded to the most promising graduate student in the Counselling Psychology ~~in Education~~ program, as evidenced by papers published or presented at professional conferences. Approval will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Counselling Psychology program in the Faculty of Health. ~~Graduate Advisor, Department of Psychological Foundations in Education.~~

Delhi Public School R.K. Puram, New Delhi, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Delhi Public School R.K. Puram, New Delhi and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Delhi Public School R.K. Puram, New Delhi.

Don Bosco High School, Mumbai, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Don Bosco High School, Mumbai and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Don Bosco High School, Mumbai.

Escuela Tomás Alva Edison, Mexico, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Escuela Tomás Alva Edison, Mexico and are entering directly into the first year of an undergraduate degree program at



the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Escuela Tomás Alva Edison, Mexico.

Fawn Lily Scholarship* (New)

A scholarship is awarded to an academically outstanding woman graduate student in an Engineering program in the Faculty of Engineering & Computer Science. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Engineering & Computer Science.

G.D. Goenka Public School, New Delhi, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from G.D. Goenka Public School, New Delhi and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of G.D. Goenka Public School, New Delhi.

Greengates School, Mexico, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Greengates School, Mexico and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Greengates School, Mexico.

Indus International School, Pune, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Indus International School, Pune and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Indus International School, Pune.



Ingraham High School, USA, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Ingraham High School, USA and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Ingraham High School, USA.

International School Bangkok, Thailand, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from International School Bangkok, Nonthaburi, Thailand and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of International School Bangkok, Nonthaburi, Thailand.

International School Kuala Lumpur, Malaysia, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from International School of Kuala Lumpur, Malaysia and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of International School of Kuala Lumpur, Malaysia.

International School, Manila, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from International School, Manila and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of International School, Manila.

Jamnabai Narsee School, Mumbai, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Jamnabai Narsee School,



Mumbai and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Jamnabai Narsee School, Mumbai.

Joyce Family Foundation Award for Indigenous Students Endowment* (Revised)

One or more awards of at least \$5,000 each and not more than \$8,000 each, are given to Indigenous 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 is aware of the student's personal circumstances and can speak to their resilience in the face of adversity and potential for success in their post secondary studies, and
- are committed to working with a mentor during the time they are a student at UVic. Examples of — mentorship can include, but not be limited to: participating in First Peoples House programs and — activities, attending community and cultural events, learning from Elders.

At least one recipient each year will be an Indigenous student.

Preference will be given to students who do not have not received funding from any outside institution their First Nation Band or an Indigenous 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.

King Kekaulike High School, Hawaii, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from King Kekaulike High School, Hawaii and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of King Kekaulike High School, Hawaii.



Kodaikanal International School, India, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships ~~with a value of at least \$20,000~~ are awarded to academically outstanding international students who have graduated from Kodaikanal International School, India and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Kodaikanal International School, India.

Le Hong Phong High School for The Gifted, Vietnam, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships ~~with a value of at least \$20,000~~ are awarded to academically outstanding international students who have graduated from Le Hong Phong High School for The Gifted, Vietnam and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Le Hong Phong High School for The Gifted, Vietnam.

Lincoln School, Costa Rica, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Lincoln School, Costa Rica and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Lincoln School, Costa Rica.

Majestic International College Guangzhou, China, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Majestic International College Guangzhou, China and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Majestic International College Guangzhou, China.



Mark Krasnick Leadership Award* (Revised)

One or more awards are given to third or fourth year ~~First Nations~~ Canadian-born Indigenous undergraduate students in the Faculty of ~~Human & Social Development~~ Health, the Faculty of Law or the ~~Faculty~~ Peter B. Gustavson School of Business, who demonstrate leadership in an either the First Nations Indigenous community or within the Faculty or School. Preference will be given to a candidate whose primary residence is in British Columbia residents.

Mercer Island High School, USA, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Mercer Island High School, USA and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Mercer Island High School, USA.

Muriel Ford Memorial Bursary* (Revised)

Up to two bursaries, totaling a maximum of \$5,000, are ~~A bursary of \$3,000 is~~ awarded to a students in the School of Nursing who ~~is~~ are supporting dependent children and who ~~is~~ are entering the final year of the Bachelor of Science in Nursing program. Preference will be given to ~~a~~ students interested in community nursing or health promotion.

Ray and Marilyn Jones Undergraduate Award for Single Parents Endowment* (New)

One or more awards, totalling a maximum of \$4,000, are to be distributed equally to entering or continuing undergraduate students who are single parents and Canadian citizens. Preference is for students with financial need.

Rhonda Rae Shaw Children's Literacy Award* (New)

One or more awards of \$1,000 each are given to undergraduate students in a Teacher Education program who demonstrate an outstanding commitment to promoting childhood reading and literacy. Applicants must submit a statement (max 350 words) outlining actions they have taken that demonstrate their commitment to promoting childhood reading and literacy. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Roosevelt High School, USA, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Roosevelt High School, USA and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.



Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Roosevelt High School, USA.

Ross & Stephanie Bailey Undergraduate Award* (New)

One or more awards, of a minimum of \$2,500 each, are given to undergraduate students in the Faculty of Engineering and Computer Science who have a learning disability.

Preference is for students in Mechanical Engineering working on projects associated with the Institute for Integrated Energy Systems (IESVic) or Accelerated Community Energy Transformation (ACET). Further preference is for students with financial need.

Ruth McDonald and Gordon Webster Award (New)

One award of at least \$6,000 is given to a continuing undergraduate History Major student. Preference will be given to students with financial need. Recipients must not have received a UVic scholarship of \$1,000 or more during their previous year of study.

Saigon South International School, Vietnam, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Saigon South International School Entrance, Hồ Chí Minh City, Vietnam and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Saigon South International School, Hồ Chí Minh City, Vietnam.

Shihoko Hollander Scholarship * (New)

One or more scholarships are awarded to academically outstanding graduate students in the Faculty of Fine Arts. Approval of the recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Fine Arts.

Soleil Brooks Vikes Women's Rugby BIPOC Award (New)

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 or a Person of Colour. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director, Varsity 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.



Springdales School, ~~New Delhi~~, India, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Springdales School, New Delhi, India and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Springdales School, New Delhi, India.

St. Andrews International School, Thailand, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from St. Andrews International School, Thailand and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of St. Andrews International School, Thailand.

Stonehill International School, ~~Bangalore~~ India, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Stonehill International School, Bangalore, India and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Stonehill International School, Bangalore, India.

Taipei Kuei Shan School, Taiwan, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Taipei Kuei Shan School, Taipei City, Taiwan and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Taipei Kuei Shan School, Taipei City, Taiwan.



The American School Foundation, Guadalajara, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from The American School Foundation, Guadalajara, Mexico and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of The American School Foundation, Guadalajara, Mexico.

The American School Foundation, Mexico City, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from The American School Foundation, Mexico City, Mexico and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of The American School Foundation, Mexico City, Mexico.

The American School of Puerto Vallarta, Mexico, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from The American School of Puerto Vallarta, Mexico and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of The American School of Puerto Vallarta, Mexico.

The International School of Macau Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from The International School of Macau Entrance, Macau, China and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of The International School of Macau Entrance, Macau, China.



United Nations International School of Hanoi, Vietnam, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from United Nations International School of Hanoi, Vietnam and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of United Nations International School of Hanoi, Vietnam.

University of Victoria Alumni Association Graduate Scholarships* (Revised)

~~An additional grant of \$2000 is~~ One scholarship is awarded ~~annually~~ to a graduate student who holds a University of Victoria Fellowship. Preference is given to a student in the Humanities. This award is made possible through annual fundraising by the Alumni Association. ~~Selection~~ Approval of the recipients ~~is~~ will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation ~~from~~ of departments in the Faculty of Humanities.

Woodstock School, India, Entrance Scholarship (Revised)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Woodstock School, India and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Woodstock School, India.

Wuhan Britain-China International School, China, Entrance Scholarship (New)

One or more scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Wuhan Britain-China International School, China and are entering directly into the first year of an undergraduate degree program at the University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Wuhan Britain-China International School, China.

Yokohama International School, Japan, Entrance Scholarship (New)

One or more ~~\$15,000~~ scholarships with a value of at least \$20,000 are awarded to academically outstanding international students who have graduated from Yokohama International School, Japan and are entering directly into the first year of an undergraduate degree program at the



University of Victoria. If the recipient is also eligible for the University of Victoria International Entrance Scholarship, they will receive the scholarship with the higher value.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of Yokohama International School, Japan.



SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
From: Senate Committee on Awards
Date: October 21, 2025
Re: Revisions to the Entrance and Transfer Scholarships and Awards Regulation

At their meeting on October 16, 2025, the Senate Committee on Awards approved the attached proposed revisions to the Undergraduate Scholarships, Awards, Medals and Prizes regulation. This includes revisions to the eligibility criteria section of the undergraduate Entrance and Transfer Scholarships and Awards.

Recommended Motion:

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

Respectfully submitted,

2025/2026 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Health

Victor Arnal, GSS Representative

Leslee Francis Pelton, Faculty of Graduate Studies

Lori Hunter, Director, Student Awards and Financial Aid

Timothy Iles, Faculty of Humanities

Vita Ipiroti, Student Senator

Alyssa Manankil, Alumni Association

Cedric Littlewood, Associate Dean, Faculty of Graduate Studies

Donja Roberts, Scholarship Officer, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Thomas Stewart, President's Nominee

Wendy Taylor, Registrar

Amanda Thornborough (Secretary), Student Awards and Financial Aid



Proposed Regulations to the Undergraduate Entrance Scholarship Eligibility Criteria

Additions are underlined

Deletions are ~~struck through~~

Entrance and Transfer Scholarships and Awards

Entrance and transfer scholarships and awards are offered to undergraduate students entering UVic directly from secondary schools offering a Canadian curriculum or transferring from a Canadian college or university. Detailed information about entrance and transfer scholarships and awards, including application procedures if required, is available on the Student Awards and Financial Aid website.

Except where the terms of reference for an undergraduate scholarship or award otherwise specify, recipients must normally register and maintain enrolment in a minimum of 12.0 units or more for credit, of which 10.5 units are graded using the standard nine point scale, in their first winter session (September to April) to receive the scholarship or award.

Students entering undergraduate programs in the January to April or in the May to August term of study must normally register and maintain enrolment in a minimum of 6.0 units for credit, of which 4.5 units are graded using the standard nine point scale, to receive the scholarship or award.

Students with a disability, including those who are approved to study at a reduced course load, are eligible to be considered for scholarships and awards. Students with a disability must maintain registration in a minimum of 6.0 units for credit, of which 4.5 units are graded using the standard nine point scale, in the winter session (September to April) to receive a scholarship or award. Students entering in the January to April or in the May to August term of study must maintain registration in a minimum of 3.0 units for credit in that term, of which 1.5 units are graded using the standard nine point scale. Students must identify themselves to SAFA and provide supporting documentation from the Centre for Accessible Learning (CAL).

Deferral of a scholarship or award for up to one year may be granted upon approval of a request for deferral of entry point to Undergraduate Admissions.

Students who enrol in a minimum of 12.0 units for credit (6.0 units for credit for students with a disability) and subsequently withdraw from courses resulting in them falling below 12.0 units for credit (6.0 units for credit for students with a disability) in the winter session (September to April) or fall below 6.0 units for credit (3.0 units for credit for students with a disability) if they entered their program in the January to April or in the May to August term of study, will have their scholarship or award revoked.

The University reserves the right to limit the amount of money awarded to any student and, if necessary, to reassign scholarships and awards to other students.

Except where the terms of reference for the scholarship or award state otherwise, the funding issued by or through SAFA will be applied towards the student's assessed tuition and fees for the winter session (September to April). If the funding awarded exceeds the total amount of tuition and fees due for the winter session, the balance will be paid to the student so long as they maintain



registration in at least 12.0 units for credit (6.0 units for credit for students with a disability). Students should contact the Tuition Office to request a refund.

Students who entered their program in the January to April or in the May to August term of study will have their scholarship or award applied towards their assessed tuition and fees for the term. If the funding awarded exceeds the total amount of tuition and fees due for the term, the balance will be paid to the student so long as they maintain registration in at least 6.0 units for credit (3.0 units for credit for students with a disability). Students should contact the Tuition Office to request a refund.

A scholarship or award may be withheld or cancelled if there is a lack of suitable candidates, if a donor withdraws the scholarship or award or if the recipient withdraws from UVic or fails to meet the eligibility criteria for the scholarship or award.

Terms of reference for scholarships and awards may include citizenship or permanent resident status, Indigenous Citizenship, faculty and/or program of study among the eligibility criteria. Scholarship and award offers may be withdrawn if recipients, as a result of changes in their citizenship or permanent resident status, Indigenous Citizenship ineligibility, or changes to their faculty or program of study, no longer meet the eligibility criteria stated in the terms of reference for the scholarship or award.

Eligibility for international scholarship funding is available only to students who are assessed international tuition fees.



Proposed Regulations to the Undergraduate Entrance Scholarship Eligibility Criteria

Clean Version

Entrance and Transfer Scholarships and Awards

Entrance and transfer scholarships and awards are offered to undergraduate students entering UVic directly from secondary schools offering a Canadian curriculum or transferring from a Canadian college or university. Detailed information about entrance and transfer scholarships and awards, including application procedures if required, is available on the Student Awards and Financial Aid [website](#).

Except where the terms of reference for an undergraduate scholarship or award otherwise specify, recipients must normally register and maintain enrolment in a minimum of 12.0 units or more for credit, of which 10.5 units are graded using the standard nine point scale, in their first winter session (September to April) to receive the scholarship or award.

Students entering undergraduate programs in the January to April or in the May to August term of study must normally register and maintain enrolment in a minimum of 6.0 units for credit, of which 4.5 units are graded using the standard nine point scale, to receive the scholarship or award.

Students with a disability, including those who are approved to study at a reduced course load, are eligible to be considered for scholarships and awards. Students with a disability must maintain registration in a minimum of 6.0 units for credit, of which 4.5 units are graded using the standard nine point scale, in the winter session (September to April) to receive a scholarship or award. Students entering in the January to April or in the May to August term of study must maintain registration in a minimum of 3.0 units for credit in that term, of which 1.5 units are graded using the standard nine point scale. Students must identify themselves to SAFA and provide supporting documentation from the Centre for Accessible Learning (CAL).

Deferral of a scholarship or award for up to one year may be granted upon approval of a request for deferral of entry point to Undergraduate Admissions.

Students who enrol in a minimum of 12.0 units for credit (6.0 units for credit for students with a disability) and subsequently withdraw from courses resulting in them falling below 12.0 units for credit (6.0 units for credit for students with a disability) in the winter session (September to April) or fall below 6.0 units for credit (3.0 units for credit for students with a disability) if they entered their program in the January to April or in the May to August term of study, will have their scholarship or award revoked.

The University reserves the right to limit the amount of money awarded to any student and, if necessary, to reassign scholarships and awards to other students.

Except where the terms of reference for the scholarship or award state otherwise, the funding issued by or through SAFA will be applied towards the student's assessed tuition and fees for the winter session (September to April). If the funding awarded exceeds the total amount of tuition and fees due for the winter session, the balance will be paid to the student so long as they maintain



registration in at least 12.0 units for credit (6.0 units for credit for students with a disability). Students should contact the Tuition Office to request a refund.

Students who entered their program in the January to April or in the May to August term of study will have their scholarship or award applied towards their assessed tuition and fees for the term. If the funding awarded exceeds the total amount of tuition and fees due for the term, the balance will be paid to the student so long as they maintain registration in at least 6.0 units for credit (3.0 units for credit for students with a disability). Students should contact the Tuition Office to request a refund.

A scholarship or award may be withheld or cancelled if there is a lack of suitable candidates, if a donor withdraws the scholarship or award or if the recipient withdraws from UVic or fails to meet the eligibility criteria for the scholarship or award.

Terms of reference for scholarships and awards may include citizenship or permanent resident status, Indigenous Citizenship, faculty and/or program of study among the eligibility criteria. Scholarship and award offers may be withdrawn if recipients, as a result of changes in their citizenship or permanent resident status, Indigenous Citizenship ineligibility, or changes to their faculty or program of study, no longer meet the eligibility criteria stated in the terms of reference for the scholarship or award.

Eligibility for international scholarship funding is available only to students who are assessed international tuition fees.



SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: October 22, 2025
Re: Proposal to discontinue the Jointly Supervised Individual PhD (JISP) program (Co-Tutelle)

At its meeting on October 8, 2025, the Senate Committee on Planning considered the proposal to discontinue the jointly supervised individual PhD (JISP) program.

The JISP program offers students the ability to enter into a co-supervised PhD arrangement with one or more other universities. Individual programs are jointly designed, supervised and examined with the partner institution(s) and lead to one PhD degree jointly awarded by each of the partner universities.

Since its creation in 2010, 15 students have initiated a JSIP of which, seven graduated with a JSIP, four transferred from the JSIP to a regular PhD, two are currently enrolled in JSIP, one declined admission and one withdrew without permission.

Participation and completion rates are low, and the administrative workload is high, making this an inefficient use of resources.

Currently, there are two students on track to complete. No new students are being accepted and there are no resource implications.

Recommended Motion:

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

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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



Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
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





Memorandum

To: Senate Committee on Planning
From: Faculty of Graduate Studies Council
Date: September 22, 2025
Re: **Discontinuation of the Jointly supervised individual PhD program (Co-Tutelle)**

The Jointly-supervised individual PhD program (JSIP, also known as Co-Tutelle) was created in 2010, with the stated goals to

1. Enhance the global reputation of the University of Victoria and attract top scholars from around the world
2. Potentially increase PhD student enrollment and outputs including publications, conference papers and dissertation research
3. Benefit graduate students by providing them access to multiple research environments and cultures and access to training and facilities at research intensive universities

These individual programs are jointly designed, supervised and examined with the partner institution(s) and lead to a single PhD degree jointly awarded by each of the partner universities. It is expected that students will spend significant periods of time engaged in academic work at each university.

The design of the individual program involves very significant time investment, as it must describe the specific details of the academic program that the student will be required to complete. The academic program must satisfy all PhD requirements at each university and provide specifics on (co)supervision, coursework, candidacy and dissertation requirements. Each Co-Tutelle is unique as it is not possible to have a standardized or template approach to creation of the individual program. The specifics are embodied in a multi-institutional Memorandum of Agreement (MOU) which typically takes a minimum of several months' work.

Since its creation, fifteen students have initiated a JSIP of which, 7 graduated with a JSIP, 4 transferred from the JSIP to a regular PhD, 2 are currently enrolled in JSIP, 1 declined admission and 1 withdrew without permission.





Due to the low participation numbers, outcomes 1 and 2 cannot be confirmed and are very unlikely to have been met. Outcome 3 can be achieved through other mechanisms, such as the Graduate Visiting Research Student agreement, and inclusion of faculty/researchers from other institutions in graduate supervision committees.

Because of the low participation and completion rates, and the very high administrative workload required to facilitate, the Faculty of Graduate Studies proposes the discontinuation of the Jointly supervised individual PhD (JSIP) program.





SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: October 22, 2025
Re: Proposal to establish an Engineering and Computer Science (ECS)
LaunchPad program

At its meeting on October 8, 2025, the Senate Committee on Planning considered the proposal to establish an Engineering and Computer Science (ECS) LaunchPad program.

The Engineering and Computer Science (ECS) LaunchPad program is an admission pathway, intended to address the situation of many UVic admissible students that are not being considered for the faculty's programs because they are missing one or more specific high school courses.

The program admits students who have already obtained a high school diploma but are missing specific courses in the admission criteria for the Engineering or Computer Science programs, in particular, high school math and/or science courses. The ECS LaunchPad is designed to equip students with the missing skills from high school and all, or nearly all, first-year courses in the faculty's programs over a 12-month period before being declared to their program of choice.

Recommended Motion:

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

Respectfully submitted,

2025/2026 Senate Committee on Planning

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

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

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

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities



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



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

[ECS LaunchPad]

Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean or designate	Mina Hoorfar	engrdean@uvic.ca
Academic unit, department, or school	Faculty of Engineering and Computer Science (ECS)	
Name, title, and email of contact person	LillAnne Jackson, Associate Dean, Undergraduate Programs	engradu@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	July & Aug 2025
Departmental/School approval	Sept 23, 2025
Resource requirements approval (by Dean)	August 2025
Faculty Curriculum Committee approval	Sept 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept 23, 2025

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

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

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Sent Aug 27/25	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sent Aug 27/25	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sent Aug 27/25	Y
External and Internal Consultation (letters of support as per section I)		
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	Yes	Y

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

A. Provide a summary of the proposed new undergraduate program and clearly articulate how the program aligns with current institutional plans and priorities (maximum 1 page).

The Engineering and Computer Science (ECS) LaunchPad program is an admission pathway, intended to address the situation of many UVic admissible students that are not being considered for the faculty's programs because they are missing one or more specific high school courses. Although there have been offers of 'Pre-Engineering' and 'Pre-Computer Science' admissions into other faculties, specifically Social Sciences, in the past, very few students have accepted these offers. The ECS LaunchPad makes direct admission into an ECS program possible.

This program is an admission pathway, similar to the current admission pathways into the 'undeclared' routes into the Computer Science or Engineering programs, but with different secondary school course requirements.

The ECS LaunchPad is designed as a supportive program that both develops needed skills from high school courses, such as math and science and gives access to the first-year coursework in the faculty's programs, respecting course pre-requisites throughout. The program admits students who have already obtained a high school diploma but are missing specific courses in the admission criteria for the Engineering or Computer Science programs, in particular, high school math and/or science courses. Over 12 months the skills from high school and all, or nearly all, first-year courses in the faculty's programs are accomplished.

Upon admission, each student consults with the LaunchPad support team, including input from the International Centre for Students (ICS) for international students and Indigenous Academic and Community Engagement (IACE) for Indigenous students, to create a customized pathway through the program's courses. This ensures students obtain both a) the minimum declaration criteria for the chosen ECS program, and b) up to the full first year of courses for that program, respecting all course pre-requisites. Students will choose between full-time and part-time course loads:

- A part-time course load will allow the flexibility to balance academics with other life activities. (Part-time participation may not be available to international students due to current Immigration, Refugees and Citizenship Canada requirements.)
- A full-time course load will allow students to complete a full first year of Engineering and Computer Science academics within the twelve-month timespan.

This program does not change the graduation requirements for any of the Faculty's participating degrees. Rather it represents an alternate admission category; an alternate beginning for students that are qualified for university admission but do not already have the specified foundation courses upon which the faculty's programs build. The program customizes the curriculum of the first year of the Computer Science and Engineering degrees, making foundation courses available, based on the needs of each learner. When these students have completed sufficient coursework they complete program declaration paperwork, requesting their target program, the faculty assesses each student's academics and declares their program.

For graduates of the BC Secondary School curriculum, the program will add direct access to Faculty of Engineering and Computer Science programs for students who have chosen alternate secondary school course pathways, including:

- Students who completed the "Foundations of Mathematics" series as opposed to the "Pre-Calculus" series of courses.
- Students who have not completed all the grade 11 subject requirements for the Faculty's programs (for example grade 11 Chemistry and grade 11 Physics are in the admission criteria for the Bachelor

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

of Engineering program and one approved science 11 course is in the admission criteria for the Bachelor of Science (Computer Science) program).

- Students whose grade 12 course choices do not align with the admission criteria of the programs.

Similarly, for graduates of secondary schools in other jurisdictions, particularly those whose curriculum is not directly compatible with the BC curriculum, the program will grant access to the faculty's programs for applicants with admission requirements matching those in the university's Faculties of Social Sciences and Humanities, without requiring additional course completions prior to admission consideration. Students, regardless of jurisdiction, will be directly admitted to the Faculty and will gain both program admission criteria and the initial coursework simultaneously.

Applicants that have some post-secondary transfer credit, either from UVic or other institutions, but do not have the specific courses (for example, Pre-Calculus 12 or Chemistry 11) in the admission criteria of the existing Faculty of ECS programs will also be considered for admission to the ECS LaunchPad program on a student-by-student basis. The faculty's LaunchPad support team (see section C) will work with the university's admission team to determine each transfer applicant's suitability for the program.

This proposal directly supports the recruitment and retention goals of the UVic Equity Action Plan. It addresses the Recruitment and Retention Actions 2, 4 and 5 that target a comprehensive student recruitment strategy. In addition it addresses the University's [Strategic Plan](#)'s priorities for People, place & the planet by supporting the goals of "including & supporting" and "addressing" and the priority of Culture of change & transformation by supporting the goal of "supporting" and "embracing". In particular, the current admission criteria in the Engineering and Computer Science programs affect the diversity of the population admitted to the programs. Within BC, there are many schools that cannot offer the full slate of secondary coursework and there are many students that, for various reasons in their young lives, choose not to take the courses that are defined in the admission criteria for the Engineering and Computer Science programs. Students from rural, remote and Indigenous communities in BC who are impacted by restricted availability of secondary courses will benefit directly from this program.

A required course in the program will be ECS 105 Academic Success and Diversity in Computing, which centers students' knowledge of learning theory and develops their skills in university learning while also developing: Community Building, Diversity in Communities, Relationship Building, Building a Supportive Network, Time Management, Developing Study Skills, Setting Realistic Goals, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This course is designed to contribute to an improved transition from high school to post-secondary studies.

The faculty is planning specific supports for this program, including dedicated space, integrated academic advising (which will be supported a peer mentoring and a helpdesk/tutoring team) and wrap around, co-curricular support for wellness and International and Indigenous student support. The co-curricular support plan will be developed prior to program implementation and assessed and enhanced over time.

The design of this program addresses the goals of increasing diversity in admissions for the ECS programs and promoting the success of those students.

B. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Students admitted to the ECS LaunchPad program will be assessed the need to complete one or both of the program's *foundations math* and/or *foundations science* courses, based on their High School course records. (The foundations math course exists in the form of MATH 120 and the foundations science course is currently under development, containing components of CHEM 091 and PHYS 102A.) In addition, they will complete ECS 105 (Academic Success and Diversity), Math 100 or 109 (Calculus I), Math 101 (Calculus II) and CSC 110 or 111 (Computer Programming I) plus a selection of courses that are required for the first year of the Bachelor of Science, Computer Science or Bachelor of Engineering or Software Engineering programs.

Students will complete the program when they have successfully completed the foundation course(s) plus sufficient specific units to meet transfer admission criteria into the other Faculty of ECS programs (defined in section F).

May be required (depending on Secondary School record):

Foundations Math (Math 120 will be used.)

Foundations Science (A new course, being created, containing some of Phys 102A and Chem 091.)

Required:

ECS 105 Academic Success and Diversity in Computing

Math 100 or Math 109 Calculus I

Math 101 Calculus II

CSC 110 or CSC 111 Computer Programming I

Selected (in consultation with advisor) Courses:

Courses from 1st year of Engineering or Computer Science programs

Students will work with Academic Advisors (and international students will consult with ICS) to select suitable courses and plan a schedule that will meet their goals of transferring to their chosen program, Computer Science or Engineering, within the faculty. Appendix A shows draft curriculum for completion of the program's requirements plus 1) a minimal number of courses that will allow students to meet transfer criteria into the programs, and 2) sufficient coursework to complete all courses in the 1st year of the Faculty of ECS programs.

- Does the proposed program involve places for integration of teaching and research? If yes, please provide details.

Not explicitly. This program is designed to provide missing content from high school courses along with access to existing first year courses in the Engineering or Computer Science programs. Instructors do, from time to time, perform some scholarship in the realm of Teaching and Learning. Students will be offered an opportunity to volunteer as participants. Also, there is often conversation regarding the research activities that are done by the Engineering, Computer Science and Science faculty members that teach these courses.

Does the program include opportunities for experiential learning (e.g., practica, co-op, work terms) or other forms of community- engaged or research-enriched learning? If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

No, the program is not planned to include experiential learning. Once these students have completed the ECS LaunchPad program they transfer into either the Computer Science or Engineering programs, which feature elective or required Co-operative Education or Work Experience.

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

No. The program is designed to be delivered in parallel with the existing Engineering and Computer Science programs, which are offered primarily face-to-face. As with all programs in the Faculty, once established, various delivery options for the program will be evaluated on an ongoing basis.

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

This program is designed to address the inclusion of a broader range of high school graduates as compared with the current makeup of students in the Faculty of ECS; students who did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses. For domestic applicants this change will make the Faculty's programs available to students from schools in rural and remote communities that do not offer a full range of high school courses. It also provides access to applicants who did not envision the need for math and science curriculum when they selected their high school courses. Additionally, for international high school applicants, this program will enable those from jurisdictions whose high school curricula are not deemed, at no fault of their own, to have sufficient pre-calculus and/or science levels to be considered for the Faculty's programs.

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

This program will include, for all students, the course ECS 105 Academic Success and Diversity in Computing, which is described as:

"An introduction to contemporary theory, research and practices contributing to academic and professional success in engineering and computer science professions through seminar-based lectures, discussions and applied activities. Develops knowledge and skills to foster inclusive and effective learning environments."

This course embeds learning theory and focuses on the place with learning materials with: Understanding the Local Land, Community Building, Identifying Academic Challenges, Relationship Building, Time Management, Developing Study Skills, Setting Realistic Goals, Building a Supportive Network, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This directly includes indigenous perspectives and decolonization topics.

Note that this course was first designed to be included in the Computing Gateway program and is being customized to also suit this specific admission pathway program. Once established and well-developed, the faculty will consider using it in other programs.

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

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

The ECS LaunchPad design recognizes that not all international secondary curricula align perfectly with ECS's admission criteria. This may lead to ECS being able to admit students from international education systems that were not previously possible. This can help strengthen relations between ECS/UVic and a country or region over time, while also enriching the ECS and the broader UVic community.

- How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details.
 - How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment? Please share specific examples.

The proposed admission pathway supports the UVic Equity Action Plan's Actions 2, 4 and 5 targeting a comprehensive student recruitment strategy, with the goal of broadening the diversity of the population admitted to ECS programs.

A required course in the program will be ECS 105 Academic Success and Diversity in Computing. This course is designed to contribute to an improved transition from high school to post-secondary studies.

The faculty is planning to include specific support for this program, including:

- LaunchPad Space: The faculty will secure space that the students in the program can use for program group meetings, advising, mentoring activities, helpdesk/tutoring support and co-curricular support.
- Dedicated Academic Advising: The academic advisor will consult with potential applicants, provide application support, course selection, learning skills development, intervention and transfer support. This group will be able to make referrals to other UVic areas to assist students make the right decisions for their academic goals.
- Peer Mentoring program: An expansion of the existing Peer Assisted Student Success (PASS) program, the faculty will provide a peer mentor for every 20-30 students in the program, individually and in groups. The mentors will have specific training on university policies, international students, support programs and group engagement.
- Helpdesk/tutoring Support: Together with the PASS mentors, the instructors in the program will be asked to support a program-wide helpdesk service that provides daily and consistent support for both academic and learning skills development.
- Co-curricular support for wellness and International and Indigenous students: The faculty will work with the teams in ICS, IACE and Wellness to develop wrap-around supports.

D. Describe the learning outcomes of the proposed program.

In this program students will:

- Develop and apply the fundamental mathematics and science skills necessary to be successful in Engineering and Computer Science programs. (Foundation Math and Foundation Science courses, as required)
- Understand the science of learning and motivation and analyze how beliefs and mindsets impact studying and collaboration. (ECS 105)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

- Explore issues of equity, diversity, inclusion, and decolonization in education and professional practice. (ECS 105)
- Demonstrate competence in university level mathematics and sciences appropriate to the targeted Engineering or Computer Science program. (suitable selection from: Math 100, Math 109, Math 101, Math 110, Math 122, Phys 110, Phys 111, Chem 101, Chem 102)
- Design effective computer algorithms and implement, test, and debug computer programs. (select from: CSC 110, CSC 111, CSC 115, CSC 116)
- Complete additional courses in the first year of the Engineering or Computer Science programs.
- Demonstrate foundational understanding of the disciplines within Engineering and Computer Science, and actively engage in opportunities that foster a sense of belonging and community within the faculty and the wider university.

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

Completion	Required Grade 11	Required Grade 12
High School Graduation	• approved English 11 • Foundations of Math 11 or Pre-calculus 11 • approved science 11 • approved social studies 11/12	• English Studies 12 or English First Peoples 12 with at least 67% • three approved academic 12 courses

Plus, the admission cutoff of 67% will be required for this program: “The academic qualification from secondary school is high school graduation with a competitive average. The admission average is calculated using all required grade 12 courses. Each faculty determines their cutoff and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process for certain programs. As determined by Senate, at no point will the cutoff be below 67% (73% for Bachelor of Engineering/Software Engineering, 80% for Business, 70% for Elementary Education, 80% for Kinesiology, 73% for Nursing or 73% for Recreation and Health Education).”

Observe that this program has the same [admission requirements](#) as the programs in the Faculty of Humanities and the Faculty of Social Sciences but allows applicants direct entry to the Faculty of Engineering and Computer Science. Granting admission directly into the faculty of the students’ target program is designed to increase the acceptance rate of these potential students. In recent years, a very small percentage of ECS applicants chose to accept alternate offers to non-ECS faculties.

By comparison to the [admission criteria of the other programs](#) in the Faculty of Engineering and Computer Science:

- Similar to the existing programs, the proposed pathway requires 1) high school graduation with a competitive average, 2) approved English 11, English Studies 12 or English First Peoples 12 with at least 67%, 3) an approved social studies 11/12 course and 4) one approved academic 12 course.
- The proposed LaunchPad allows applicants with either Foundations of Math 11 or Pre-calculus 11 to apply whereas the existing programs only consider applicants with Pre-calculus 11.
- The new program is similar to the existing Computer Science program: both require applicants to present one approved science 11 course. Whereas, the Bachelor of Engineering and Software

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Engineering programs require that those science 11 courses are, in fact, Chemistry 11 and Physics 11.

- The proposed program does not require that applicants present a grade 12 math course. A foundational math course is included in the program's curriculum.
- The proposed program replaces specific approved science 12 courses with approved academic 12 courses and includes foundational science in the curriculum.
- Similar to the Computer Science programs the ECS LaunchPad has an admission cutoff of 67%, which is 6% lower than the cutoff for direct entry into the Engineering programs. This difference will be mitigated with the annual setting of cutoffs for each program, the LaunchPad's integrated support and the fact that each student's academics are reviewed and they undergo program declaration into their target programs.

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

As stated previously, the proposed admission criteria align with that of the programs in the Faculty of Social Sciences and the Faculty of Humanities. The curriculum of the proposed program is aligned with (up to and including all of) the first year curricula in the Bachelor of Engineering, Bachelor of Software Engineering and Bachelor of Science, Computer Science programs.

In particular, the ECS LaunchPad program contains:

- Foundational Math: if Pre-Calculus 12 with sufficient grade is not on the applicant's High School record.
- Foundational Science: if sufficient approved science 11 and 12 courses for the target program are not on the applicant's High School record.
- ECS 105 Academic Success and Diversity in Computing.
- A selection, up to the full curriculum, of the courses in the first year Bachelor of Science, Computer Science, or Bachelor of Engineering or Software Engineering programs.

The completion criteria for the program will be success in the necessary foundation courses plus sufficient units to meet criteria to transfer into the other Faculty of ECS programs. In particular, that is:

- [BSc, Computer Science](#): a minimum 12 units of courses including CSC 110 or CSC 111; CSC 115 or CSC 116; MATH 100 or MATH 109; and MATH 101, and a minimum grade of C in all program required CSC, SENG and MATH courses taken. A minimum C+ average on the most recent 12 units of courses at the time of transfer and satisfactory standing.
- [BEng or BSEng](#): a minimum of 12.0 units with a minimum C+ admission GPA, and must not have any individual program course grade below C, including CHEM 101 or 150, MATH 100 or 109, 101, 110 or 211, CSC 110 or 111, ATWP 135 or ENGR 110, PHYS 110 and 111.

Students will, however, be given the option of exceeding the minimum program coursework in order to complete the entire first year of their target Faculty of ECS program.

The tables in Appendix A show curriculum plans for the minimum coursework and the maximum coursework that students will complete.

The Faculty of ECS is developing an academic support plan for this student group to ensure success as they traverse this entry pathway into the Computer Science and Engineering degrees. The pillars of support include: LaunchPad Space; Dedicated Academic Advising; Peer Mentoring program; Helpdesk/tutoring Support; wrap-around supports for Wellness, International students and Indigenous students. (Refer to Section C for description of each of these.)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Together this team provides a sense of program belonging and regular and seamless support for the students in this program and directs learning on independent student success strategies.

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

The program is planned to accommodate up to 100 students: Each admission group will be managed as a cohort group, enrolling in the same sections of a selection of courses.

The ECS LaunchPad is being designed as a three-term program that could run for three consecutive terms, September through August, or could be spread out over 1.5 academic years, allowing students to take a summer break in the middle. The expected timeframe for completion of the Launchpad program is 1-2 years. Once running in a steady state, the program could allow admission in any of the standard entry points, Fall, Spring or Summer.

Students will work with the support and advising team throughout each term of the program, with the goal of ensuring that every student successfully transfers into one of the Faculty of ECS programs. If, however, a student struggles with the academic courses in the program or expresses interests not targeted at ECS programs, then the advising team will work with the student and the university's Career Educators to consider alternate university programs. Observe that these students already had a basis of admission to other UVic faculties when they were admitted to the LaunchPad program. For example, they have admission requirements for the Social Sciences and Humanities programs, plus the Elementary Education program in Education, the Kinesiology and Recreation and Health Education programs in Health and, depending on their records, they may qualify for many other programs.

H. Demonstrate evidence of demand for the proposed program, including current labour market indicators.

Data from the Office of Registrar and Enrolment Management indicates that students who applied to the Faculty of ECS but were offered admission to a different faculty as an alternate choice, based on their High School course completions, accept the alternate choice admission offer at a low rate. The proposed program targets these students.

Rejections By Year	Total	Intl	Dom
202209	781	287	494
202309	502	182	320
202409	557	190	367
<i>Overall Total</i>	1840	659	1181
Alternate Offers by Year	Total	Intl	Dom
Alternate Offers - Overall Total	506	192	314
Alternate Offers - # Registered	67	14	53

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Detailed Breakdown of Reasons for Rejection	Total	Intl	Dom
Missing Course(s)			
Missing high school Math only	19	8	11
Missing high school Physics only	7	3	4
Missing high school Chemistry only	3	2	1
Missing high school Chem and Physics	12	6	6
Missing high school Physics and Math	3	0	3
Missing high school Physics, Math, and Chem	9	6	3
Missing high school Physics and below Math minimum	7	5	2
Missing high school Physics and below Science minimums	1	1	0
Totals	61	31	30
Below Minimum(s)			
Below Math minimum only	144	52	92
Below high school Science minimums only-	11	11	0
Below high school Math and Science minimums	18	15	3
Totals	173	78	95
Other Reasons			
Other (below English minimum, Below GPA, ENPR Missing, Not Selected, etc.) in addition to reasons above	549	224	325
Other (below English minimum, Below GPA, ENPR Missing, Not Selected, Not graduated, etc.) only	852	237	615
Totals	1401	461	940

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

- From A. Giles in Co-op: “How do you envision 2nd year playing out for those in the ENGR path with respect to ENGR 130.” Response: Similar to existing transfer students who join an Engineering program (ENGR) in 2nd year and Technology-Bridge students who join ENGR in 3rd year, students will take ENGR 130 after declaration in the program. Since these students will be part of the faculty one year before their declaration, there will be a runway for the faculty to work with the co-op team to estimate the expected number and plan for suitable resources. Observe that the course, ENGR 130, is not part of the proposed LaunchPad curriculum.
- From T. Best in ICS: Suggestions regarding student performance and progression, obtaining co-op work permits, transition from first year to second year, advising support and full time enrollment were given. Response: Observe that the LaunchPad students are not expected to

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

- join the engineering programs, which have mandatory co-op work terms, thus, that will be a topic of discussion between international students and the advising team, these students will be managed similar to those that transfer into the engineering program after their first year. The suggestions for early identification of students at-risk, planning forward and working with any students who appear not to be meeting requirements, the issues of transitioning into 2nd year, the need for 'full-time' enrollment and strong advising support have been incorporated into the planning for the program's support team and ongoing collaboration to develop supports for the international students in this program.
- From C.Eagle in Science: "Implementation will require additional resources be given to the Faculty of Science to support the units teaching the affected courses, as the additional teaching is not within our current capacity. Science is working towards creating the new Foundations of Science course, but it is too early to say for certain whether it will be feasible to offer as a single 1.5 unit course." The Faculty of ECS has agreed to work with the Faculty of Science to support course management.
 - From W. Taylor in OREM: The OREM team collaborated to provide a long list of considerations which the memo from W. Taylor, Registrar, simply indicates with 'see attached'. Excepting some issues that could be referred to advising or administrative issues, all have been incorporated into the current draft.

Appendix A Draft Curriculum Plans

In the program, students consult with Advisors to determine the required foundation courses and to draft a schedule plan. While it is not necessary to choose which program, Engineering or Computer Science, in the Faculty of ECS that the student is targeting, having a target can streamline the choice of courses the student completes in the LaunchPad program. A student that initially targets one program can change that target term by term, re-selecting program courses. Typically, courses required in one program in the faculty but not in another can be applied as alternative or elective courses in another. Below is one version of a student's schedule for each of the minimum and maximum units for each of the target programs:

Target: BSc, Computer Science (Minimum Units)

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 122 Logic & Foundations
ATWP 135	CSC 110 or CSC 111 Programming I	Math 101 Calculus II
ECS 105 Academic Success & Diversity	CSC 120 Computing Ethics	CSC 115 or 116 Programming II

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Target: BEng or BSEng, Engineering (Minimum Units)

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 101 Calculus II
ENGR 110 Design & Communications I	CSC 110 or 111 Programming I	Math 211 Matrix Algebra I
ECS 105 Academic Success & Diversity	Phys 110 Physics I	Phys 111 Physics II
	Chem 150 Engineering Chemistry	

Target: BSc, Computer Science (Maximum Units: Full 1st year)

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 101 Calculus II
ATWP 135 Academic Reading & Writing	CSC 110 or 111 Programming I	Math 122 Logic & Foundations
ECS 105 Academic Success & Diversity	CSC 120 Computing Ethics	CSC 115 or 116 Programming II
	Elective	(possible: Elective)

Target: BEng or BSEng, Engineering (Maximum Units: Full 1st year)

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 101 Calculus II
ENGR 110 Design & Communications I	ENGR 120 Design & Communications II	Math 211 Matrix Algebra I
ECS 105 Academic Success & Diversity	Phys 110 Physics I	Phys 111 Physics II
	Chem 150 Engineering Chemistry	CSC 110 or 111 Programming I
		ENGR 141 Mechanics

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS Launchpad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Faculty of Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, Undergraduate Programs	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean, Engineering and Computer Science	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Registrar	Proposal and meetings	- While the proposal is being inclusive to student who may not have had the opportunity to complete admission requirements for direct entry into an ECS program or who did not successfully complete those specific courses while in secondary school. Nevertheless, I do have concerns that this may cause a greater pool of undeclared ECS students who struggle to transfer into a ECS discipline. I

		do think it is important ECS have language in the calendar that provides them the opportunity to nudge a PT or FT student towards another faculty/program if the student is not progressing to a discipline within a favorable time frame. - There are still some questions about academic standing and progression, specifically with respect to if the minimum grade of C+ will need to be met (both for the foundations courses and other academic courses) in order to transfer into other programs within the Faculty. - o In the third paragraph of Section B (page 4), it states that “students will complete the program when they have successfully completed the foundation course(s)” – how is successful completion defined in the LaunchPad program? 50% or a minimum grade of C? - It might be helpful to define any opportunities that will not be made available to LaunchPad students for transparency. For example – for LaunchPad students whose program extends beyond 12 months, will they be eligible to participate in outgoing exchange programs (this is what the current threshold is set at)? - How will the completion criteria be enforced (third paragraph of Section F, page 9)? Is there a maximum timeframe in which students must meet all completion criteria? If yes,
--	--	--

		after this timeframe elapses, will students be required to withdraw from the program or Faculty, and will they be notified with instructions on how to switch to another faculty?
--	--	---

Signature: _____ 

Date: _____Sept 18, 2025_____

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Aditi Gupta	SCP Proposal via email	Pdf document included

Signature: 

Date: Sept 24, 2025



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

September 9, 2025

Dr. LillAnne Jackson, Associate Dean Undergraduate Programs,
Faculty of Engineering and Computer Science
University of Victoria

Re: Library resources for ECS LaunchPad program

Thank you for sharing the proposal for the ECS LaunchPad program. I am pleased to inform you that the UVic Library is well-prepared to support this initiative with our existing resources.

Our library fully supports the ECS LaunchPad initiative, which provides direct admission into Engineering and Computer Science programs for university qualified students who lack specific high school prerequisites. To meet the diverse academic needs of these students, we offer a carefully curated selection of basic and advanced engineering and computing texts, interdisciplinary journals, and digital resources that reinforce foundational knowledge and technical skills. These materials are designed to support students throughout their transition from initial coursework to program declaration.

To support these programs, students will have full access to our comprehensive digital and physical collections, including licensed online resources. Key databases and platforms available through the UVic Library include IEEE Xplore, ACM Digital Library, Web of Science and Engineering Village (Compendex and Inspec) for technical literature and conference proceedings in computing and engineering.

Additionally, the UVic Library subscribes to several relevant e-book packages, including ASM Handbooks Online, ScienceDirect, and O'Reilly Learning (formerly Safari Books Online). We have established Evidence-Based Acquisition (EBA) agreements with publishers like Cambridge University Press, JSTOR, Oxford University Press, Taylor & Francis, and Wiley for their eBooks. Access to essential technical specifications, standards, and codes through platforms like ASTM, IEEE Xplore Standards, ASME Standards, and standards on demands are also prioritized. Our online collections are more than sufficient to meet the needs of all students in the Faculty of Engineering and Computer Science.



The library is proud to support the ECS LaunchPad program, a vital admission pathway for university qualified students who may lack specific high school prerequisites. Aligned with the program's inclusive mission, LaunchPad opens doors to engineering studies and interdisciplinary career paths, and our extensive collection of technical and digital resources is well-positioned to reinforce its goals. By providing targeted academic support through library instruction sessions and research consultations, we aim to enhance the program's impact and contribute meaningfully to student success.

Please feel free to contact me if you have any questions or require further information.

Sincerely,

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

Engineering & Science Librarian
Advanced Research Services
University of Victoria

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles, Executive Director Co-op, Meeta Khurana, Associate Director, Engineering & Computer Science Co-op	SCP Proposal and email	I've just finished reading through this – what an interesting idea. The data really speaks to the number of students who end up in other faculties though their first choice was ECS. Your LaunchPad program will certainly address this need and be responsive to student demand. I do have a question. How do you envision 2nd year playing out for those in the ENGR path with respect to ENGR 130. These student (maybe an

		extra 50+ or so) will be taking ENGR 130 in 2 nd year – will this delay their course work by adding in ENGR 130 into their course load? I guess you have already have this scenario happening with your regular 2 nd year entry students and Bridge students, too. I don't know the numbers, though. Would these students double the 2 nd year student load in ENGR 130? Is the number already big enough that an extra 50+ students wouldn't make too much of difference? Just wondering....
--	--	--

Signature: Andrea Ailes

Date: September 4-2025

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

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

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

Part I: Background Information

Department/School/Faculty: Faculty of Engineering and Computer Science (ECS)

Name of Program: ECS LaunchPad

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Engineering and Computer Science (ECS) LaunchPad is an undergraduate admission pathway in ECS that addresses the observation that many university admissible students are not considered for the faculty's programs because they are missing one or more specific high school courses. The ECS LaunchPad makes direct admission into the faculty possible.

The LaunchPad program is similar to the current pathways into the 'undeclared' routes of the Computer Science or Engineering programs. When students have completed sufficient coursework they complete program declaration paperwork, requesting their target program, the faculty then assesses each student's academics and declares them into their program.

The ECS LaunchPad is designed as a supportive program within ECS, that both develops the necessary skills from high school and gives students access to first-year coursework in the faculty's programs, respecting course pre-requisites throughout. The program admits students who are missing specific high school math and/or science courses. Over 12 months the program provides access to the required

subjects and provides all, or nearly all, of the first-year courses in the faculty's programs depending on students' needs and choice of schedule intensity.

Each admitted student will consult with the LaunchPad advising team and to create a customized pathway through the program's course offerings. This helps students ensure sufficient course work to obtain both a) minimum declaration criteria for their program and b) up to the full first year of courses for that program. Spread across 12 months, students will be able to choose between full-time and part-time course loads:

- Part-time provides flexibility: balancing academics with other life activities.
- Full-time completes a full first year within the twelve-month timespan.

This does not change the graduation requirements of participating degrees.

Rationale for the proposal (approximately 200 words)

The ECS LaunchPad is being developed to make the Engineering and Computer Science accessible to a broader range of high school graduates: any student that meets University's calendar admission criteria, which is:

"The academic qualification from secondary school is high school graduation with a competitive average. The admission average is calculated using all required grade 12 courses. Each faculty determines their cutoff and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process for certain programs. As determined by Senate, at no point will the cutoff be below 67%"

Completion	Required Grade 11	Required Grade 12
High School Graduation	• approved English 11 • Foundations of Math 11 or Pre-calculus 11 • approved science 11 • approved social studies 11/12	• English Studies 12 or English First Peoples 12 with at least 67% • three approved academic 12 courses

This program will have the same admission requirements as the programs in the Faculty of Humanities and the Faculty of Social Sciences

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

n/a

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

The ECS LaunchPad is a new admission pathway, students will declare into one of the existing undergraduate programs in the Faculty of ECS. The UVic PowerBI tool for Students lists (on August 25, 2025) the following demographics for the *current* ECS undergrad programs:

Year	Indigenous (Yes)	Total (ECS)	%
2020/21	68	3210	2.1%
2021/22	63	3183	2.0%
2022/23	62	3117	2.0%
2023/24	55	3163	1.7%
2024/25	65	3210	2.0%

The LaunchPad is designed to contribute to increasing the diversity of students accessing the faculty's programs. In the specific consideration of numbers of Indigenous students, the program should be seen as one contribution to the critical work that the Faculty of ECS' Assistant Dean, Community and Culture and the IACE teams new LE,NONET STEM Coordinator will do together to increase the number of Indigenous students participating in Engineering and Computer Science programs.

Part III: Proposal Information

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

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

Not specifically. However, this program could be a pathway to Engineering and Computer Science degrees for Indigenous students.

The program is designed to address the inclusion of a much broader range of high school graduates as compared with the current students in the Faculty of ECS; students who did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses. This will make the Faculty's programs available to students from schools in rural and remote communities that do not offer a full range of high school courses and to applicants who did not envision the need for math and science curriculum when they selected their high school courses.

We are hopeful that this program will support the work of the incoming LE, NONET STEM Coordinator to increase the number of indigenous students participating in Engineering and Computer Science programs.

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

In response to the above two 'No' answers please observe that the ECS LaunchPad program will include the course ECS 105 Academic Success and Diversity in Computing, which is described as: "An introduction to contemporary theory, research and practices contributing to academic and professional success in engineering and computer science professions through seminar-based lectures, discussions and applied activities. Develops knowledge and skills to foster inclusive and effective learning environments."

This course embeds learning theory and focuses on the place with learning materials on co-curricular topics such as: Understanding the Local Land, Community Building, Identifying Academic Challenges, Relationship Building, Time Management, Developing Study Skills, Setting Realistic Goals, Building a Supportive Network, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This directly includes indigenous perspectives and decolonization topics.

This course was originally designed for the West Shore Computing Gateway program and will be customized for use with the LaunchPad program. It will provide an introduction to Indigenous knowledge and to engaging within Indigenous territories. Observe that binary 'No' answer was selected for these questions because it is truly an introductory engagement.

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

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

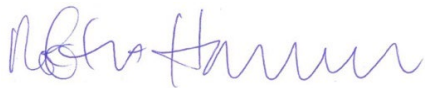
This program is designed to enhance the inclusion of a much broader range of high school graduates as compared with the current makeup of students in the Faculty of ECS; students who for varying reasons did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses.

The program addresses the Equity Action Plan's Recruitment and Retention Actions 2, 4 and 5 that target a comprehensive student recruitment strategy. In addition, it addresses the University's Strategic Plan's priorities for People, place & the planet by supporting the goals of "including & supporting" and "addressing" and the priority of Culture of change & transformation by supporting the goal of "supporting" and "embracing".

In particular, the current admission criteria in the Engineering and Computer Science programs affect the diversity of the population admitted to the programs. Within BC, there are many schools that cannot offer the full slate of secondary coursework and there are many students, including indigenous students that, for various reasons, do not take the courses that are defined in the admission criteria for the Engineering and Computer Science programs. These students will benefit directly from this program.

Part IV: Consultation and Approvals

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



03-Sep-25

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025 Unit: International Centre for Students (ICS)	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Tricia Best, Director ICS; Carmencita Duna, Associate Director ICS	SCP Proposal and email and meetings	Overall Comments: The ICS appreciates the opportunity to give feedback and supports the ECS LaunchPad proposal in principle. We have reviewed the proposal, provided input and met with LillAnne Jackson and Mina Hoorfar to discuss implications for international students and the ICS. Our feedback is included below. ICS and ECS have committed to ongoing collaboration in developing appropriate supports and resources to reduce barriers and help international students thrive within the program. Student Performance and Progression • Early identification of students at academic risk is essential to prevent situations where students may be required to withdraw from the program and the university.

		• Proactive academic support structures should be included to promote student retention and academic progression. • International students who do not meet the requirements to transition into an ECS program after their first year will need viable academic alternatives to continue their studies successfully. Co-op Work Permit • International students admitted to Engineering programs typically receive a Letter of Acceptance that indicates a mandatory co-op; this should be confirmed for ECS LaunchPad students to ensure eligibility for co-op work permits. Transition from First to Second Year • A question for future consideration, not necessarily for inclusion in this proposal: Will the LaunchPad student cohort integrate with Year 2 cohorts in other ECS programs, or remain a distinct cohort? • If integration occurs, how will the transition be managed, especially considering the differing support structures provided during year 1? Advising Support • ICS will not provide academic advising. However, we can provide immigration advising after students have consulted with academic advisers regarding their program options. • It is recommended that that international students meet with an ICS immigration practitioner following meeting with an Academic Advisor, to ensure alignment with their immigration goals. Full-time Enrolment • International students must be admitted into a degree program, not just a faculty, to be eligible to work off campus. • It is essential that international students have options for full-time enrolment throughout their program. • Full-time enrolment is essential for international students to: ○ Maintain eligibility to work on or off campus ○ Qualify for the Post-Graduation Work Permit (PGWP) • Students registered with CAL may be considered enroled in full-time studies with a reduced course load.
--	--	--

		• For immigration purposes, we use the calendar definition of full-time for an undergraduate student at UVic. ◦ https://www.uvic.ca/calendar/undergrad/index.php#/content/667b0a5143034a001c39fffc • If students are required to enrol in both Winter and Summer sessions in Year 1, they must register in: ◦ 12 units for the Winter Session (September–April) ◦ 6 units for the Summer Session (May–August) Paid Mentors and Work Authorization • If international students are hired as paid mentors, their work authorization must be verified prior to employment to ensure compliance with immigration regulations. • ICS can support this process.
--	--	--

Signature: _____

Tricia Best Tricia Best

Date: _____

Sept. 24, 2025

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Chris Eagle, Associate Dean, Science, Laura Cowen, Dean (Acting)	SCP Proposal plus meetings plus email exchanges	The Faculty of Science is supportive of this initiative and is pleased to work with the Faculty of Engineering and Computer Science to implement it. Implementation will require additional resources be given to the Faculty of Science to support the units teaching the affected courses, as the additional teaching is not within our current capacity. Science is working towards creating the new Foundations of Science course, but it is too early to say for certain whether it will

		be feasible to offer as a single 1.5 unit course.
--	--	--

Signature: Chris Eagle

Date: 24 September 2025

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Lois Harder, Dean, Social Science, Reuben Rose-Redwood, Associate Dean, Social Science	SCP Proposal plus email exchange	We would definitely support this program/pathway. I know this can be a very helpful way to get international students in the door, so anything we can do to facilitate that is great with me.



Signature: _____

Date: _____ 24 September 2025 _____

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Lisa Surridge, Associate Dean, Humanities, Annalee Lepp, Dean, Humanities	SCP Proposal plus meeting	Humanities is supportive of this launchpad. We consider that in the long run it may be worth exploring one for EAL students given that Pathway is recruiting so poorly.

Signature: Lisa Surridge

Date: 29 Sept. 2025



UPLANDS CAMPUS

Office (250) 592-6871
Fax (250) 592-6327
isp@studyinvictoria.com

www.studyinvictoria.com
3461 Henderson Road, Victoria, B.C. V8P 5A8

September 17, 2025

UVic Engineering & Computer Science LaunchPad

Greetings to the Faculty of ECS:

As the Director of International Education for the Greater Victoria School District, I am pleased to write a letter of support for the UVic Engineering & Computer Science LaunchPad.

As I reviewed the general contents of the LaunchPad proposal, I was impressed by the efforts of the University of Victoria (UVic) to provide an opportunity for students who attain high school diplomas but are missing some of the math and /or science courses for admission into Engineering or Computer Science at UVic.

As a former UVic student myself, I can see how this program would be appealing for students who did not have the space in their high school timetables to take the specific courses due to competing academic interests during their graduation program.

The LaunchPad allows time for students to develop an interest in Engineering or Computer Science and the opportunity to narrow their focus when they are ready from an academic or interest-based perspective. This may be of relevance to international students who come to British Columbia on a two to three -year graduation program and need one or two years to adjust to the BC education system prior to making a firm decision on their post-secondary academic pathway.

I welcome further discussion on this new and exciting program. I can certainly envision our school-based staff recommending this attractive 12-month post-secondary program option.

Warm regards,

A handwritten signature in black ink, appearing to be "J Davis", written over a horizontal line.

Dr. Jeff Davis
Director
Victoria International Education

September 19, 2025

UVic Engineering & Computer Science LaunchPad

Greetings to the Faculty of ECS,

As Senior Manager of the Saanich International Student Program, I am pleased to provide this letter of support for the UVic Engineering & Computer Science LaunchPad.

In reviewing the LaunchPad proposal, I was impressed by the University of Victoria's efforts to create an opportunity for students who have completed their high school diploma but may need additional math and/or science courses required for admission into Engineering & Computer Science at UVic. It is not always possible for our international students to fit the current math/science requirements into their timetables over grade 11/12. This will allow further flexibility for our international advisors when guiding high school pathway students to UVic Engineering & Computer Science.

I particularly like LaunchPad enabling international students to further English language development and cultural immersion via more grade 11/12 courses outside of UVIC Engineering & Computer Science pre-requisites while attending Secondary School in Saanich Schools. Some international students just need more time and immersion before making a commitment to a post-secondary faculty.

Throughout my time in Saanich, I have witness numerous international students come to British Columbia with the intent to graduate and continue studies in our post-secondary system. Yet once they have been accepted, they become lost on what they want and are capable of studying. LaunchPad provides the opportunity to solve this with flexibility and consultation.

SISP is open to further discussion on this initiative and can certainly include our school-based international advisors/counselors for further feedback if needed.

Best Regards,

A handwritten signature in black ink, reading "Colin Guiguet". The signature is written in a cursive, flowing style.

Colin Guiguet

Senior Manager

Saanich International Student Program



Sooke Schools

INTERNATIONAL STUDENT PROGRAM

Many Nations.  One Remarkable Experience

200-814 Goldstream Avenue · Victoria, British Columbia · Canada · V9B 2X7

Tel: (250) 474-9818 · Website: www.sookeschoolsvictoria.ca

September 19, 2025

Faculty of Engineering and Computer Science
University of Victoria
Victoria, BC

To Whom It May Concern,

As the District Principal of International Programs and Services in the Sooke School District, I am pleased to express my support for the proposed ECS LaunchPad initiative at the University of Victoria.

One of the challenges our international students sometimes face when pursuing post-secondary studies in Canada is the mismatch between their prior schooling and the entry requirements of selective university programs. The LaunchPad directly addresses this gap by providing a structured, supportive pathway for students who are academically capable but may be missing specific prerequisites. From my perspective, this creates a valuable option for international graduates who want to pursue engineering or computer science but need additional time to bridge curricular differences.

At the same time, I see the LaunchPad as having a much broader impact. It is designed for any student whose high school pathway did not perfectly align with traditional admission requirements, whether due to course scheduling conflicts, competing academic interests, or unique personal circumstances. By offering access to foundational coursework alongside first-year studies, combined with dedicated academic and wellness supports, the program promotes both access and student success.

I believe the ECS LaunchPad will strengthen the pipeline into engineering and computer science programs, widen participation among underrepresented groups, and ultimately benefit both the University and the wider community. It represents a forward-thinking approach to admissions that responds to the realities of today's diverse student populations.

Thank you for the opportunity to share my support for this important initiative.

Sincerely,

Laura Schwertfeger
District Principal, International Programs and Services

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: October 24, 2025
Re: Engineering and Computer Science LaunchPad Admission Requirements

At its meeting on October 24, 2025 the Senate Committee on Academic Standards considered and approved a proposal from the Faculty of Engineering and Computer Science on a proposed new admission pathway, Engineering and Computer Science LaunchPad program.

Recommended Motion:

That Senate approve the new admission pathway, Engineering and Computer Science LaunchPad, for the Faculty of Engineering and Computer Science, 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
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Dennine Dudley, Faculty of Fine Arts
Chlöe Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Laura Vizina, Division of Continuing Studies
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary



MEMO

DATE: October 2025
 TO: Senate Committee on Academic Standards (SCAS)
 FROM: Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering & Computer Science
 RE: Engineering and Computer Science Launchpad Admissions Requirements

The ECS LaunchPad (targeting the May 2026 academic calendar) is a new admission pathway within the Faculty of Engineering and Computer Science (ECS) that addresses the observation that many university admissible students are not being considered for the faculty's programs because one or more specific high school courses were not present on their transcripts. Although there have been offers of 'Pre-Engineering' and 'Pre-Computer Science' admissions into other faculties, specifically Social Science, in the past, very few students have accepted these offers. The ECS LaunchPad makes direct admission into one of the programs in the Faculty of ECS possible for any university admissible student. It is similar to the current admission pathways into the 'undeclared' routes into the Computer Science or Engineering programs, but with different secondary school course requirements. When these students have completed sufficient coursework they complete paperwork, requesting to declare their specific or target program, the faculty then assesses each student's academics and declares them into their program.

The ECS LaunchPad is designed as a supportive program, within ECS, that both develops the necessary skills from high school courses that were not on students' high school transcripts and gives students access to the first year coursework in the faculty's programs, respecting course pre-requisites throughout. The program offers 12 months of academic programming that includes course work that provides access to the required subjects and provides all, or nearly all, of the first-year courses in the faculty's programs depending on each student's needs and choice of schedule intensity. The program will be supported by a comprehensive 'wrap-around' support program.

The program plans for 100 students per year, approximately balanced between domestic and international students. Recruitment will be completed by our domestic and international recruitment teams and by offering the program as an alternate admission to those who apply but do not qualify for the Computer Science and Engineering admissions in the Faculty of ECS.

This program does not change the graduation requirements for any of the Faculty's participating degrees. Rather it represents an alternate admission category.

The proposed BC High School admission requirements for the ECS LaunchPad program are:

Completion	Required Grade 11	Required Grade 12
High School Graduation	- Approved English 11 - Foundations of Math 11 or Pre-Calculus 11 - Approved Science 11 - Approved Social Studies 11/12	- English Studies 12 or English First Peoples 12 with at least 67% - Three Approved Academic 12 courses



MEMO

Additionally, an admission cutoff of 67% will be required for this program based on the cutoff determined by Senate:

“The academic qualification from secondary school is high school graduation with a competitive average. The admission average is calculated using all required grade 12 courses. Each faculty determines their cutoff and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process for certain programs. As determined by Senate, at no point will the cutoff be below 67% (73% for Bachelor of Engineering/Software Engineering, 80% for Business, 70% for Elementary Education, 80% for Kinesiology, 73% for Nursing, 73% for Recreation & Health Education).”

The proposed program has the same admission requirements as the programs in the Faculty of Humanities and the Faculty of Social Science but allows applicants direct entry to the Faculty of Engineering and Computer Science. Granting admission directly into the faculty of the students' target program is designed to increase the acceptance rate of these potential students. In recent years, a very small percentage of ECS applicants chose to accept alternate offers to non-ECS faculties.

Below is a comparison between the admission criteria for the proposed ECS Launchpad program and the admission criteria of the other programs in the Faculty of Engineering and Computer Science, excepting the Computing Gateway program, which is also an admission pathway program, rather than a full degree program:

Program	Required Grade 11	Required Grade 12
Bachelor of Engineering Bachelor of Software Engineering	- approved English 11 - Pre-calculus 11 - Chemistry 11 - Physics 11 - approved social studies 11/12	- English Studies 12 or English First Peoples 12 with at least 67% - Pre-calculus 12 with at least 73% - Approved Science 12 course or Calculus 12 - one approved academic 12 course
Computer Science	- approved English 11 - Pre-calculus 11 - approved science 11 - approved social studies 11/12	- English Studies 12 or English First Peoples 12 with at least 67% - Pre-calculus 12 with at least 73% - one approved science 12 course - one approved academic 12 course

- Similar to existing programs, the program requires 1) high school graduation with a competitive average, 2) approved English 11, English Studies 12 or English First Peoples 12 with at least 67%, 3) an approved social studies 11/12 course and 4) one approved academic 12 course.
- The proposed program allows applicants with either Foundations of Math 11 or Pre-calculus 11 to apply whereas the existing programs only consider applicants with Pre-calculus 11.



MEMO

- The proposed program is similar to the Computer Science program: both require applicants to present one approved science 11 course. The Bachelor of Engineering and Software Engineering programs specify that those science 11 courses are Chemistry 11 and Physics 11.
- The proposed program does not require that applicants present a grade 12 math course. A foundational math course (i.e., Math 120) is included in the program's curriculum.
- The proposed program replaces specific approved science 12 courses with approved academic 12 courses and includes foundational science (under development) in the curriculum.

The ECS Launchpad Program Proposal has undergone the following states of approval and consultation.

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	July & Aug 2025
Departmental/School approval	Sept 23, 2025
Resource requirements approval (by Dean)	August 2025
Faculty Curriculum Committee approval	Sept 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept 23, 2025

Consultation	Date	Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jackie Green, Executive Director, jaceconsultations@uvic.ca	Sept 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 2025	Y
Libraries – Jonathan Bengtson, University Librarian - bengtson@uvic.ca	Sept 2025	Y
External and Internal Consultation	Sept/Oct 2025	Y

Thank you for considering this matter.

Sincerely,

LillAnne Jackson, PhD, P.L.Eng.

Associate Dean, Undergraduate Programs

Faculty of Engineering and Computer Science | University of Victoria

Cc: Mina Hoorfar, Dean, Engineering and Computer Science

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

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

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

Part I: Background Information

Department/School/Faculty: Faculty of Engineering and Computer Science (ECS)

Name of Program: ECS LaunchPad

Credential Level:

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

Type of Proposal:

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

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The Engineering and Computer Science (ECS) LaunchPad is an undergraduate admission pathway in ECS that addresses the observation that many university admissible students are not considered for the faculty's programs because they are missing one or more specific high school courses. The ECS LaunchPad makes direct admission into the faculty possible.

The LaunchPad program is similar to the current pathways into the 'undeclared' routes of the Computer Science or Engineering programs. When students have completed sufficient coursework they complete program declaration paperwork, requesting their target program, the faculty then assesses each student's academics and declares them into their program.

The ECS LaunchPad is designed as a supportive program within ECS, that both develops the necessary skills from high school and gives students access to first-year coursework in the faculty's programs, respecting course pre-requisites throughout. The program admits students who are missing specific high school math and/or science courses. Over 12 months the program provides access to the required

subjects and provides all, or nearly all, of the first-year courses in the faculty's programs depending on students' needs and choice of schedule intensity.

Each admitted student will consult with the LaunchPad advising team and to create a customized pathway through the program's course offerings. This helps students ensure sufficient course work to obtain both a) minimum declaration criteria for their program and b) up to the full first year of courses for that program. Spread across 12 months, students will be able to choose between full-time and part-time course loads:

- Part-time provides flexibility: balancing academics with other life activities.
- Full-time completes a full first year within the twelve-month timespan.

This does not change the graduation requirements of participating degrees.

Rationale for the proposal (approximately 200 words)

The ECS LaunchPad is being developed to make the Engineering and Computer Science accessible to a broader range of high school graduates: any student that meets University's calendar admission criteria, which is:

"The academic qualification from secondary school is high school graduation with a competitive average. The admission average is calculated using all required grade 12 courses. Each faculty determines their cutoff and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process for certain programs. As determined by Senate, at no point will the cutoff be below 67%"

Completion	Required Grade 11	Required Grade 12
High School Graduation	• approved English 11 • Foundations of Math 11 or Pre-calculus 11 • approved science 11 • approved social studies 11/12	• English Studies 12 or English First Peoples 12 with at least 67% • three approved academic 12 courses

This program will have the same admission requirements as the programs in the Faculty of Humanities and the Faculty of Social Sciences

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

n/a

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

The ECS LaunchPad is a new admission pathway, students will declare into one of the existing undergraduate programs in the Faculty of ECS. The UVic PowerBI tool for Students lists (on August 25, 2025) the following demographics for the *current* ECS undergrad programs:

Year	Indigenous (Yes)	Total (ECS)	%
2020/21	68	3210	2.1%
2021/22	63	3183	2.0%
2022/23	62	3117	2.0%
2023/24	55	3163	1.7%
2024/25	65	3210	2.0%

The LaunchPad is designed to contribute to increasing the diversity of students accessing the faculty's programs. In the specific consideration of numbers of Indigenous students, the program should be seen as one contribution to the critical work that the Faculty of ECS' Assistant Dean, Community and Culture and the IACE teams new LE,NONET STEM Coordinator will do together to increase the number of Indigenous students participating in Engineering and Computer Science programs.

Part III: Proposal Information

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

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

Not specifically. However, this program could be a pathway to Engineering and Computer Science degrees for Indigenous students.

The program is designed to address the inclusion of a much broader range of high school graduates as compared with the current students in the Faculty of ECS; students who did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses. This will make the Faculty's programs available to students from schools in rural and remote communities that do not offer a full range of high school courses and to applicants who did not envision the need for math and science curriculum when they selected their high school courses.

We are hopeful that this program will support the work of the incoming LE, NONET STEM Coordinator to increase the number of indigenous students participating in Engineering and Computer Science programs.

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

In response to the above two 'No' answers please observe that the ECS LaunchPad program will include the course ECS 105 Academic Success and Diversity in Computing, which is described as: "An introduction to contemporary theory, research and practices contributing to academic and professional success in engineering and computer science professions through seminar-based lectures, discussions and applied activities. Develops knowledge and skills to foster inclusive and effective learning environments."

This course embeds learning theory and focuses on the place with learning materials on co-curricular topics such as: Understanding the Local Land, Community Building, Identifying Academic Challenges, Relationship Building, Time Management, Developing Study Skills, Setting Realistic Goals, Building a Supportive Network, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This directly includes indigenous perspectives and decolonization topics.

This course was originally designed for the West Shore Computing Gateway program and will be customized for use with the LaunchPad program. It will provide an introduction to Indigenous knowledge and to engaging within Indigenous territories. Observe that binary 'No' answer was selected for these questions because it is truly an introductory engagement.

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

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

This program is designed to enhance the inclusion of a much broader range of high school graduates as compared with the current makeup of students in the Faculty of ECS; students who for varying reasons did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses.

The program addresses the Equity Action Plan's Recruitment and Retention Actions 2, 4 and 5 that target a comprehensive student recruitment strategy. In addition, it addresses the University's Strategic Plan's priorities for People, place & the planet by supporting the goals of "including & supporting" and "addressing" and the priority of Culture of change & transformation by supporting the goal of "supporting" and "embracing".

In particular, the current admission criteria in the Engineering and Computer Science programs affect the diversity of the population admitted to the programs. Within BC, there are many schools that cannot offer the full slate of secondary coursework and there are many students, including indigenous students that, for various reasons, do not take the courses that are defined in the admission criteria for the Engineering and Computer Science programs. These students will benefit directly from this program.

Part IV: Consultation and Approvals

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



03-Sep-25

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles, Executive Director Co-op, Meeta Khurana, Associate Director, Engineering & Computer Science Co-op	SCP Proposal and email	I've just finished reading through this – what an interesting idea. The data really speaks to the number of students who end up in other faculties though their first choice was ECS. Your LaunchPad program will certainly address this need and be responsive to student demand. I do have a question. How do you envision 2nd year playing out for those in the ENGR path with respect to ENGR 130. These student (maybe an

		extra 50+ or so) will be taking ENGR 130 in 2 nd year – will this delay their course work by adding in ENGR 130 into their course load? I guess you have already have this scenario happening with your regular 2 nd year entry students and Bridge students, too. I don't know the numbers, though. Would these students double the 2 nd year student load in ENGR 130? Is the number already big enough that an extra 50+ students wouldn't make too much of difference? Just wondering....
--	--	--

Signature: Andrea Ailes

Date: September 4-2025

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Aditi Gupta	SCP Proposal via email	Pdf document included

Signature: 

Date: Sept 24, 2025



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

September 9, 2025

Dr. LillAnne Jackson, Associate Dean Undergraduate Programs,
Faculty of Engineering and Computer Science
University of Victoria

Re: Library resources for ECS LaunchPad program

Thank you for sharing the proposal for the ECS LaunchPad program. I am pleased to inform you that the UVic Library is well-prepared to support this initiative with our existing resources.

Our library fully supports the ECS LaunchPad initiative, which provides direct admission into Engineering and Computer Science programs for university qualified students who lack specific high school prerequisites. To meet the diverse academic needs of these students, we offer a carefully curated selection of basic and advanced engineering and computing texts, interdisciplinary journals, and digital resources that reinforce foundational knowledge and technical skills. These materials are designed to support students throughout their transition from initial coursework to program declaration.

To support these programs, students will have full access to our comprehensive digital and physical collections, including licensed online resources. Key databases and platforms available through the UVic Library include IEEE Xplore, ACM Digital Library, Web of Science and Engineering Village (Compendex and Inspec) for technical literature and conference proceedings in computing and engineering.

Additionally, the UVic Library subscribes to several relevant e-book packages, including ASM Handbooks Online, ScienceDirect, and O'Reilly Learning (formerly Safari Books Online). We have established Evidence-Based Acquisition (EBA) agreements with publishers like Cambridge University Press, JSTOR, Oxford University Press, Taylor & Francis, and Wiley for their eBooks. Access to essential technical specifications, standards, and codes through platforms like ASTM, IEEE Xplore Standards, ASME Standards, and standards on demands are also prioritized. Our online collections are more than sufficient to meet the needs of all students in the Faculty of Engineering and Computer Science.



The library is proud to support the ECS LaunchPad program, a vital admission pathway for university qualified students who may lack specific high school prerequisites. Aligned with the program's inclusive mission, LaunchPad opens doors to engineering studies and interdisciplinary career paths, and our extensive collection of technical and digital resources is well-positioned to reinforce its goals. By providing targeted academic support through library instruction sessions and research consultations, we aim to enhance the program's impact and contribute meaningfully to student success.

Please feel free to contact me if you have any questions or require further information.

Sincerely,

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

Engineering & Science Librarian
Advanced Research Services
University of Victoria

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Chris Eagle, Associate Dean, Science, Laura Cowen, Dean (Acting)	SCP Proposal plus meetings plus email exchanges	The Faculty of Science is supportive of this initiative and is pleased to work with the Faculty of Engineering and Computer Science to implement it. Implementation will require additional resources be given to the Faculty of Science to support the units teaching the affected courses, as the additional teaching is not within our current capacity. Science is working towards creating the new Foundations of Science course, but it is too early to say for certain whether it will

		be feasible to offer as a single 1.5 unit course.
--	--	--

Signature: Chris Eagle

Date: 24 September 20252025

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025 Unit: International Centre for Students (ICS)	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Tricia Best, Director ICS; Carmencita Duna, Associate Director ICS	SCP Proposal and email and meetings	Overall Comments: The ICS appreciates the opportunity to give feedback and supports the ECS LaunchPad proposal in principle. We have reviewed the proposal, provided input and met with LillAnne Jackson and Mina Hoorfar to discuss implications for international students and the ICS. Our feedback is included below. ICS and ECS have committed to ongoing collaboration in developing appropriate supports and resources to reduce barriers and help international students thrive within the program. Student Performance and Progression • Early identification of students at academic risk is essential to prevent situations where students may be required to withdraw from the program and the university.

		• Proactive academic support structures should be included to promote student retention and academic progression. • International students who do not meet the requirements to transition into an ECS program after their first year will need viable academic alternatives to continue their studies successfully. Co-op Work Permit • International students admitted to Engineering programs typically receive a Letter of Acceptance that indicates a mandatory co-op; this should be confirmed for ECS LaunchPad students to ensure eligibility for co-op work permits. Transition from First to Second Year • A question for future consideration, not necessarily for inclusion in this proposal: Will the LaunchPad student cohort integrate with Year 2 cohorts in other ECS programs, or remain a distinct cohort? • If integration occurs, how will the transition be managed, especially considering the differing support structures provided during year 1? Advising Support • ICS will not provide academic advising. However, we can provide immigration advising after students have consulted with academic advisers regarding their program options. • It is recommended that that international students meet with an ICS immigration practitioner following meeting with an Academic Advisor, to ensure alignment with their immigration goals. Full-time Enrolment • International students must be admitted into a degree program, not just a faculty, to be eligible to work off campus. • It is essential that international students have options for full-time enrolment throughout their program. • Full-time enrolment is essential for international students to: ○ Maintain eligibility to work on or off campus ○ Qualify for the Post-Graduation Work Permit (PGWP) • Students registered with CAL may be considered enrolled in full-time studies with a reduced course load.
--	--	---

		• For immigration purposes, we use the calendar definition of full-time for an undergraduate student at UVic. ◦ https://www.uvic.ca/calendar/undergrad/index.php#/content/667b0a5143034a001c39fffc • If students are required to enrol in both Winter and Summer sessions in Year 1, they must register in: ◦ 12 units for the Winter Session (September–April) ◦ 6 units for the Summer Session (May–August) Paid Mentors and Work Authorization • If international students are hired as paid mentors, their work authorization must be verified prior to employment to ensure compliance with immigration regulations. • ICS can support this process.
--	--	--

Signature: Tricia Best Tricia Best

Date: Sept. 24, 2025

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS Launchpad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Faculty of Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, Undergraduate Programs	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean, Engineering and Computer Science	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Registrar	Proposal and meetings	See attached

Signature: _____ 

Date: _____ Sept 18, 2025 _____

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Lois Harder, Dean, Social Science, Reuben Rose-Redwood, Associate Dean, Social Science	SCP Proposal plus email exchange	We would definitely support this program/pathway. I know this can be a very helpful way to get international students in the door, so anything we can do to facilitate that is great with me.



Signature: _____

Date: _____ 24 September 2025 _____



UPLANDS CAMPUS

Office (250) 592-6871
Fax (250) 592-6327
isp@studyinvictoria.com

www.studyinvictoria.com
3461 Henderson Road, Victoria, B.C. V8P 5A8

September 17, 2025

UVic Engineering & Computer Science LaunchPad

Greetings to the Faculty of ECS:

As the Director of International Education for the Greater Victoria School District, I am pleased to write a letter of support for the UVic Engineering & Computer Science LaunchPad.

As I reviewed the general contents of the LaunchPad proposal, I was impressed by the efforts of the University of Victoria (UVic) to provide an opportunity for students who attain high school diplomas but are missing some of the math and /or science courses for admission into Engineering or Computer Science at UVic.

As a former UVic student myself, I can see how this program would be appealing for students who did not have the space in their high school timetables to take the specific courses due to competing academic interests during their graduation program.

The LaunchPad allows time for students to develop an interest in Engineering or Computer Science and the opportunity to narrow their focus when they are ready from an academic or interest-based perspective. This may be of relevance to international students who come to British Columbia on a two to three -year graduation program and need one or two years to adjust to the BC education system prior to making a firm decision on their post-secondary academic pathway.

I welcome further discussion on this new and exciting program. I can certainly envision our school-based staff recommending this attractive 12-month post-secondary program option.

Warm regards,

A handwritten signature in black ink, appearing to be "J Davis", written in a cursive style.

Dr. Jeff Davis
Director
Victoria International Education

September 19, 2025

UVic Engineering & Computer Science LaunchPad

Greetings to the Faculty of ECS,

As Senior Manager of the Saanich International Student Program, I am pleased to provide this letter of support for the UVic Engineering & Computer Science LaunchPad.

In reviewing the LaunchPad proposal, I was impressed by the University of Victoria's efforts to create an opportunity for students who have completed their high school diploma but may need additional math and/or science courses required for admission into Engineering & Computer Science at UVic. It is not always possible for our international students to fit the current math/science requirements into their timetables over grade 11/12. This will allow further flexibility for our international advisors when guiding high school pathway students to UVic Engineering & Computer Science.

I particularly like LaunchPad enabling international students to further English language development and cultural immersion via more grade 11/12 courses outside of UVIC Engineering & Computer Science pre-requisites while attending Secondary School in Saanich Schools. Some international students just need more time and immersion before making a commitment to a post-secondary faculty.

Throughout my time in Saanich, I have witness numerous international students come to British Columbia with the intent to graduate and continue studies in our post-secondary system. Yet once they have been accepted, they become lost on what they want and are capable of studying. LaunchPad provides the opportunity to solve this with flexibility and consultation.

SISP is open to further discussion on this initiative and can certainly include our school-based international advisors/counselors for further feedback if needed.

Best Regards,

A handwritten signature in black ink, reading "Colin Guiguet". The signature is written in a cursive, flowing style.

Colin Guiguet

Senior Manager

Saanich International Student Program



Sooke Schools

INTERNATIONAL STUDENT PROGRAM

Many Nations.  One Remarkable Experience

200-814 Goldstream Avenue · Victoria, British Columbia · Canada · V9B 2X7

Tel: (250) 474-9818 · Website: www.sookeschoolsvictoria.ca

September 19, 2025

Faculty of Engineering and Computer Science
University of Victoria
Victoria, BC

To Whom It May Concern,

As the District Principal of International Programs and Services in the Sooke School District, I am pleased to express my support for the proposed ECS LaunchPad initiative at the University of Victoria.

One of the challenges our international students sometimes face when pursuing post-secondary studies in Canada is the mismatch between their prior schooling and the entry requirements of selective university programs. The LaunchPad directly addresses this gap by providing a structured, supportive pathway for students who are academically capable but may be missing specific prerequisites. From my perspective, this creates a valuable option for international graduates who want to pursue engineering or computer science but need additional time to bridge curricular differences.

At the same time, I see the LaunchPad as having a much broader impact. It is designed for any student whose high school pathway did not perfectly align with traditional admission requirements, whether due to course scheduling conflicts, competing academic interests, or unique personal circumstances. By offering access to foundational coursework alongside first-year studies, combined with dedicated academic and wellness supports, the program promotes both access and student success.

I believe the ECS LaunchPad will strengthen the pipeline into engineering and computer science programs, widen participation among underrepresented groups, and ultimately benefit both the University and the wider community. It represents a forward-thinking approach to admissions that responds to the realities of today's diverse student populations.

Thank you for the opportunity to share my support for this important initiative.

Sincerely,

Laura Schwertfeger
District Principal, International Programs and Services



Faculty of Engineering and Computer Science | University of Victoria
Engineering Office Wing 248 3800 Finnerty Road Victoria BC V8W 3P6 Canada
250-721-8677 | engrdean@uvic.ca | uvic.ca/ecs

To: Senate
CC: Elizabeth Croft, Vice-President Academic and Provost
From: Mina Hoofer, Dean Faculty of Engineering and Computer Science
Date: October 22, 2025
Subject: **Offering UVic's Bachelor of Engineering in Biomedical Engineering and Management in Singapore in partnership with PSB Academy: Consultation**

The purpose of this memo is to seek Senate's feedback on the proposed transnational education partnership between UVic and PSB Academy in Singapore for delivery of the UVic Bachelor of Engineering in Biomedical Engineering and Management (BEng BEaM). The Faculty of Engineering and Computer Science will be seeking Senate approval of the proposed transnational education partnership agreement to offer the Bachelor of Engineering in Biomedical Engineering and Management in partnership with PSB Academy in Singapore. The proposed TNE partnership was approved by the Faculty of Engineering and Computer Science at its Faculty Council meeting on September 23, 2025. Through this proposed partnership, PSB Academy will offer the UVic BEng BEaM degree at PSB Academy in Singapore, with an anticipated start date of January 2027.

This memo sets out the context for transnational education, provides a brief profile of PSB Academy and summarizes the proposed partner responsibilities.

Transnational Education (TNE) refers to the delivery of educational programs in a country other than that of the awarding institution. Unlike student mobility, which brings students to UVic, TNE emphasizes program mobility—bringing UVic's programs to where students are. This approach expands access to quality education (SDG 4), enhances UVic's international profile and supports global engagement priorities identified in Canada's Indo-Pacific Strategy.

This proposal represents a strategic opportunity for UVic to extend its academic reach through sustainable, mutually beneficial partnerships that advance institutional goals around internationalization access and reputation.

The Faculty of Engineering and Computer Science will seek Senate approval to enter into a TNE partnership agreement with PSB Academy in Singapore to offer the University of Victoria Bachelor of Engineering in Biomedical Engineering and Management program at PSB Academy through a TNE arrangement between the two institutions drafted according to the principles outlined in this proposal.

Each partner must first go through their approvals to allow for more detailed discussions and negotiations. This memorandum highlights the core information necessary for UVic approval for the proposed TNE initiative that will allow for more detailed discussions and negotiations for a formal partnership agreement with PSB Academy.

The anticipated enrolment for the BEaM TNE program is 60 students annually at launch with enrolments expected to grow as the program gains traction and recognition. The proposed TNE partnership

agreement has been designed to be operationally and financially sustainable for both partners. Detailed financial and administrative arrangements will be concluded by the partner institutions following approval of the proposed partnership agreement. The final *TNE Partnership Agreement* will address requirements of both parties related to student recruitment and marketing, admission management, program delivery, oversight of curriculum, hiring and supervision/evaluation of faculty, academic regulations, non-academic regulations and student conduct, evaluation of students and grading standards, appeals, student services, student records, monitoring student progression, degree audits and issuance of transcripts and parchments, dispute resolution mechanism and a termination clause.

Profile of PSB Academy

The proposed partner for our BEng BEaM TNE is [PSB Academy](#), one of Singapore's leading private education institutions, committed to becoming "Asia's Future Academy." PSB Academy delivers a variety of diplomas, undergraduate and postgraduate programs in partnership with universities from Europe and Oceania, making it a popular choice for top quality higher education in Singapore.

PSB Academy was founded in 1964 with the mission to upgrade the knowledge and skills of Singapore's workforce to meet the needs of the growing economy. Over the years its approach to education has focused on performance in the new digital economy.

Over six decades, it has contributed more than 200,000 graduates in many fields to Singapore's national work force as well as internationally.

Proposed partner responsibilities

The institutions involved in a TNE agreement will be responsible for different aspects of the educational program. This section sets out the proposed responsibilities of the partners to this TNE agreement. These responsibilities will be discussed and agreed upon as part of the final *TNE Partnership Agreement*.

PSB Academy is proposed to be responsible for the following aspects of the TNE collaboration:

- (a) Providing the infrastructure, facilities (i.e., campus) and systems necessary for offering the program
- (b) Marketing and promoting the program to recruit PSB Academy diploma students using UVic approved marketing materials
- (c) Pre-screening applicants to the program based on UVic's and BEng BEaM's admission criteria, including English language proficiency, and forwarding applications to UVic for review and final approval (UVic reserves the right to reject pre-screened applicants that it determines as not meeting the admission criteria)
- (d) Registering and guiding the students as they enroll into the program
- (e) Delivering the program as per UVic's curriculum, program objectives, expectations, guidance, and standards¹
- (f) Providing ongoing student support and services for the duration of the program in accordance with UVic policies, procedures and regulations

¹ Program Delivery: TNE program will be delivered through partner campus facilities with oversight through a joint program committee.

- (g) Maintaining student records and monitoring and guiding student progression
- (h) Ensuring that the student experience meets UVic's standards and expectations²
- (i) Ensuring that all the academic regulations as well as non-academic regulations are followed as per UVic calendar and academic and non-academic policies and regulations

UVic is proposed to be responsible for the following aspects of the TNE collaboration:

- (a) Deciding on/designing the academic content of the program (curriculum)
- (b) Setting learning objectives, standards, and assessments for each course in the program
- (c) Guiding the development of the course outline and the course materials for each course in the program
- (d) Establishing grading standards and evaluation frameworks for student performance
- (e) Approving instructors to be hired to teach in the program at PSB Academy and evaluating their performance
- (f) Final admission of students into the program
- (g) Overseeing the delivery of the program at PSB Academy (to ensure consistency with the delivery of the program at UVic)
- (h) Measuring, tracking, and addressing the performance and progress in/of the program
- (i) Ensuring that all academic decisions abide by the standards, policies, and guidelines at UVic to ensure consistency between the on-campus delivery and TNE delivery of the program
- (j) Ensuring the overall quality of the program
- (k) Issuing UVic transcripts as required, and the UVic credential (degree) to the students upon successful completion of their program

Note: Students will typically complete their entire studies at PSB Academy and will receive the UVic BEng BEaM degree upon successful completion of all requirements for the degree.

Next steps

Following approvals from Senate and the Board of Governors, the partner institutions will further discuss and agree upon the implementation details regarding the responsibilities outlined in the proposal as part of the final *TNE Partnership Agreement*.

Questions for Senate

1. What feedback do Senators have on the proposed principles for negotiating the final *TNE Partnership Agreement*?
2. Any other comments that Senators want to offer on the proposed initiative?

² Student Experience: UVic BEng BEaM TNE program follows UVic policies and will be governed by a joint management committee with representation from PSB Academy and UVic.



Peter B. Gustavson School of Business | University of Victoria
Business and Economics Building 254 3800 Finnerty Road Victoria BC V8W 2Y2 Canada
250-472-4139 | gustavson@uvic.ca | uvic.ca/gustavson

To: Senate
CC: Elizabeth Croft, Vice-President Academic and Provost
From: Graham Brown, Dean, Peter B. Gustavson School of Business
Date: October 22, 2025
Subject: **Offering UVic's Master in Management in Thailand in partnership with Siam University: Consultation**

The purpose of this memo is to seek Senate's feedback on the proposed transnational education (TNE) partnership between UVic and Siam University in Thailand for delivery of the UVic Master in Management (MM) program. The Gustavson School of Business will subsequently seek Senate approval of the proposed transnational education partnership agreement to offer the Master of Management in partnership with Siam University in Thailand. The proposed TNE partnership was approved by the Gustavson School of Business at its Faculty Council meeting on September 11, 2025. Through proposed partnership, Siam University will offer the UVic MM degree at Siam University in Thailand, with an anticipated start date of January 2027.

This memo sets out the context for transnational education, provides a brief profile of Siam University and summarized the proposed partner responsibilities.

Transnational Education (TNE) refers to the delivery of educational programs in a country other than that of the awarding institution. Unlike student mobility, which brings students to UVic, TNE emphasizes program mobility—bringing UVic's programs to where students are. This approach expands access to quality education (SDG 4), enhances UVic's international profile and supports global engagement priorities identified in Canada's Indo-Pacific Strategy.

This proposal represents a strategic opportunity for UVic to extend its academic reach through sustainable, mutually beneficial partnerships that advance institutional goals around internationalization, access and reputation.

The Gustavson School of Business will seek Senate's approval to enter into a TNE partnership agreement with Siam University in Bangkok, Thailand to offer the University of Victoria Master in Management program at Siam University through a TNE arrangement between the two institutions according to the principles outlined in this proposal.

Each partner must first go through their approvals to allow for more detailed discussions and negotiations. This memorandum highlights the core information necessary for UVic approval of the proposed TNE initiative that will allow for more detailed discussions and negotiations for a formal partnership agreement with Siam University.

The anticipated enrolment for the MM program is 75 students at launch with enrolments expected to increase to 100+ students per year from the second year onwards as the program gains traction and recognition in the region. The proposed TNE partnership agreement has been designed to be operationally and financially sustainable for both partners. Detailed financial and administrative arrangements will be concluded by the partner institutions following approval of the proposed partnership agreement. The final *TNE Partnership Agreement* will address requirements of both parties

related to student recruitment and marketing, admission management, program delivery, oversight of curriculum, hiring and supervision/evaluation of faculty, academic regulations, non-academic regulations and student conduct, evaluation of students and grading standards, appeals, student services, student records, monitoring student progression, degree audits and issuance of transcripts and parchments, dispute resolution mechanism and a termination clause.

Profile of Siam University

The proposed partner for our MM TNE is Siam University in Bangkok, one of Thailand's leading comprehensive private universities focused on employability, diversity and sustainability. Siam University was founded in 1965 as the first 3-year private engineering school in Thailand, offering only one program (Mechanical Technical Power). It later became the Siam Technical College, with the authorization to grant degrees in banking, finance, personnel management or marketing. In 1989, it became Siam University to be consistent with the diversity in fields of study.

Siam has produced more than 80,000 graduates over six decades in various fields for Thailand's national work force as well as internationally.

Rankings

- #1 Most Sustainable private university ([UIGreenMetric](#) World University Ranking)
- Top Ten in Thailand's private universities (Thailand's Commission of Higher Education)
- #3 Thailand's private university for international students' population (TCHE)
- #7 in Thailand and #159 in the world ([UIGreenMetric](#) World University Ranking)
- #81 Eastern Asian University Rankings (QS)

Intercultural environment

Siam University has a strong multicultural student body from many countries, fostering an international environment that enhances learning and networking opportunities.

International scope

Siam University partners with several international universities, the University of Western Australia (THE 153; QS 77) and La Trobe University, Australia (THE 251–300; QS 233), both of which rank higher than UVic (THE 301–350; QS 358). Siam University also collaborates with Sheffield Hallam University (UK) and Mykolas Romeris University (Lithuania). These partnerships are all facilitated by Global Academy and Nurture Higher Education, enabling students to access international degrees through TNE programs.

Proposed partner responsibilities

As noted earlier, TNE is done by the *awarding* institution (UVic, in this case) partnering with a reputed local institution (*host* institution) in the host country (Siam University, Thailand, in this case). The institutions involved in a typical TNE partnership will be responsible for different aspects of the educational program. It is important to note that the *awarding* institution (UVic) retains full control and oversight over all academic aspects of the program.

This section sets out the proposed responsibilities of the partners to this TNE agreement. These responsibilities will be discussed and agreed upon as part of the final *TNE Partnership Agreement*.

Siam University, Bangkok is proposed to be responsible for the following aspects of the TNE collaboration:

- (a) Providing the infrastructure and facilities (i.e., campus) and systems necessary for offering the program
- (b) Marketing and promoting the program to recruit Siam University MBA students using UVic approved marketing materials
- (c) Pre-screening applicants to the program based on UVic's admission criteria, including English language proficiency, and forwarding applications to UVic for review and final approval (UVic reserves the right to reject pre-screened applicants that it determines as not meeting the admission criteria)
- (d) Registering and guiding the students as they enroll into the program
- (e) Delivering the program as per UVic's curriculum, program objectives, expectations, guidance, and standards¹
- (f) Providing ongoing student support and services for the duration of the program in accordance with UVic policies, procedures and regulations
- (g) Maintaining student records and monitoring and guiding student progression
- (h) Ensuring that the student experience meets UVic's standards and expectations²
- (i) Ensuring that all the academic regulations as well as non-academic regulations are followed as per UVic graduate academic calendar and academic and non-academic policies and regulations

UVic is proposed to be responsible for the following aspects of the TNE collaboration:

- (a) Deciding on/designing the academic content of the program (curriculum)
- (b) Setting learning objectives, standards, and assessments for each course in the program
- (c) Guiding the development of the course outline and the course materials for each course in the program
- (d) Establishing grading standards and evaluation frameworks for student performance
- (e) Approving instructors to be hired to teach in the program at Siam University and evaluating their performance
- (f) Final admission of students into the program
- (g) Overseeing the delivery of the program at Siam University (to ensure consistency with the delivery of the program at UVic)
- (h) Measuring, tracking, and addressing the performance and progress in/of the program

¹ Program Delivery: TNE program will be delivered through Siam University's Bangkok campus facilities with oversight through a joint program committee.

² Student Experience: The TNE program will follow UVic policies and will be governed by a joint management committee with representation from Siam University and UVic.

- (i) Ensuring that all academic decisions abide by the standards, policies, and guidelines at UVic to ensure consistency between the on-campus delivery and TNE delivery of the program
- (j) Ensuring the overall quality of the program
- (k) Issuing UVic transcripts as required, and the UVic credential (degree) to the students upon successful completion of their program

Note: Students will typically complete their entire studies at Siam University and will receive the UVic degree upon successful completion of all requirements for the degree.

Next steps

Following approvals from Senate and the Board of Governors, the partner institutions will further discuss and agree upon the implementation details regarding the responsibilities outlined in the proposal as part of the final *TNE Partnership Agreement*.

Questions for Senate

1. What feedback do Senators have on the proposed principles for negotiating the final *TNE Partnership Agreement*?
2. Any other comments that Senators want to offer on the proposed initiative?



2024-2025

ANNUAL REPORT ON NON-ACADEMIC MISCONDUCT
ALLEGATIONS AND RESOLUTIONS

September 2025



Introduction

The university's policy on [Resolution of Non-Academic Misconduct Allegations](#) (Policy 1300) was approved by Senate and the Board of Governors in May 2011. Policy AC1300 came into effect in August 2011 and was updated in August 2017. The Division of Student Affairs oversees Policy AC1300 through the Office of Student Life (OSL). Additionally, the OSL is closely linked to the administration of pan-institutional conduct policies involving students including the university's policy on [Response to At-Risk Behaviour](#) (Policy SS9125), among others.

Policy AC1300 is currently under review with a plan for presentation to the Board of Governors and Senate in Spring 2026. Senate and Board approved an interim update to the policy in June 2025, which removed substance use as an example of non-academic misconduct and introduced the Good Samaritan clause. This process involved extensive campus consultation and the broader community to improve UVic's policy administration related to substance use and harm reduction. The implementation of these updates also represents the completion of one of the recommendations in independent reviewer Bob Rich's [report](#).

The broader policy review is currently underway and consultations on the review are occurring with key stakeholders this fall.

A requirement of Policy AC1300 is an annual for-information report to Senate and the Board outlining the nature of non-academic misconduct allegations, types of policy violations, sanctions assigned to students found responsible for violating the policy, and appeals. In addition to this information, the report summarizes trends identified over the September 2024-August 2025 year (herein referred to as the 2024-2025 reporting period).

During the September 2024-August 2025 reporting period, the OSL adopted a more robust system for tracking conduct-related data and introduced a new database for September 2025. The purpose of this shift is to provide more

Policy AC1300 was designed to broadly address student conduct incidents that arise, such as:

- ❖ Theft, damage or destruction of property
- ❖ Unauthorized entry or presence on university property
- ❖ Fraud or impersonation
- ❖ Disruptive behaviours that impact university spaces and activities
- ❖ Dangerous behaviours towards self or others
- ❖ Assisting in non-academic misconduct
- ❖ Failure to follow previous sanctions

meaningful statistics and reporting of trends that better reflect the depth and breadth of student conduct matters on campus.

Purpose and Scope of Policy AC1300

Policy AC1300 was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property and off-campus conduct when the behaviour is directly connected to university operations or where students are formally representing the university. The policy does not govern issues of academic integrity or academic appeals, or issues of student conduct administered under [Sexualized Violence Prevention and Response Policy](#) (GV0245), or [the Discrimination and Harassment Prevention and Response Policy](#) (GV0205). Incidents of harassment or sexualized violence that do not fall within the scope of GV0245 and GV0205, or that are more appropriately responded to by the OSL, may be addressed under Policy AC1300.

Policy AC1300 and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes non-academic student misconduct at the university. Further, the policy and associated procedures:

- Encourage the informal resolution, or voluntary, of issues whenever appropriate and in collaboration with the student
- Describe how a member of the university community can submit an allegation
- Set out investigative processes for formal allegations
- Describe possible sanctions for confirmed misconduct
- Provide criteria for determining any sanction(s) for confirmed misconduct (after investigation)
- Provide protocols for communicating decisions to the respondent and complainant
- Provide processes to appeal decisions and sanctions

2024-2025 Trends

Notable conduct trends observed by the OSL during the 2024- 2025 reporting period are described below. These trends have resulted in increased focus and outcomes in the following areas:

Voluntary Resolution Processes: The OSL continues to prioritize engaging students in Voluntary Resolution processes to address non-academic misconduct concerns whenever possible and appropriate given the nature of the concerns. In order to arrive at mutually agreed upon outcomes, this process includes engaging students in dialogue related to their behaviour, support needs, and expectations for participation in university life. This typically includes a combination of outcomes aligned with what would be considered minor sanctions under Policy AC1300. This approach allows for a more student-centred process and outcome that promotes meaningful engagement and accountability from the student wherever possible. This approach has also been found to be most appropriate for students whose behaviour may result from complex circumstances, mental health considerations, or stressors that can be navigated with support.

Involvement in Residence Conduct Processes: During the 2024-2025 reporting period, the OSL worked in close collaboration to support and respond to residence conduct matters during the interim leadership of the Residence Services department. In the absence of a Director of Residence Services, the OSL provided guidance and leadership related to student conduct matters to support alignment across the university. This included participating in the triage, review, and response of residence conduct matters typically addressed under the Residence Contract. Through this collaboration, the OSL assisted to create sustainable tools and process design for complex matters responded to under the Residence Contract. As a result, the number of conduct matters referred to the OSL by Residence Services increased by 300% for 2024-2025 compared to 2023-2024 reporting periods.

Faculty and Department Consultation: The OSL continues to see a significant number of referrals and requests for consultation from faculties and departments across campus for student conduct concerns within their context. This often includes discussing strategies for responding to disruptive behaviours impacting the learning environment and/or a student's ability to progress in their program. These matters may be addressed under Policy AC1300 and, often, the OSL provides support, information, and language to assist departments to respond under the Academic Calendar (i.e. classroom management) or the unit's respective policies.

Complex Student Considerations: The OSL continues to work with students with complex support needs resulting in ongoing disruptive or dangerous behaviours. This leads to case files that are longer term in nature, require more resourcing and support and have more complex pathways to resolution. These students often demonstrate ongoing behaviours, paired with reduced insight and awareness, driven

by underlying support needs such as complex mental health issues. These students require processes and response models that are accessible, supportive, and interdisciplinary. This trend results in an increasing number of files that take many months before reaching a resolution. Additionally, the OSL has noted an increase in students whose behaviour is reported by multiple units due to the impact in a variety of academic and non-academic spaces. This requires extensive inter-departmental collaboration to achieve positive and sustainable outcomes.

As a result of this trend, the OSL has been working to develop strategies to support these students, including 1-1 coaching, behavioural intervention, individualized action plans, and working with academic units to ensure expectations are consistently enforced. Moving forward, the OSL will continue to build strategies and frameworks for responding to complex behavioural concerns in collaboration with campus partners.

Impactful Global and Local Context: In the 2024-2025 reporting period, the OSL reviewed concerns and worked with several students to navigate impacts and circumstances related to challenging geo-political global events and stressors. The collective impacts of global events and tensions were apparent in reports referred for review, challenges faced by campus partners and academic units, and collaborations across campus. Further, the OSL noted a significant number of students who shared perspectives and impacts related to financial stressors, changes to immigration policy, racial considerations, housing scarcity, and other systemic concerns during their engagement in conduct processes. These needs are evidenced by the 33% increase of students requesting to work with a Student Support Coordinator during their conduct process from the 2023-2024 to 2024-2025 reporting periods. As a result, the OSL continues to identify the need for a robust and integrated support model for students engaging in the conduct system.

Allegations Submitted and Reviewed Under the Policy

During the 2024-2025 reporting period the OSL received and reviewed **390 unique reports** regarding concerns related to Policy AC1300.

Of the 390 reviewed files, over 75% were referred by Campus Security (CSEC). A significant number were also received from Residence Services, online report submissions, and referrals from academic units. The remaining files were composed of referrals from a range of campus services, including Equity and Human Rights, Centre for Accessible Learning, Indigenous Academic and Community Engagement, Facilities Management, and other university staff or offices. (Note: some concerns

may be submitted by two or more units; for example, an academic unit and CSEC may send accompanying reports regarding the same incident and/or individual.)

Nature of Allegations

The following table demonstrates the types of allegations or concerns reviewed by the OSL during the 2024-2025 reporting period. Before a resolution process is initiated to respond to allegations, several case factors are confirmed through comprehensive file review. Subsequently, the review may reveal the matter is best addressed under another policy on campus, and files are referred correspondingly. Files are also sometimes referred back to the referring unit for early resolution supported by the OSL (e.g. letters of expectation sent by the referring unit to the student or follow up under their unit, based on procedures).

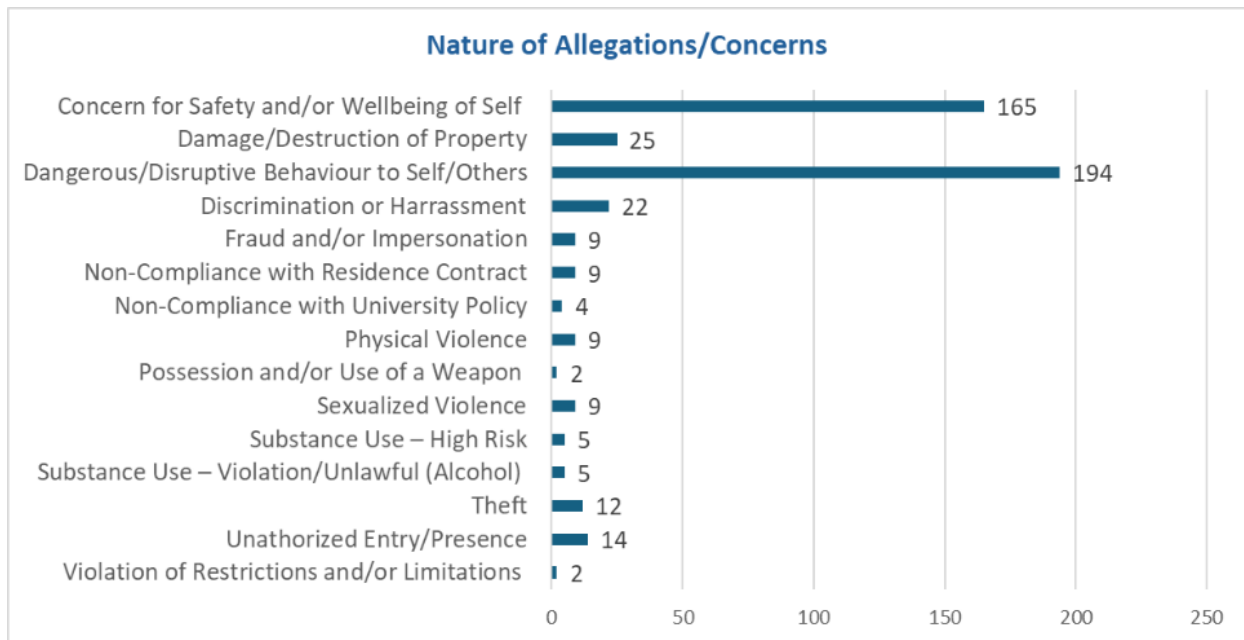


Table 1: Nature of Reported Allegations/Concerns.

Of the reported allegations, the OSL engaged in resolution processes for **73 unique cases** in the 2024-2025 reporting period. The allegations reviewed that did not proceed to a resolution process under Policy AC1300 were referred to appropriate units for response under relevant policies or referred to the appropriate unit for early intervention or response with support from the OSL. The following table captures the different types of allegations and concerns that arose in the 73 cases.

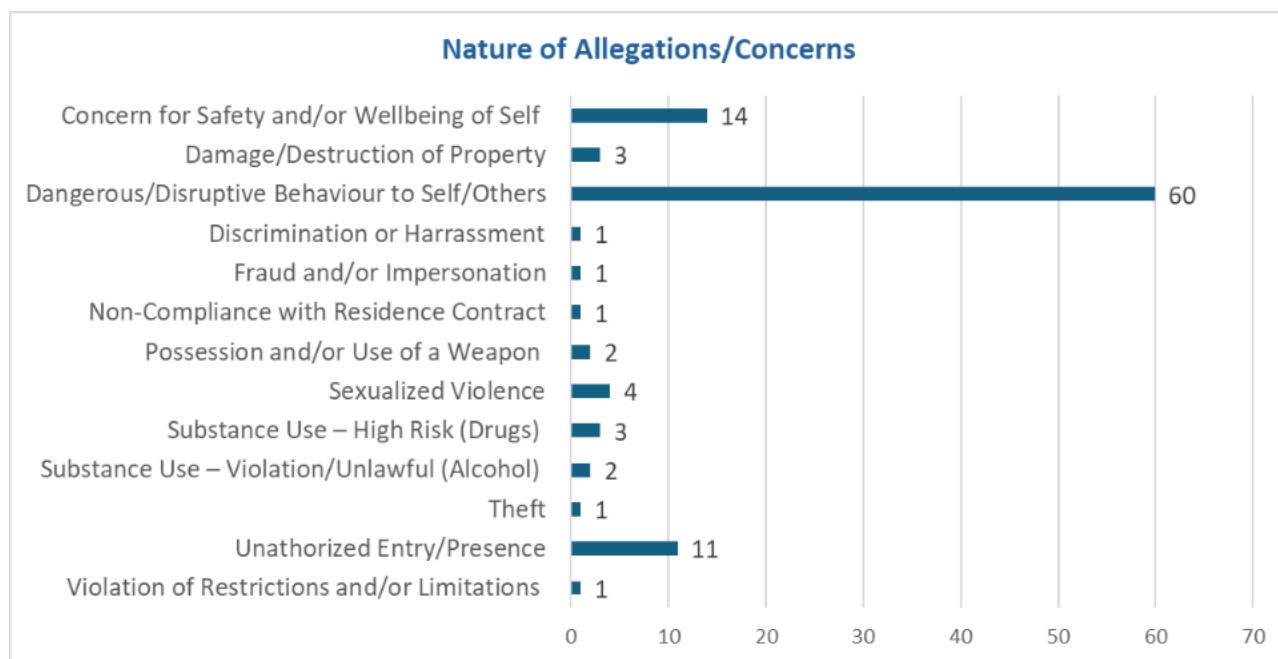


Table 2: Nature of Allegations/Concerns Responded to with a Conduct Resolution Process.

Resolution Processes

The following table contains information on the processes used to respond to the 73 cases of allegations under Policy AC1300.

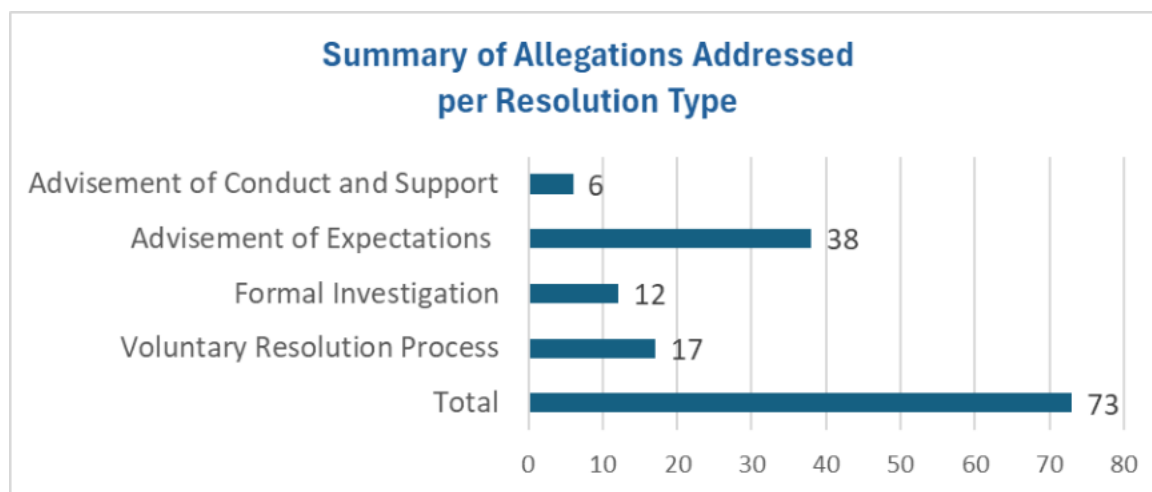


Table 3: Summary of Non-Academic Misconduct Allegations per Resolution Processes. Note: a resolution process may address more than one reported violation of the policy.

Conduct Expectations and Support: Where behaviours are clearly linked to unmet support needs or impactful barriers and student experiences, the OSL may prioritize a connection to support and wellness resourcing to resolve the concerns. This approach is paired with clear communication about behavioural and community expectations in a manner that considers underlying support needs.

Advisement of Expectations: To address low-impact behaviours, or those already addressed under a different process, the OSL may choose to remind students of community expectations and discuss the concerns in a manner that does not require further process or outcomes.

Voluntary Resolution Process: Where possible and appropriate, and where the student has taken accountability for their actions, the OSL may engage a voluntary process to arrive at agreed-upon sanctions under the policy.

Formal Investigation: When appropriate, the OSL will initiate a formal investigation into a student's alleged conduct. Based on the findings and decision, the OSL may apply minor sanctions or make a recommendation for major sanctions.

Notes regarding allegations and resolution processes:

- There was an increase of 14 cases responded to with a resolution process since the 2023–2024 reporting period.
- A student may be investigated under Policy AC1300 for multiple allegations.
- Both formal investigations and voluntary resolution processes most often involve allegations of dangerous and disruptive behaviour (approximately 80% of case files). This behaviour predominantly included concerns related to threats of harm to self and others, possession of weapons, theft, and unauthorized access.
- Most of all formal investigations and robust voluntary resolution processes involve students who require complex support and intervention. As a result, many of these cases require significant resourcing, collaboration across campus partners, and time to reach a resolution.
- The reported number does not adequately reflect the progressive disciplinary nature of some of these files, whereby a student may interact with multiple processes under the policy.

Consultation and Collaboration

The following table demonstrates the frequency with which the OSL consulted and collaborated with various campus departments to resolve non-academic conduct matters.

Consultation includes reviewing reports of student conduct concerns, assessing the policy/contract options for response, and determining the most appropriate

resolution pathway. The OSL plays a key role in evaluating process options and making recommendations on the preferred approach to support student and community wellbeing, appropriate outcomes, and alignment with policies and best practice. Academic and non-academic units across campus are invited and encouraged to seek consultation from the OSL when concerns arise in a particular context including classroom and academic settings, residence, athletics, or social spaces.

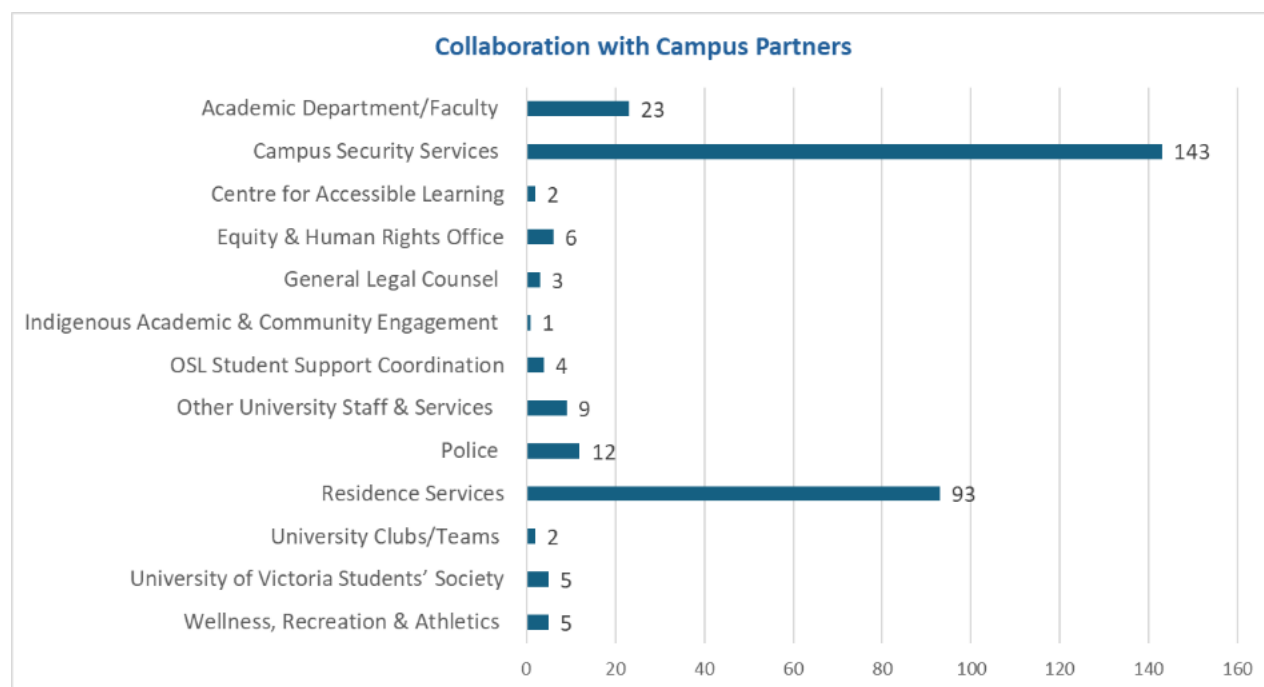


Table 4: Collaboration with Campus Partners.

Interim Measures

Non-academic misconduct processes under Policy AC1300 operate in accordance with the university's Response to At-Risk Behaviour (Policy SS9125), which provides a framework for the university to respond immediately to at-risk behaviour.

Students demonstrating high-risk behaviour, including risk to individuals or property, may have interim measures imposed to mitigate the associated risks and impact to community while the matter is being addressed. Examples of interim measures include restrictions to university spaces, expectations of no contact, and behavioural expectations. Interim measures typically remain in place throughout the duration of a non-academic misconduct process, or other resolution process, until such time that they are replaced or removed by process outcomes. Cases with interim measures

tend to be complex, as they can require extensive and time-sensitive coordination with campus and community partners, responses to unexpected circumstances, and management of interim measure breaches.

During the 2024-2025 reporting period, the Student Conduct and Case Resolution team worked with **10 cases with interim measures**. *Appendix A* includes further information about Policy SS9125 and trends and statistics as it relates to the OSL's application of interim measures.

Student Support Pairings

The OSL offers students participating in non-academic misconduct processes opportunities to be paired with Student Support Coordinators (SSC) from the OSL's Student Support Coordination Program. SSC'S can provide help with navigating conduct policies and procedures, act as a liaison with investigators, offer emotional and practical support during conduct meetings, and offer referrals to other university and community-based resources.

During the 2024-2025 reporting period, **28 students** opted to work with Student Support Coordinators throughout their process. This is an **increase of 33%** from the 2023-2024 reporting period.

Outcomes and Sanctions

Decisions on appropriate sanctions for confirmed misconduct are based on numerous considerations, including:

- The seriousness and impact of the respondent's conduct on the university community, a university activity or the university's reputation or property
- Whether the incident is isolated
- Whether the incident was inadvertent or deliberate
- Whether other university policies were violated
- Related financial costs
- Other mitigating factors

In 2024-2025, a total of **60 outcomes and sanctions** were applied as a result of conduct resolution processes.

In acknowledgement of emerging trends, the OSL has applied behavioural expectations in many cases. This approach allows for dialogue, coaching, and clear

instruction related to appropriate behaviour on campus in a manner that can respond to specific circumstances and the different stages of student development.

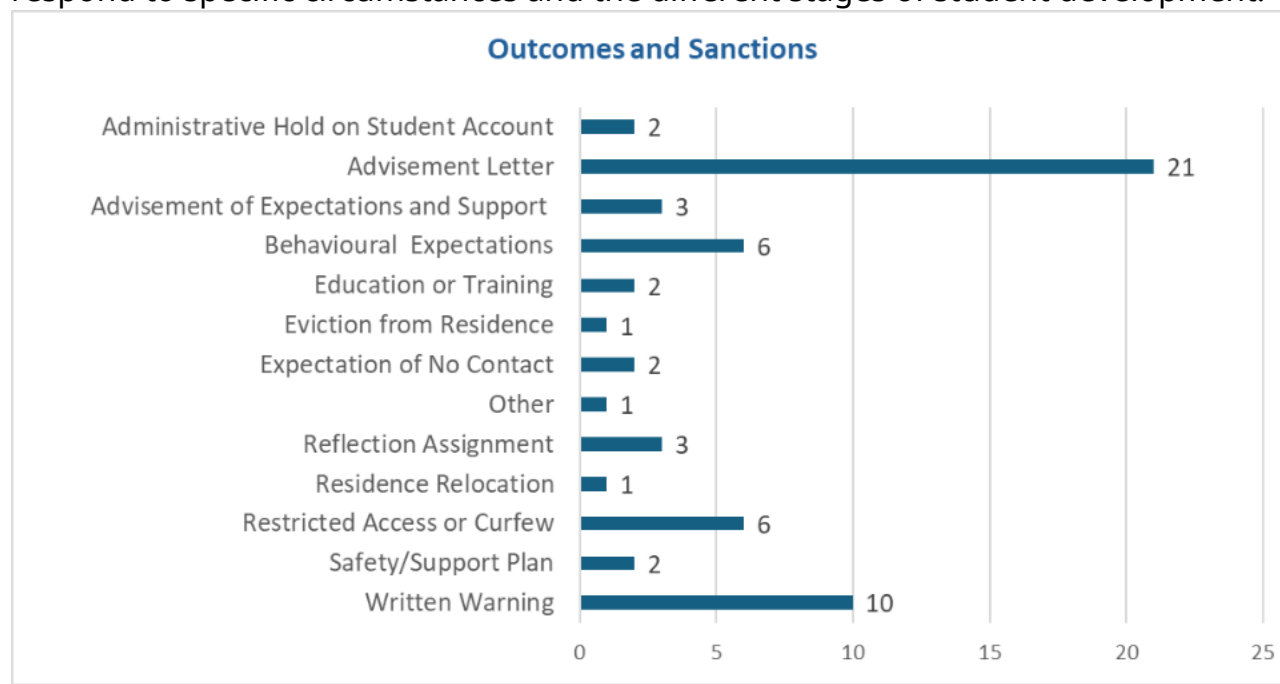


Table 5: Summary of Conduct Process Outcomes and Sanctions.

Based on the timing of when this report was prepared, not all cases included in this report have reached a resolution and, as such, no information on the outcome is available.

Appeals

A Respondent may appeal a decision or action taken by the university under Policy AC1300, provided that sufficient grounds exist in accordance with formal appeal procedures.

No appeals were submitted during the 2024-2025 reporting period.

Key Statistics – At a Glance

The following table provides a summary of key non-academic misconduct statistics over a three-year period. In addition to a general increase in the number of referrals that the OSL has been receiving and responding to over the years, our office has seen an overall rise in statistics for a number of reasons, including but not limited to: the increase in involvement with Residence Conduct processes, an increase in the frequency of departmental consultations, and improvements to data collection and management practices. The OSL continues to implement ways to accurately and

efficiently manage case data, including recently introducing the use of the database software, eRezLife.

	2022-2023*	2023-2024	2024-2025
Allegations Reviewed	66	89	390
Files Proceeded to Resolution Processes	26	59	73
Interim Measures	**	16	10
Formal Investigations	**	9	12
SSC Pairings	**	21	28
Outcomes/Sanctions	42	44	60
Appeals	0	0	0

Table 6: Summary of Key Statistics over a Three-Year Period.

*Until 2023, the OSL managed and observed data according to an April - March annual cycle. As of the 2023-2024 annual report, data collection and reporting has shifted to a September-August model. The purpose of this shift was to provide more meaningful statistics and reporting of trends in a manner that aligns with the academic calendar.

**The OSL did not report this data during this reporting period.

Response to Trends

In response to the identified trends, the OSL plans to:

- Research, develop, and propose structures and strategies for addressing complex behaviours that may be rooted in mental health or personal barriers and that would benefit from robust intervention strategies as an alternative/complement to disciplinary action.
- Continue working with key campus partners, including Campus Security, Residence Services, and Student Wellness Centre, to identify and implement opportunities for procedural updates and opportunities for addressing complex student matters and sharing of resourcing.
- Implement the new database to capture data in a more robust and consistent manner to support institutional awareness around student conduct trends, patterns, gaps, and opportunities.
- Develop further relationships with faculty and departments to respond to non-academic behavioural concerns occurring in the academic environment.
- Continue to expand resourcing options as well as learning and accountability resources for students related to the outcomes of resolution processes under the policy.
- Invest in new roles to the team, to the extent possible, to have deeper

capacity for supporting students and their families as well as the university community when navigating conflicts and impactful circumstances.

Appendix A: Response to At-Risk Behaviour (Policy SS9125)

The university's [Response to At-Risk Behaviour](#) (Policy SS9125) is intended to provide a framework for the institution to respond immediately to at-risk behaviour. In general, Policy SS9125 may be applied where any community member is exhibiting high-risk behaviour that requires an institutional response with leadership from Campus Security. Several units may be involved in the application and administration of the policy, and a list of administrative authorities is contained within the policy.

Student Affairs, and the OSL as the primary delegate, is the administrative authority under Policy SS9125 for responding to students registered or actively participating in degree-seeking programs for behaviours occurring outside the classroom environment. The OSL plays a key role in determining appropriate interventions and applying interim measures in response to the at-risk behaviour, managing the interim measures, and consulting with Campus Security to address ongoing safety needs for the student and broader community. These behaviours often also fall under Policy AC1300 and the OSL is also often involved in the long-term resolution process to address the concerns.

In recent years, the OSL has witnessed an increase in the complexity and risk associated with concerning student behaviours. As such, a significant amount of resourcing and consultation is required to appropriately manage students exhibiting at-risk behaviour. The OSL continues to focus on establishing pathways under Policy SS9125 to introduce health-based interventions where behaviours may be resulting from underlying mental health concerns.

According to Policy SS9125, at-risk behaviour is behaviour that:

- involves unlawful, dangerous, or violent conduct
- leads to a reasonable belief that the safety or security of any person(s) is threatened, whether or not the threat was communicated to such person(s)
- leads to a reasonable belief that the individual engaging in the behaviour is at imminent risk of harm or self-harm
- leads to a reasonable belief that the safety of property is threatened

Interim Measures

Interim measures, applied under Policy SS9125, means restrictions on a student's ability to enter upon or to carry out activities upon university premises, or their ability to exercise university privileges. Interim measures are not intended to be disciplinary in nature and are instead focused on addressing concerns to safety and well-being. When applying interim measures, the OSL aims to balance a student's access to learning and community spaces while also addressing risks to self, others, and property. To determine the appropriate measures, and potential impacts, the OSL consults with campus partners including Campus Security and General Counsel.

In 2024-2025, the OSL was involved in administering interim measures for **10 students** who were reportedly engaging in at-risk behaviour. These behaviours were alleged to be dangerous and presented a risk to the safety and well-being of community members.

Interim measures applied during 2024-2025:

- 8 cases involved restricted access to areas or all of university property
- 1 file involved a relocation within the Residence Complex
- 5 cases involved an Expectation of No Contact with another community member
- 10 files involved Behavioural Expectations

Interim Measures applied under policy SS9125 are designed to address safety concerns and may include the following:

- ❖ Restriction from accessing all or parts of campus (for example, the Residence Complex, CARSA, or specific buildings)
- ❖ Expectations of No Contact
- ❖ Residence Room Relocation or Removal from on-campus Residence



Office of the Vice-President Academic and Provost | University of Victoria
Michael Williams Building A244 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
250-721-7013 | vpac@uvic.ca | uvic.ca/vpacademic

To: Senate
CC: Elizabeth Croft, Vice-President Academic and Provost
From: Helga Hallgrímsdóttir, Deputy Provost
Date: October 22, 2025
Subject: **Rescinding the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (Policy GV0500)**

In March 2024, Senate and the Board of Governors unanimously approved [a proposal to establish the Faculty of Health](#). This proposal included a motion for the Division of Medical Sciences (DMS) to be disestablished and become a school within the Faculty of Health instead.

As part of this transition, the role of Head, DMS will be replaced with a new Director, School of Medical Sciences position, created to align with the structure and governance of the new Faculty of Health. An Interim Head for the school was put in place to support the transition but following the incumbent's term, a Director will assume leadership of the school in accordance with existing policies.

Now that the Faculty of Health is operational, we propose disestablishing the Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (Policy GV0500). No amendments or replacement policy are proposed as the appointment policy for Directors of Schools is outlined in Section 54 of the [Collective Agreement](#).

Motion

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

Next steps

The Board of Governors, following approval from Senate, is responsible for any changes to Policy GV0500. If the proposed change is approved by Senate, it will proceed to the Board of Governors for final approval.

Attached: Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (Policy GV0500)





**PROCEDURES FOR THE
APPOINTMENT AND
REVIEW OF
A HEAD OF THE
DIVISION OF
MEDICAL SCIENCES**

**University Policy No:
Classification:**

GV0500
Governance

Approving authority:

Board of Governors

Effective date:

September 2008

Supersedes:

June 2007

Last Editorial Change:

March 23, 2023

1.0 INTRODUCTION

1.1 Joint Appointment with the University of British Columbia

Pursuant to the Memorandum of Agreement respecting the Island Medical Program, the person who is selected as the Head of the Division of Medical Sciences at the University of Victoria will also hold an appointment in the University of British Columbia Faculty of Medicine as the Regional Associate Dean, Island Medical Program. Therefore, the recommended candidate for these positions must be appointed by both the University of Victoria and the University of British Columbia in accordance with the Appointment Procedures that are in effect at both universities. In order to expedite the appointment process and to ensure that the same candidate is recommended at both universities, the appointment committees at each university will meet together as a joint committee with the chairs of the respective appointment committee at each university serving as the co-chairs of the joint appointment committee. The joint appointment committee will operate under the terms and conditions of a Protocol for the Appointment Process agreed to by the University of Victoria and the University of British Columbia. Under the Protocol, the joint appointment committee will recommend a single candidate for the position at each university. The recommendation of the joint appointment committee will be considered by the appropriate authorities at each university on the understanding that in order for the recommended candidate to be offered either position, the recommended candidate must be approved and appointed at both universities.

2.0 COMPOSITION OF THE UNIVERSITY OF VICTORIA APPOINTMENT COMMITTEE

The University of Victoria is committed to employment equity. Faculties and Divisions are strongly encouraged, where possible, to strike an appointment committee including representation from the four designated groups (women, aboriginal people, members of visible minority groups, people with disabilities).

An Appointment Committee shall be established consisting of the following members:*

- 1 Associate Vice-President Academic Programs (Chair)
- 1 Dean selected by the Deans
- 2 Faculty members (at least one from the Division of Medical Sciences) appointed by the Vice-President Academic and Provost
- 1 Physician (Island Medical Program Course or Clerkship Director)
- 1 Staff member of the Island Medical Program
- 1 Student (undergraduate)

Additional members, if needed, appointed by the Associate Vice-President Academic Programs.**

* The UBC Appointment Committee for the appointment of a Regional Associate Dean normally consists of 7 members. In order to achieve a numerical balance on the joint appointment committee between the UBC and UVic members, the UVic Appointment Committee should consist of 7 members.

** The UBC Appointment Procedures for the appointment of a Regional Associate Dean provide for the appointment of additional members to an Appointment Committee such as representation from a teaching hospital. If UBC exercises its option to appoint additional members to its Appointment Committee, UVic needs to have the option of adding additional members to its Appointment Committee in order to maintain the numerical balance between UVic members and UBC members on the joint appointment committee. The characteristics of the additional members has not been specified because it may be desirable to appoint, for example, a member or members from one of the Vancouver Island Hospitals and/or a member of the medical profession on Vancouver Island in order to bring a Vancouver Island-professional perspective to the discussions of the joint appointment committee.

3.0 FUNCTION OF THE APPOINTMENT COMMITTEE

Make recommendations to the Vice-President Academic and Provost (UVic) with regard to the appointment of a Head of the Division of Medical Sciences.

4.0 RESPONSIBILITIES OF THE APPOINTMENT COMMITTEE

4.1 Acquaint themselves with the functions and responsibilities of the position of Head of the Division of Medical Sciences at the University of Victoria and Regional Associate Dean, Island Medical Program in the UBC Faculty of Medicine.

4.2 Determine the credentials, qualifications, skills, and experience that are desirable in a successful candidate including:

- Academic credentials for holding an academic appointment
- Administrative experience
- Qualifications, skills, and abilities that will be needed to lead the Island Medical Program, to maintain and enhance relationships with the medical profession, hospitals, government, industry and other institutions, and to assume a leadership role in promoting collaboration in research and teaching among faculty members in UVic academic units that are related to medical education.

4.3 Ensure that the requirements for the posting of positions have been satisfied.

4.4 Participate in the development of a short-list of qualified candidates for the position.

4.5 Seek references with regard to short-listed candidates.

4.6 Interview short-listed candidates.

4.7 Arrange for short-listed candidates to meet persons with whom the successful candidate will be working at both UVic and UBC.

5.0 PROCEDURES

5.1 The Appointment Committee will follow the procedures of a Protocol agreed upon between the University of Victoria and the University of British Columbia with regard to the appointment process for the appointment of the Head, Division of Medical Sciences at the University of Victoria and the Regional Associate Dean, Island Medical Program, UBC Faculty of Medicine.

5.2 The Chair of the Appointment Committee will transmit the name of the Appointment Committee's recommended candidate to the Vice-President Academic and Provost.

5.3 If the Vice-President Academic and Provost accepts the recommendation of the Appointment Committee, and if the terms and conditions of the Protocol referred to in Paragraph 5.1 have been satisfied, the Vice-President Academic and Provost shall appoint the candidate as Head, Division of Medical Sciences and whatever academic appointment is recommended.

5.4 Deliberations of the Appointment Committee shall be confidential. It is the Chair's responsibility to discuss guidelines for confidentiality within the Committee. A person who has breached confidentiality may be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.

5.5 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.

5.6 The Committee shall keep in-camera minutes of its decisions and actions. Deliberations of the Committee concerning candidates, including the incumbent, shall not be recorded.

6.0 PROCEDURES FOR REVIEW AND REAPPOINTMENT

6.1 Because this is a cross-appointed administrative position in the Island Medical Program and the Division of Medical Sciences at the University of Victoria, and in the Faculty of Medicine at the University of British Columbia, a joint Review Committee shall recommend reappointment through the structures of both institutions.

6.2 The review of the Head of Medical Sciences (UVic)/Regional Associate Dean IMP (UBC) reflects accountability of the individual to the Vice-President Academic and Provost at UVic and to the Dean of Medicine at UBC.

6.3 The Vice-President Academic and Provost, UVic will ascertain if the incumbent elects to stand for a consecutive term. Only if the individual expresses an interest in reappointment will these procedures be implemented.

6.4 The Review Committee is an advisory committee to the Vice-President Academic and Provost at UVic and to the Dean of Medicine at UBC. The Review Committee is mandated to review the performance of the incumbent and to make a recommendation with respect to reappointment.

6.5 The Review Committee shall review the criteria that were established as part of the search process and formulate a new set of criteria, using the previous ones as well as any additions or changes to the criteria that have emerged as important since the original appointment and/or result from changed circumstances.

6.6 Composition of the Review Committee

- Associate Vice-President Academic Programs (UVic) co-chair
- Executive Associate Dean, Education, Faculty of Medicine (UBC) co-chair
- 1 Dean from UVic (selected by the Deans)
- 1 Senior Member from the Undergraduate Medical Education (UGME) Regional Resource and Advisory Council (to be appointed by the co-chairs of the Review Committee)
- 1 tenured or tenure-track Academic Physician in the Island Medical Program (IMP) (to be appointed by the UVic co-chair after consultation with the IMP Disciplinary Specific Site Leaders)
- 1 tenured or tenure-track faculty member from the Division of Medical Sciences (elected by and from members of the regular faculty of the Division of Medical Sciences)
- 1 tenured or tenure-track faculty member from another faculty at UVic (to be appointed by the UVic co-chair after consultation with the deans and with preference given to a faculty member in a health-related field)
- 1 staff member from the IMP (elected by and from regular IMP staff)
- 1 undergraduate student in the IMP (selected by the IMP class presidents)
- 1 graduate student in the Division of Medical Sciences (selected by the graduate students of the Division of Medical Sciences)

6.7 The Review Committee will evaluate the performance of the incumbent using the criteria that are established, as well as the annual objectives established by the incumbent and the Vice-President Academic and Provost, UVic and the Dean of Medicine, UBC during the incumbent's term of office.

6.8 In addition to reviewing the past performance of the incumbent, the Review Committee shall consider changed circumstances and new challenges and directions.

6.9 Material to be examined by the Review Committee shall include: an updated curriculum vitae submitted by the incumbent; the criteria established as part of the search; the objectives established for the Head of the Division of Medical Sciences/Associate Dean IMP at the time of the first appointment; the evaluations carried out by the Vice-President Academic and Provost at UVic and by the Dean of Medicine at UBC; and the results of consultation with constituency groups as identified by the Review Committee through confidential feedback and interviews. In addition, the incumbent shall be invited by the Review Committee to provide a self assessment which should include a statement of past and projected leadership in the context of the criteria established for the continuation of the position. The Review Committee will also meet with the incumbent.

6.10 The incumbent must be advised of: the measures to be used under section 6.9 for assessment; the individuals and constituency groups the Review Committee plans to consult; and the schedule for each stage of that process.

6.11 The establishment of the Review Committee, its composition and terms of reference, are to be announced to the academic communities at UVic and UBC, along with an invitation to submit written and signed but confidential feedback on the incumbent from interested parties.

6.12 Under normal circumstances, a review should take no longer than 2 months. During the period of assessment, the Review Committee must ensure that the ability of the incumbent to discharge the duties and responsibilities of the position are not undermined by the process.

6.13 Review Committee deliberations will be conducted in strict confidence.

6.14 The Review Committee shall arrange to review all evidence, and reach a decision on a recommendation for reappointment to the Vice-President Academic and Provost, UVic and the Dean of Medicine, UBC by simple majority vote. The recommendation for reappointment shall be in the form of a report including recommendations for action and a rationale for the Review Committee's recommendation.

6.15 If the recommendation of the Review Committee is for reappointment, this decision must be confirmed by the President of each institution.

6.16 If the incumbent accepts the reappointment, the incumbent will meet with the Vice-President Academic and Provost, UVic to discuss any issues arising from the reappointment process as they relate to the mandate for the next term.

6.17 If the recommendation of the Review Committee is not to reappoint the incumbent, it should follow the procedures for an appointment as detailed in this policy.