SENATE
Notice of Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 4, 2026 at 3:30 p.m. This meeting will be held in the Senate and Board Chambers, Jamie Cassels Centre, and via Zoom.

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

1. APPROVAL OF THE AGENDA — **ACTION**

2. MINUTES — **ACTION**

a. November 6, 2026 **(SEN-DEC 4/26-1)**

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

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

a. President's report — **INFORMATION**

5. CORRESPONDENCE

a. Campus Planning Committee

i. Semi-annual Report to Senate on Campus Development **(SEN-DEC 4/26-2)** — **INFORMATION**

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards – Cedric Littlewood, Chair

i. Grading report for 2025/26 **(SEN-DEC 4/26-3)** — **INFORMATION**

ii. Entrepreneurship Minor – Peter B. Gustavson School of Business **ACTION**
(SEN-DEC 4/26-4)

Motion: That Senate approve the proposed change to the Entrepreneurship Minor (ENTX) effective May 1, 2027.

iii. Submission of Calendar Changes related to Master's Degrees **ACTION**
(SEN-DEC 4/26-5)

Motion: That Senate approve the revisions to the Graduate Academic Calendar effective May 1, 2027.

iv. Governance Framework for Faculty Grading Policies **ACTION**
(SEN-DEC 4/26-6)

Motion: That Senate approve the proposed language for the academic calendars regarding Faculty Grading Policies effective May 1, 2027.

b. Senate Committee on Agenda and Governance – Rhonda McEwen, Chair

i. 2025/2026 Senate Evaluation Summary Results **(SEN-DEC 4/26-7)** **INFORMATION**

ii. Appointments to the 2026/2027 Senate standing committees **ACTION**
(SEN-DEC 4/26-8)

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

iii. Revisions to the Senate Rules and Procedures **(SEN-DEC 4/26-9)** **ACTION**

Motion: That Senate approve the proposed amendment to Section 26 of the Senate Rules and Procedures respecting challenges to procedural rulings of the Chair.

c. Senate Committee on Awards – Maureen Ryan, Chair

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

- Andrew Sheret LTD Citizenship Award (New)

- Dr. Rey Scholarship in Molecular Life Sciences (New)
- Eli Pasquale Memorial Award* (Revised)
- Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)
- Francis Woods Memorial Scholarship (Revised)
- Geraldine Van Gyn Undergraduate Award (New)
- Anthropology Undergraduate Excellence Scholarship* (Revised)
- John W. Paden Memorial Scholarship (New)
- William Scott Memorial Award* (Revised)
- William Scott Memorial Travel Award* (Revised)
- Mary Catherine and Gloria Marshall Memorial Award* (Revised)
- Michele Pujol Award in Gender Studies* (Revised)
- Pamela Elder Scholarship in Applied Linguistics* (New)
- Paul Robert Leitch Memorial Award (New)
- Petch Award in Gender Studies* (Revised)
- Undergraduate Student Experiential Learning Scholarship* (Revised)
- Prasanna Ranganathan Award in Law for Students with Disabilities (New)
- Purves-Cordonier Prize* (Revised)
- Rebecca Brigham Lowe and Barry Lowe Scholarship (New)
- Roy E. L. Watson Graduate Scholarship* (Revised)
- Stacey Reginald Ball Entrance Scholarship* (New)

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

i. Proposal to establish Indigenous Studies (IS) Department **ACTION**
(SEN-DEC 4/26-11)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish the Department of Indigenous Studies (IS), as described in the document "Department of Indigenous Studies".

ii. Proposal to update Pacific and Asian Studies (PAAS) Master of Arts Program **(SEN-DEC 4/26-12)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed revisions to the Pacific and Asian Studies (PAAS) Master of Arts Program, as described in the document "Updating PAAS MA Program to Reflect Current Practice".

iii. Proposal to discontinue the PhD Program in Greek and Roman Studies **ACTION**
(SEN-DEC 4/26-13)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the PhD

Program in Greek and Roman Studies, as described in the document "Discontinuation of PhD program in Greek and Roman Studies".

iv. Proposal to add a concentration in International Politics **ACTION**
(SEN-DEC 4/26-14)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to add a concentration in International Politics in the Department of Political Science, as described in the document "Concentration in International Politics".

7. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Consultation - Draft Revised Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100) **(SEN-DEC 4/26-15)** **ACTION**

b. Revised Procedures for the Appointment and Re-Appointment of the University Librarian **(SEN-DEC 4/26-16)** **ACTION**

Motion: That Senate approve, and recommend that the Board of Governors also approve, the revised Procedures for the Appointment and Re-Appointment of the University Librarian (GV0410).

9. OTHER BUSINESS

10. ADJOURNMENT

UNIVERSITY OF VICTORIA

Meeting of Senate
November 6, 2026

MINUTES

An open meeting of the Senate of the University of Victoria was held on November 6, 2026 at 3:30 p.m. in Sŋéqə ʔéʔləŋ (Sngequ House), Conference Rooms A & B and via Zoom.

1. APPROVAL OF THE AGENDA

The agenda was approved as presented.

2. MINUTES

a. October 2, 2026

Motion: (A. Con/M. Laidlaw)
That the minutes of the open session of the meeting of the Senate held on October 2, 2026 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

Ada Saab, Associate University Secretary, thanked Senators for the previous Senate meeting discussion on the Senate Rules and Procedures. She noted that the senate Committee on Agenda and Governance is continuing its review of the feedback received and is undertaking further consideration of the matters raised.

4. REMARKS FROM THE CHAIR

a. President's Report

Rhonda McEwen, University President and Vice-Chancellor, addressed Senate for the first time since assuming the role and introduced herself to members. She expressed her appreciation for the work of Senate and noted that her previous experience with academic governance at the University of Toronto had reinforced the importance of strong academic governance. She thanked Senators for their service to the university and indicated that she looked forward to learning more about Senate and the broader university community.

President McEwen remarked that her initial months at the university had focused on listening and learning. She noted that the university was operating within a changing provincial and post-secondary environment following the recent provincial election and emphasized the importance of remaining focused on the institution's strengths and values. She highlighted partnership as a key institutional strength and observed that developing

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new partnerships and pursuing innovative approaches would be important in addressing future challenges. She encouraged Senators to continue serving as collaborators and subject-matter experts within the university's shared governance framework.

President McEwen acknowledged that the university was in a period of leadership transition and recognized that change can present challenges for members of the community. She emphasized the university's many accomplishments and stated that one of her priorities would be to promote the university's strengths, build new relationships, and expand opportunities through increased community engagement and partnerships.

President McEwen thanked those who had participated in recent leadership searches and the presidential transition process. She informed Senate that the first term of Elizabeth Croft, Vice-President Academic and Provost, would conclude on June 30, 2027, and that the second term of Marion Buller, Chancellor, would conclude on December 31, 2027. She advised that, in accordance with university policy, processes for both positions would commence in the coming months and that updates would be provided by the University Secretary's Office.

In closing, President McEwen noted that she looked forward to undertaking a cross-campus discovery tour to learn more about the people and initiatives that contribute to the university's success. She also highlighted her upcoming installation ceremony, to be held on the first day of Fall Convocation, as an opportunity to mark the beginning of the next chapter in the university's history.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Appointments to the 2026/2027 Senate standing committees

Rob Hancock, Chair of the Senate Committee on Agenda and Governance Nominations Subcommittee, introduced the proposed appointments to the Senate standing committees for the 2026/27 academic year. He noted that additional committee appointments would be brought forward for Senate consideration at future meetings.

There were no questions.

> Motion: (R. Hancock/C. Eagle)
> That Senate approve the appointments to the 2026/2027 Senate standing committees for the terms indicated in the attached document.

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b. Senate Committee on Awards

i. 2025/2026 Annual Report

Maureen Ryan, Chair of the Senate Committee on Awards, thanked the members of the committee and presented the annual report.

There were no questions.

ii. New and Revised Awards

M. Ryan presented the new and revied awards. There were no questions.

Motion: (M. Ryan/P. Loock)
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:

- Ada and Robert Le Grys Memorial Scholarship in Molecular Life Sciences* (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Allen P. James Scholarship* (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Charles Humphrey Memorial Scholarship in Molecular Life Sciences* (Revised)
- Deanna Carter Molecular Life Sciences Scholarship (Revised)
- Don Knowles Memorial Scholarship* (Revised)
- Dr. Ed Ishiguro – Oak Bay Kiwanis Bursary (Revised)
- Dr. Ernst Von Rudloff Bursary in Molecular Life Sciences* (Revised)
- Gerhart B. Friedmann Bursary* (Revised)
- Hugh and Lilian Salmond Molecular Life Sciences Scholarship* (Revised)
- Hugh and Lilian Salmond Scholarship in Molecular Life Sciences* (Revised)
- Jane Seaborne Bursary* (Revised)
- John and Fern Spring Music Scholarship* (New)
- John Carling Fraser Memorial Bursary* (Revised)
- John Carling Fraser Memorial Scholarship* (Revised)
- Pearson Family Award* (Revised)
- Richard L. Williams Memorial Award* (Revised)
- Sardul S. Gill Graduate Scholarship* (New)
- LE,NONET Undergraduate Bursary (Revised)

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CARRIED

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c. Senate Committee on Planning

i. Proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN)

Elizabeth Adjin-Tettey, Chair of the Senate Committee on Planning, introduced the proposal to establish an Accelerated Bachelor of Science in Nursing.

There were no questions.

> Motion: (A. Lepp/L. Kalynchuk)
> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN), as described in the document "Accelerated BSN Program", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

ii. Proposal to discontinue the Nursing Education Graduate Certificate

E. Adjin-Tettey introduced the proposal to discontinue the Nursing Education Graduate Certificate.

There were no questions.

> Motion: (P. Ricard/A. Con)
> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Nursing Education Graduate Certificate, as described in the document "Nursing Education Graduate Certificate".

CARRIED

iii. Proposal to discontinue the Nursing and Health Informatics Double Degree program

E. Adjin-Tettey introduced the proposal to discontinue the Nursing and Health Informatics Double Degree program.

There were no questions.

> Motion: (A. Lepp/P. Ricard)
> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Nursing and Health Informatics Double Degree program, as described in the document "Nursing and Health Informatics – Double Degree".

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CARRIED

iv. Proposal to revise the Master of Nursing program

E. Ajin-Tettey introduced the proposed revisions to the Master in Nursing program.

There were no questions.

Motion: (P. Ricard/D. Sharpe)
That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to consolidate the current Nurse Practitioner (NP) and post-MN NP streams in the Master of Nursing (MN) into a new standalone master's program, Master of Nursing – Nurse Practitioner, as described in the document "Master of Nursing in Academic Practice Nursing".

CARRIED

Motion: (S. Humphreys/P. Ricard)
That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams in the Master of Nursing (MN) program and to incorporate these areas of specialization into a unified general Master of Nursing (MN-Nursing) program as described in the document "Master of Nursing in Advanced Practice Nursing'.

CARRIED

v. Proposed changes to the PhD in Nursing program

E. Adjin-Tettey introduced the proposed revisions to the PhD in Nursing program.

There were no questions.

Motion: (A. Lepp/T. Aljundi)
That Senate approve, and recommend to the Board of Governance that it also approve, the proposed changes to the PhD in Nursing program, as described in the document "PhD in Nursing".

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vi. Proposed changes to the Honours, Major and Minor programs in French and Francophone Studies

E. Adjin-Tettey introduced the proposed revisions to the Honours, Major and Minor programs in French and Francophone Studies.

There were no questions.

Motion: (A. Con/C. Eagle)
That Senate approve the proposed changes to the Honours program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours).

CARRIED

Motion: (A. Lepp/D. Sharpe)
That Senate approve the proposed changes to the Major program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours).

CARRIED

Motion: (A. Lepp/A. Con)
That Senate approve the proposed changes to the Minor program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours).

CARRIED

d. Senate Committee on Academic Standards

i. Undergraduate Calendar Amendments to Establish Admission, Progression, and Degree Requirements for the Accelerated Bachelor of Science in Nursing (A-BSN) Program

R. Hancock, member of the Senate Committee on Academic Standards, introduced proposed amendments to the admission, progression, and degree requirements for the Accelerated Bachelor of Science in Nursing (A-BSN) Program.

There were no questions.

Motion: (R. Hancock/S. Humphreys)
That Senate approve the admission requirements for the Accelerated Bachelor of Science in Nursing (A-BSN).

CARRIED

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ii. School of Nursing Graduate Program Refresh

R. Hancock introduced proposed amendments to the admission, progression, and degree requirements for the School of Nursing graduate program.

There were no questions.

Motion: (R. Hancock/D. Sharpe)
That Senate approve the revised admission and progression requirements in the School of Nursing graduate program.

CARRIED

iii. Proposed Changes to the French and Francophone Studies Undergraduate Program

R. Hancock introduced proposed amendments to the admission, progression, and degree requirements for the French and Francophone Studies Undergraduate program.

There were no questions.

Motion: (R. Hancock/A. Lepp)
That Senate approve the revised admission and progression requirements in the French and Francophone Studies program.

CARRIED

iv. Proposed Revisions to Admission Requirements for Engineering Technology Diploma Applicants and New Admission Requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM)

R. Hancock introduced the proposed admission requirements for Engineering Technology Diploma applicants and applicants to the Bachelor of Engineering in Biomedical Engineering and Management.

Referring to Appendix C, a Senator sought clarification as to whether the proposed language would prevent admission to the program if a student received a grade below C in a required course. Celina Berg, Associate Dean, Faculty of Engineering and Computer Science, confirmed that students could repeat courses to satisfy the admission requirements. She noted that the proposed wording could be revised for clarity to align with language used in other transfer admission pathways.

President McEwen asked whether Senate was comfortable approving the proposal on the understanding that the language could be clarified. Senators indicated their support.

Another Senator asked whether the proposal was intended to support the university's transnational education initiative and whether courses completed in Singapore were assessed as equivalent to the standards of UVic courses. C. Berg clarified that the matter

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before Senate concerned admission requirements only and was distinct from transfer credit assessment. She noted that the articulation and evaluation of transfer credit are governed through established institutional processes and standards.

> Motion: (R. Hancock/P. Ricard)
> That Senate approve the proposed revisions to admission requirements for Engineering Technology Diploma applicants and new admission requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM).
>
> **CARRIED**

v. Update on Core Requirement

R. Hancock provided an update on the proposed Core Requirement. He reminded Senators that the proposal had emerged from ongoing discussions regarding the future of the university's Academic Writing Requirement. He noted that the proposed core competencies had been approved by the Senate Committee on Academic Standards (SCAS) in March 2026 and subsequently brought to Senate in April 2026. During Senate's discussion, members raised a number of questions and concerns, including the rationale for the proposed change, the evidence informing it, and how a Core Requirement might be implemented in practice.

R. Hancock advised that, since Senate's consideration of the proposal, additional work had focused on examining the issues identified by Senators. He noted that this work would be brought forward to SCAS for further review and consideration, including any implications for academic standards and degree requirements.

R. Hancock reminded Senators that SCAS is responsible for reviewing proposals of this nature and making recommendations to Senate. He advised that, should a revised proposal result from the ongoing work, it would return through the university's governance processes, including consideration by SCAS and, ultimately, by Senate. He noted that Senate would continue to be updated as the work progressed.

There were no questions.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

a. Enrolment update

Tony Eder, Associate Vice-President Academic Resource Planning, presented an enrolment update, providing context regarding post-secondary enrolment trends and their

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implications for the University of Victoria. He reviewed enrolment levels in relation to the university's targets and outlined current enrolment patterns and challenges.

Jim Dunsdon, Associate Vice-President Student Affairs, provided an overview of student retention and success initiatives, including campaigns designed to support student engagement and persistence. He emphasized the importance of encouraging students and maintaining meaningful engagement throughout their academic journeys.

T. Eder also provided an update on the Faculty of Education at the John Horgan Campus, highlighting pathway opportunities and partnerships with Camosun College and North Island College.

During discussion, a Senator asked whether the university tracked the return on investment associated with student recruitment and retention efforts. J. Dunsdon noted that provincial funding is tied to enrolment levels and explained that Indigenous recruitment is approached differently than other recruitment activities. He further noted that recruitment campaigns are developed internally rather than through external contractors, which helps maintain cost-effectiveness. T. Eder added that international recruitment activities can be expensive and observed that partnerships with organizations such as Kaplan, which already have a presence in target markets, can provide strategic advantages.

Another Senator asked whether the university's focus on recruitment in India, Bangladesh, the Philippines, and the United States was intentional. J. Dunsdon explained that these efforts were informed by demonstrated student interest and that recruitment activities are concentrated in markets where early interest has been identified.

The same Senator sought clarification regarding references to under-enrolment in the presentation. T. Eder explained that domestic enrolment in some areas had declined as a result of decreasing student interest in certain programs.

Finally, a question was raised regarding the marginal cost of adding an additional full-time student when enrolment exceeds target levels. T. Eder responded that the marginal revenue generated through tuition is realized over the long term and noted that the university was currently in the favourable position of maintaining a balanced budget.

President McEwen thanked Senators for the discussion and observed that reliance on two primary revenue sources for the vast majority of the university's funding created institutional risk. She emphasized the importance of diversifying revenue streams to reduce vulnerability to external changes. She further noted the challenges posed by declining international enrolment and encouraged members of the university community to support recruitment efforts by serving as ambassadors through conferences, research partnerships, and alumni engagement activities.

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b. 2025-2026 Annual Report on Non-Academic Misconduct Allegations and Resolutions

J. Dunsdon introduced the report and provided Senators with a brief overview, reminding them of the revisions made to the policy in the previous year. He noted an increase in the number of high-complexity cases reported during the review period.

There were no questions from Senators.

9. OTHER BUSINESS

a. Senate resignation

A. Saab reported the resignation of a member-at-large Senator. She noted that nominations for the resulting vacancy were currently being accepted until November 13, 2026. The successful nominee would serve a term commencing immediately upon appointment and continuing until June 30, 2027.

There being no other business the meeting was adjourned at 4:58 p.m.

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Name	In Attendance	Regrets		Position
Adjin-Tettey, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aljundi, Tam	X		Student Senator	Elected from the Student Societies
Andersen, Carrie	X		University Secretary	Secretary of Senate
Arnold, Jonah			Student Senator	Elected from the Student Societies
Aspin Moriarity, Bailey	X		Student Senator	Elected from the Student Societies
Bengtson, Jonathan	X		University Librarian	Ex officio
Bradley, Colin	X		Acting Dean, Engineering and Computer Science	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Butterfield, Jane	X		Faculty of Science	Elected by the Faculty
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Cheetham, Cohen			Student Senator	Elected from the Student Societies
Chick Zaouali, Mahmoud			Student Senator	Elected from the Student Societies
Clarke, Jo-Anne		X	Dean, Division of Continuing Studies	Ex officio
Cochran, Patricia	X		Faculty of Law	Elected by the Faculty
Colby, Jason	X		Faculty of Humanities	Elected by the Faculty Members
Con, Adam	X		Faculty of Fine Arts	Elected by the Faculty Members
Croft, Elizabeth		X	Vice-President Academic and Provost	Ex officio
Diether, Kelly		X	Convocation Senator	Elected by the Convocation
DiGiuseppe, Hannah			Student Senator	Elected from the Student Societies
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
Gair, Jane			Faculty of Health	Elected by the Faculty
Garcia-Barrera, Mauricio		X	Acting Dean, Faculty of Social Sciences	Ex officio
Hallgrimsdottir, Helga		X	Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harding, Catherine	X		Faculty of Fine Arts	Elected by the Faculty
Hicks, Robin		X	Dean, Faculty of Graduate Studies	Ex officio
Hopper, Tammy		X	Dean, Faculty of Health	Ex officio
Hopper, Tim	X		Faculty of Health	Elected by the Faculty Members
Humphreys, Sara	X		Faculty of Humanities	Elected by the Faculty Members
Irvine, Valerie		X	Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
Kaminski, Norman			Student Senator	Elected from the Student Societies
Kaur Mucina, Mandeep	X		Faculty of Education	Elected by the Faculty
Kehoe, Inba	X		Librarian, McPherson Library	Elected by Professional Librarians
Knight, Ben			Student Senator	Elected from the Student Societies
Kodar, Freya		X	Dean, Faculty of Law	Ex officio
Krawitz, Adam	X		Faculty of Social Sciences	Elected by the Faculty Members
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Leacock, Brian	X		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Litchfield, Michael	X		Continuing Sessional	Elected by the Continuing Sessionals
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Loomer, Geoff	X		Faculty of Law	Elected by the Faculty
Macleod, Colin			Faculty of Humanities	Elected by the Faculty
Maher, Evan	X		Student Senator	Elected from the Student Societies
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McEwen, Rhonda	X		President and Vice-Chancellor	Ex officio
McManus, Taylor	X		Student Senator	Elected from the Student Societies
McNally, Kirk	X		Acting Dean, Faculty of Fine Arts	Ex officio
Milford, Todd		X	Dean, Faculty of Education	Ex officio
Nowell, April		X	Faculty of Social Sciences	Elected by the Faculty
Ricard, Pascalle	X		Student Senator	Elected from the Student Societies
Ryan, Maureen	X		Faculty of Health	Elected by the Faculty Members
Saab, Ada	X		Associate University Secretary	By Invitation
Semedo, Felipe			Student Senator	Elected from the Student Societies
Sharpe, Deborah	X		Student Senator	Elected from the Studies Societies
Silvestre, Bruno	X		Dean, Peter B. Gustavson School of Business	Ex officio
Smith, Brock			Peter B. Gustavson School of Business	Elected by the Faculty
Singh, Gerald	X		Faculty of Social Sciences	Elected by the Faculty
Swayne, Leigh Anne			Faculty of Health	Elected by the Faculty
Taylor, Wendy	X		Registrar	By Invitation
Walshaw, Jill	X		Faculty of Humanities	Elected by the Faculty Members
Wang, Alivia		X	Convocation Senator	Elected by the Convocation
Weber, Jens	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Wiebe, Sarah Marie	X		Faculty of Graduate Studies	Elected by the Faculty
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Yeo, Lily			Student Senator	Elected from the Student Societies
Zhang, Kevin		X	Student Senator	Elected from the Student Societies
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the Faculty

MEMBERSHIP OF THE SENATE
Effective November 1, 2026

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Marion Buller (31/12/27)
President and Vice-Chancellor: Rhonda McEwen
Vice-President Academic and Provost: Elizabeth Croft
Vice-President Research and Innovation: Lisa Kalynchuk
Dean of Peter B. Gustavson School of Business: Bruno Silvestre
Dean of Education: Todd Milford
Acting Dean of Engineering and Computer Science: Colin Bradley
Dean of Continuing Studies: Jo-Anne Clarke
Acting Dean of Fine Arts: Kirk McNally
Dean of Graduate Studies: Robin Hicks (Vice-Chair)
Dean Faculty of Health: Tammy Hopper
Dean of Humanities: Annalee Lepp
Dean of Law: Freya Kodar
Dean of Science: Peter Loock
Acting Dean of Social Sciences: Mauricio Garcia-Barrera
University Librarian: Jonathan Bengtson

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

BUSI:	Brian Leacock (30/6/28)
	Brock Smith (30/6/27)
EDUC:	Valerie Irvine (30/6/28)
	Mandeep Kaur Mucina (30/6/29)
ENGR:	Jens Weber (30/6/28)
	Lina Zhou (30/6/29)
FINE:	Dennine Dudley (30/6/27)
	Catherine Harding (30/6/28)
GRAD:	Martin Farnham (30/6/28)
	Sarah Marie Wiebe (30/6/29)
HLTH:	Jane Gair (30/6/28)
	Leigh Anne Swayne (30/6/28)
HUMS:	Colin Macleod (30/6/28)
	Lynne Marks (30/6/27)
LAW:	Patricia Cochran (30/6/29)
	Geoff Loomer (30/6/28)
SCIE:	Jane Butterfield (30/6/29)
	Travis Martin (30/6/29)
SOSC:	April Nowell (30/6/27)
	Gerald Singh (30/6/29)

MEMBERS ELECTED BY THE FACULTY MEMBERS - Sections 35 (2) (g)

Erin Campbell	(30/6/29)
Jason Colby	(30/6/27)
Adam Con	(30/6/29)
Chris Eagle	(30/6/29)
Rob Hancock	(30/6/27)
Tim Hopper	(30/6/28)
Sara Humphreys	(30/6/29)

MEMBERS ELECTED BY THE FACULTY MEMBERS *(continued)*

Adam Krawitz	(30/6/29)
Mark Laidlaw	(30/6/29)
Maureen Ryan	(30/6/27)
Jill Walshaw	(30/6/28)
Vacancy	(30/6/27)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES – Section 35 (2) (h)

Tam Aljundi	(30/6/27)
Jonah Arnold	(30/6/27)
Bailey Aspin Moriarity	(30/6/27)
Cohen Cheetham	(30/6/27)
Mahmoud Chick Zaouali	(30/6/27)
Hannah DiGiuseppe	(30/6/27)
Norman Kaminski	(30/6/27)
Ben Knight	(30/6/27)
Evan Maher	(30/6/27)
Taylor McManus	(30/6/27)
Pascalle Ricard	(30/6/27)
Felipe Semedo	(30/6/27)
Deborah Sharpe	(30/6/27)
Lily Yeo	(30/6/27)
Kevin Zhang	(30/6/27)
Vacancy	(30/6/27)

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)
Member elected by the Professional Librarians:
Inba Kehoe (30/06/27)
Continuing Sessional: Michael Litchfield (30/06/29)

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-Tettey
Registrar: Wendy Taylor
Associate University Secretary: Ada Saab

University of Victoria

Office of the Vice-President Finance and Operations

MEMO

Date: Nov 18, 2026

To: Carrie Andersen
University Secretary

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

RE: **SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT**

Please find attached the semi-annual report to Senate on campus development for its December 4th, 2026, meeting.

Elizabeth Croft
Vice-President Academic and Provost

Kristi Simpson
Vice-President Finance and Operations

University of Victoria

Semi-Annual Report to Senate on Campus Development

Executive Summary

The Engineering and Computer Science Expansion (ECSE) opened to students and faculty for the Fall 2026 term, with contractor commissioning and closeout activities continuing in parallel. Work continues to address commissioning of specialized laboratory spaces and other deficiencies. Construction of the adjacent High Bay Research and Structures Laboratory (HBRSL) is currently projected for completion in spring 2027.

Under the university's Real Estate Strategy, planning continues for our outlying lands. For the University District, the Master Plan concept has been incorporated into the Provincial Business Case currently under review by the Province. Following provincial approval and Indigenous consultation, UVic Properties will initiate the municipal rezoning process with the District of Saanich. At Cedar Hill Corner, following the District of Oak Bay's Official Community Plan adoption designating the property as a development site for new housing and commercial services, Campus Planning staff continue collaborative work on planning approaches to guide concept planning.

Following the Province's February 2026 announcement re-pacing capital funding for the 510-Bed Student Housing Expansion to a target completion of 2034, UVic secured unanimous approval from the District of Saanich for a Development Variance Permit valid through May 2030, maintaining the project's shovel-ready status.

The university also remains on track to achieve its Climate and Sustainability Action Plan interim target of a 50% greenhouse gas reduction below 2010 levels by 2030 through the District Energy Plant Electrification Project. Installation of two new electric boilers within an addition to the rear of the existing building is scheduled for completion in December 2026, followed by commissioning in January 2027.

1.0 Engineering and Computer Science Expansion

The Engineering and Computer Science Expansion (ECSE) and the new High Bay Research and Structures Laboratory (HBRSL) to support enrollment growth and advanced research across the Faculty of Engineering and Computer Science is progressing.

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

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

With Bird Construction as contractor, the addition opened to students and faculty for the Fall 2026 term, with contractor commissioning and closeout activities continuing in parallel. Work continues to to bring specialized laboratory spaces and other building components online. Challenges with the HBRSL construction have shifted building occupancy projections to spring 2027.
More information: uvic.ca/engineeringexpansion

2.0 Real Estate Strategy

The university's Real Estate Strategy identifies three areas adjacent to the main campus for development: University District (the Ian Stewart Complex and surrounding lands), Cedar Hill Corner and the Queenswood Campus. The strategy aims to deliver much-needed community housing within complete, connected neighbourhoods while establishing long-term revenue streams for the university.

University District

The University District Master Plan concept was presented to the community in June 2025. This concept has been shared as part of the Provincial Business Case, which is currently under review by the Province. After completion of Indigenous consultation and approval from the Province as required under the *University Act*, UVic Properties will finalize materials to commence the re-zoning process with the District of Saanich.

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

Cedar Hill Corner

In 2025, UVic participated in the District of Oak Bay's engagement on their Official Community Plan (OCP) update in order to include policy that supports mixed-use development on Cedar Hill Corner. In December 2025, the OCP was adopted with Cedar Hill Corner identified as a new development site. Campus Planning staff are actively engaging with District staff on planning approaches to guide concept planning.

3.0 510-Bed Student Housing Expansion

To address sustained demand for on-campus student housing, UVic completed detailed designs for a 510-bed residence dedicated to upper-year undergraduate and graduate students. In the February 2026 Provincial Budget, provincial capital funding for this project was deferred by five years, shifting targeted project completion to 2034.

To preserve the project's shovel-ready status and mitigate risks associated with permit expiration, UVic pursued municipal approvals for a Development Variance Permit (DVP) with an extended term of four years. The DVP was unanimously approved by the District of Saanich and remains valid until May 2030.

The university has invested significant resources into this project and remains fully committed to its delivery.

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

4.0 District Energy Plant Electrification (DEP)

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

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

Construction is slated for completion in December 2026, with system commissioning commencing in January 2027.

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

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: November 18, 2026

Subject: Grading report for 2025/2026

To ensure continued oversight of grading patterns, a grading summary report is presented to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on November 16, 2026.

Respectfully submitted,
2026/2027 Senate Committee on Academic Standards
Cedric Littlewood (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

MEMO

UVIC

OFFICE OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

University of Victoria PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
250-721-7013 | uvic.ca/vpacademic | vpac@uvic.ca

To: Senate Committee on Academic Standards
From: Tony Eder, Associate Vice-President Academic Resource Planning
Date: October 26, 2026
Subject: **Grading report for 2025/26**

UVic's annual grading report documents patterns of grades awarded at the school/department, faculty and university levels for undergraduate, graduate and law courses. This year's report includes grading statistics up to the 2025/26 academic year (summer session 2025, fall term 2025 and spring term 2026). The report shows general time-series trends and grading anomalies but does not include explanations or rationale regarding trends or variations in grade distributions. No benchmarking information is available, as universities do not normally publish grading information.

Academic regulations

As part of academic regulations and under the provisions of the University Act (s. 37), Senate provides an official grading system to be used by instructors in arriving at final assessments of student performance. Grading regulations are articulated in the UVic Academic Calendar: Undergraduate and Graduate. As well, in 2025, the Vice-President Academic and Provost implemented Procedures on Grading, with all Faculties asked to have a grading policy, consistent with Senate regulations, approved by the Dean in place for 2025/26.

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

Leaders of academic units (Chair/Director/Dean) are responsible for the timely submission of grades as well as adherence to Senate regulations and the Procedures on Grading. Where grades are submitted that are not consistent with grading policies or regulations, the leader of the academic unit—in consultation with the Dean and Faculty Relations and

Academic Administration—may arrange for an appropriately qualified individual to re-grade student work and provide for amended grades to be submitted.

Grading trends

Table 1 shows a five-year timeframe that includes academic terms that took place during the COVID-19 pandemic, although the majority of course sections returned to face-to-face delivery in 2021/22. Grading patterns vary by term with the fall term (the largest by course enrolments) having the lowest average grades.

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2021/22									
202105	5.95	77.1	52.1%	28.1%	16.1%	3.8%	18,862	6.1%	22,929
202109	5.76	76.0	49.7%	28.4%	17.1%	4.8%	65,735	5.8%	72,991
202201	5.71	75.3	50.1%	26.5%	17.7%	5.7%	61,754	3.8%	68,720
2022/23									
202205	5.98	77.1	54.3%	26.5%	15.3%	3.8%	14,563	6.1%	18,646
202209	5.72	75.8	49.2%	28.0%	17.6%	5.1%	63,644	5.2%	70,423
202301	5.79	75.9	50.9%	26.7%	17.3%	5.0%	61,612	3.8%	68,566
2023/24									
202305	6.11	78.0	55.3%	27.4%	14.2%	3.2%	14,149	5.6%	17,852
202309	5.80	76.3	50.1%	28.4%	16.8%	4.7%	64,705	4.4%	70,516
202401	5.85	76.4	51.6%	27.0%	16.6%	4.8%	61,923	3.8%	68,618
2024/25									
202405	6.15	78.0	56.0%	27.0%	13.3%	3.7%	13,939	5.0%	17,496
202409	5.93	76.9	52.5%	27.9%	15.4%	4.3%	65,747	4.1%	72,394
202501	5.96	76.8	54.0%	26.1%	15.0%	4.8%	63,184	3.4%	69,603
2025/26									
202505	6.18	78.0	56.7%	27.2%	12.0%	4.0%	13,881	5.3%	17,441
202509	5.92	76.8	52.6%	27.3%	15.2%	4.8%	67,416	4.0%	73,626
202601	5.91	76.7	52.8%	26.8%	15.5%	4.9%	63,325	3.9%	70,761

Table 1: Breakouts by term for the academic years 2021/22 to 2025/26. Note: "1st Class" grades include A+, A and A-; "2nd Class" grades include B+, B and B-; "Pass" includes C+, C and D; and "Fail" includes E, F and N.

Over a longer time horizon, the proportion of students earning an "A" grade has increased, from 40 percent in 2008/09 to 53 per cent in 2025/26. As per the Undergraduate Calendar:

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

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2008/09	5.54		40.3%	40.8%	13.8%	5.1%	117,779	4.4%	130,480
2009/10	5.50		39.5%	41.0%	14.0%	5.4%	123,241	4.1%	136,104
2010/11	5.57		40.5%	40.9%	13.6%	4.9%	126,428	4.1%	139,773
2011/12	5.54		39.9%	41.2%	14.1%	4.8%	126,229	4.4%	140,341
2012/13	5.45		43.0%	32.7%	19.6%	4.7%	126,866	4.5%	140,681
2013/14	5.45		43.2%	32.2%	19.7%	4.9%	130,640	4.8%	145,675
2014/15	5.42	74.6	42.9%	32.0%	20.2%	4.9%	133,836	4.8%	149,362
2015/16	5.46	74.8	44.3%	30.5%	20.3%	4.9%	138,183	4.7%	153,630
2016/17	5.47	74.9	44.2%	30.7%	20.1%	4.9%	139,877	4.6%	155,838
2017/18	5.47	74.9	44.5%	30.4%	20.1%	4.9%	140,354	4.7%	156,430
2018/19	5.54	75.2	45.4%	30.2%	19.7%	4.6%	142,234	4.4%	158,038
2019/20	5.92	77.3	51.2%	29.8%	15.6%	3.3%	138,303	5.1%	160,185
2020/21	6.01	77.2	53.9%	27.2%	14.6%	4.2%	147,019	4.3%	162,418
2021/22	5.76	75.9	50.2%	27.6%	17.2%	5.0%	146,351	5.0%	164,640
2022/23	5.78	76.0	50.5%	27.3%	17.2%	4.9%	139,819	4.7%	157,635
2023/24	5.85	76.5	51.3%	27.7%	16.4%	4.6%	140,777	4.3%	156,986
2024/25	5.97	77.0	53.5%	27.0%	15.0%	4.5%	142,870	3.9%	159,493
2025/26	5.94	76.9	53.1%	27.1%	15.0%	4.8%	144,622	4.1%	161,828

Table 2: Overall averages by academic year for 2008/09 through to 2025/26. UVic moved to a percentage grading system in 2014/15.

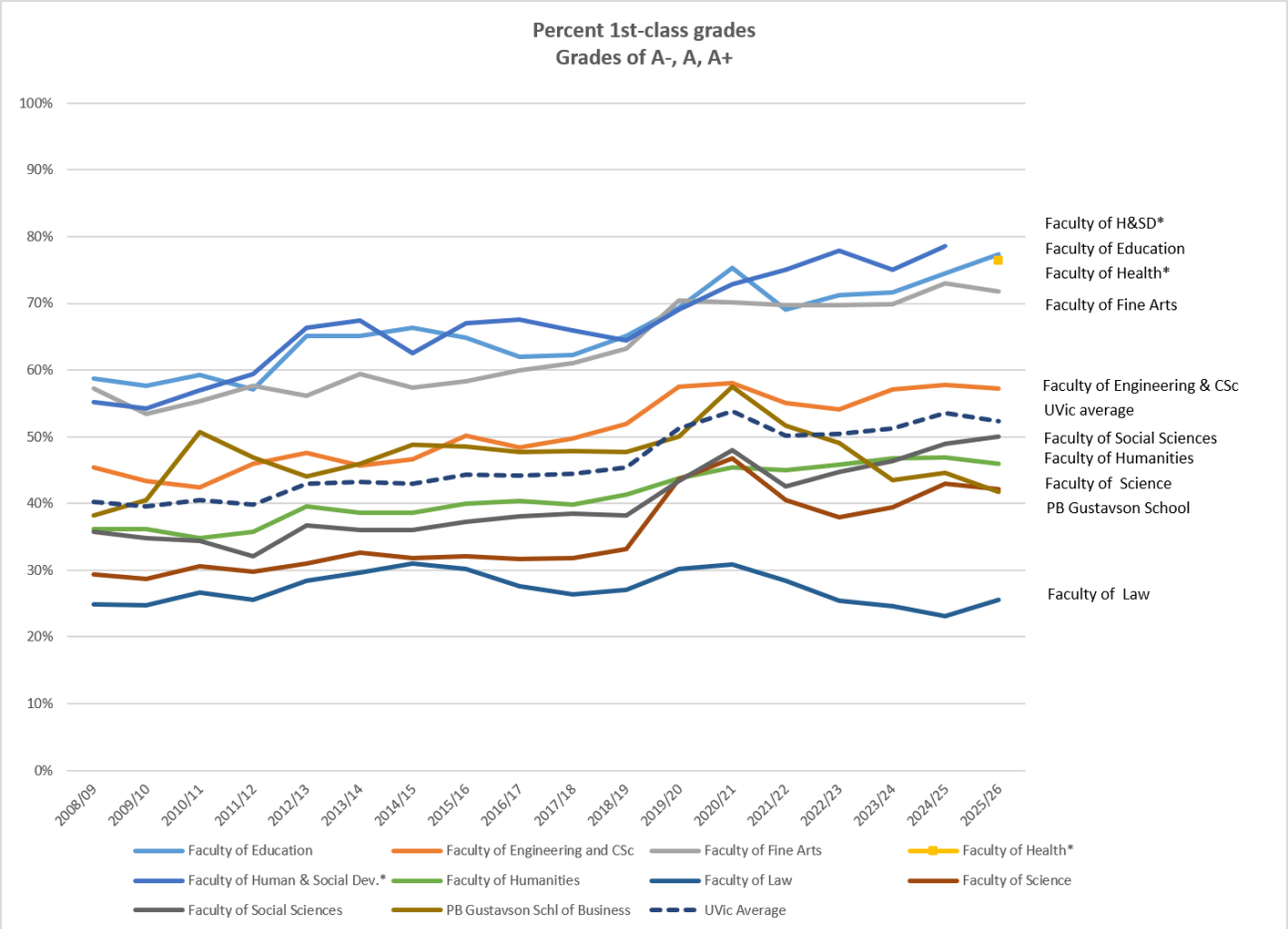


Figure 1: An overview of "A" grades for the university overall and for each faculty. The proportion of "A" grades has increased from 40 per cent in 2008/09 to 53 per cent in 2025/26.
**The Faculty of Health became operational in May 2025 and Human and Social Development (H&SD) was disestablished; the organizational change also impacted Education and Social Sciences.*

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

The Division of Learning and Teaching Innovation (LTI) provides ongoing support for grading through its integrated course and assessment design programming. This includes workshops offered three times annually through the LIFT certificate program, twice-yearly workshops on teaching and assessment in large classes, and tailored workshops for departments and Faculties.

A survey exploring grading practices and concerns about grade inflation informed a four-part Faculty of Health workshop series on assessment design, generative AI and grading, followed by plans for a Community of Practice. LTI also provides practical resources to help instructors align learning outcomes, assessment tasks and grading criteria; develop rubrics; and design manageable, inclusive assessment and feedback practices. Individual consultations are available, and further tailored support includes upcoming workshops for new and early-career engineering instructors.

Through Institutional Planning and Analysis' Power BI dashboard, all UVic faculty, librarians and staff can access up-to-date online grading reports.



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

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

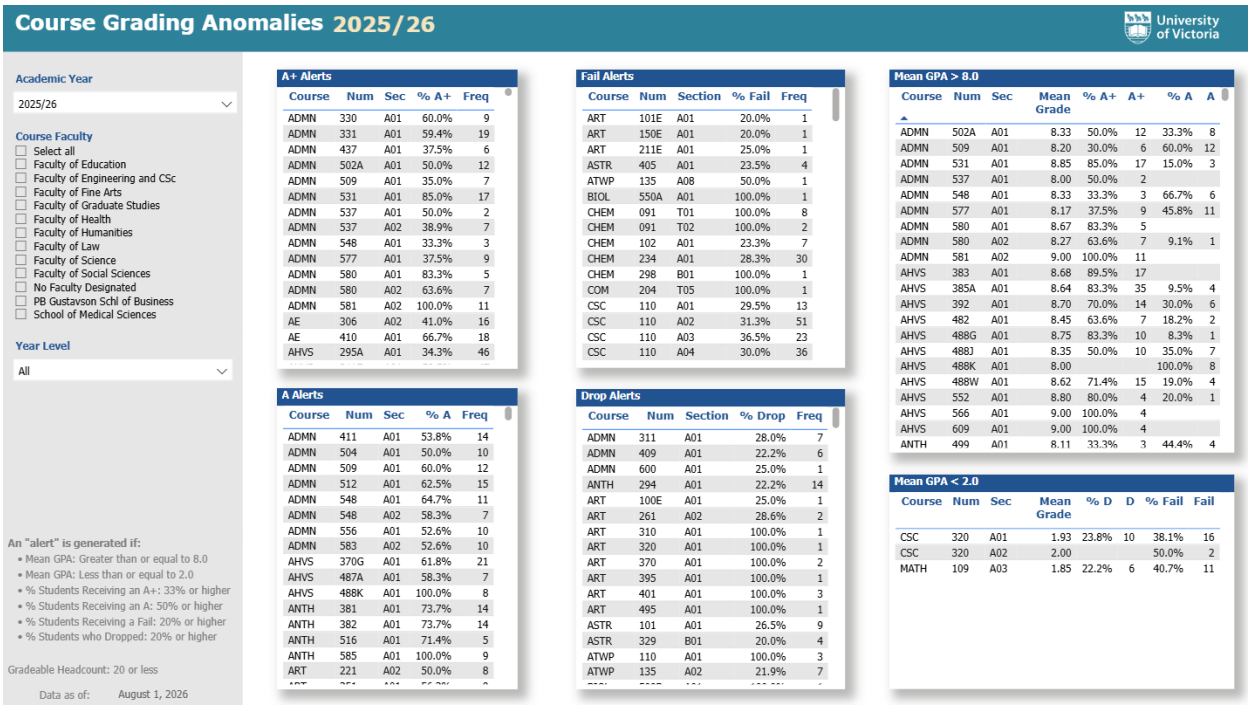


Figure 3: A screenshot of the Power BI Course Grading Anomalies dashboard.

Academic leaders are encouraged to monitor these dashboards and follow up with units and instructors as they deem appropriate.

Attached reports (Appendix A) 5–10-year timeframe:

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

**The Faculty of Health became operational in May 2025 and Human and Social Development was disestablished; the organizational change also impacted Education and Social Sciences.*

Course Grading Patterns

University of Victoria

Year
All

Course Level
- [x] Undergraduate
- [x] Law
- [ ] Graduate

Year Level
All

Faculty, Dept, Subject, Course, Section
All

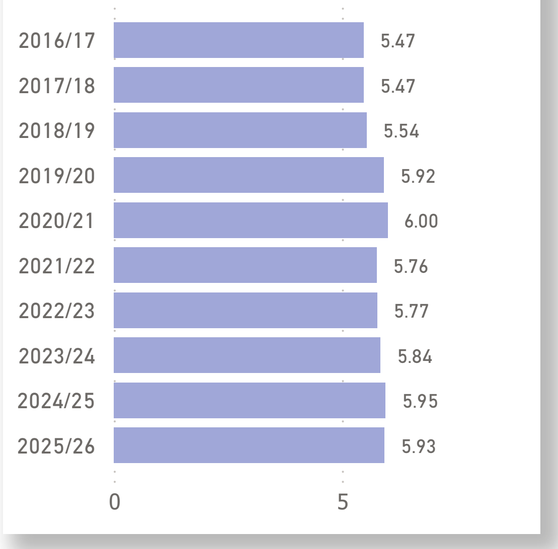
Section Type
All

Data as of: August 1, 2026

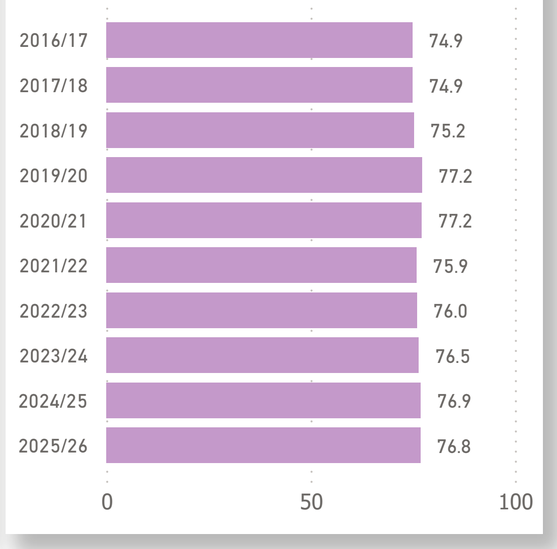
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	5.47	74.9	43.9%	31.3%	19.9%	4.8%	142,524	4.5%	159,265
2017/18	5.47	74.9	44.2%	31.0%	19.9%	4.8%	142,956	4.6%	159,806
2018/19	5.54	75.2	45.1%	30.8%	19.5%	4.6%	144,956	4.3%	161,531
2019/20	5.92	77.2	50.8%	30.5%	15.4%	3.3%	140,955	5.0%	163,706
2020/21	6.00	77.2	53.5%	27.8%	14.5%	4.1%	149,779	4.3%	165,953
2021/22	5.76	75.9	49.8%	28.2%	17.0%	4.9%	149,204	4.9%	168,267
2022/23	5.77	76.0	50.0%	28.1%	17.1%	4.8%	142,694	4.6%	161,383
2023/24	5.84	76.5	50.7%	28.4%	16.3%	4.5%	143,623	4.2%	160,778
2024/25	5.95	76.9	52.9%	27.8%	14.9%	4.4%	145,813	3.8%	163,317
2025/26	5.93	76.8	52.6%	27.8%	14.9%	4.7%	147,427	4.0%	165,726

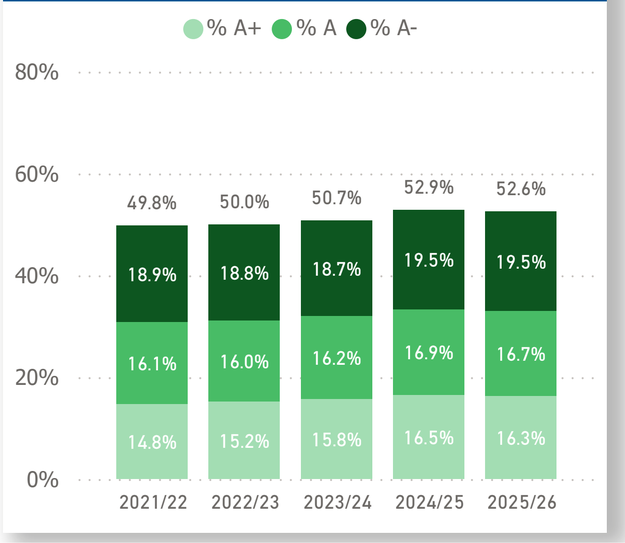
Mean 9 Point Grade



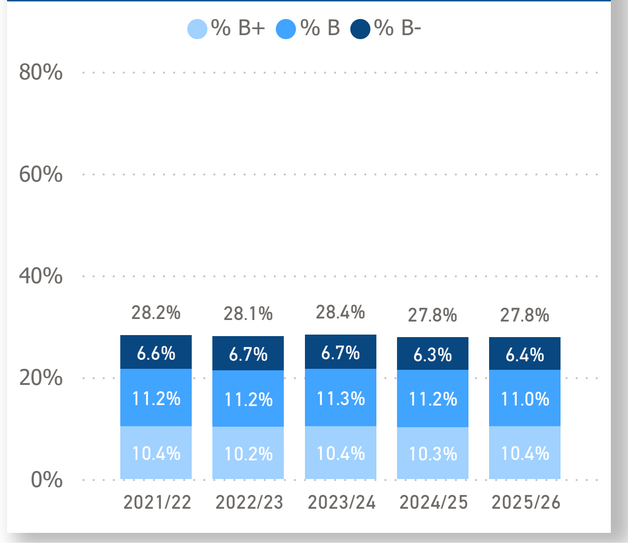
Mean Percent Grade



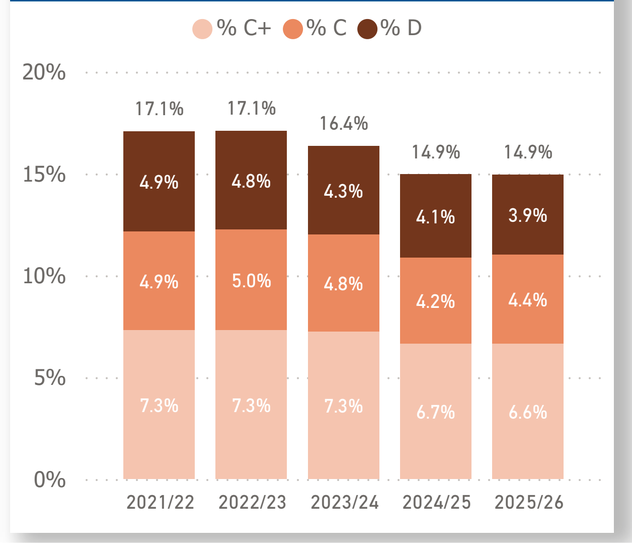
1st Class Grades (A+, A, and A-)



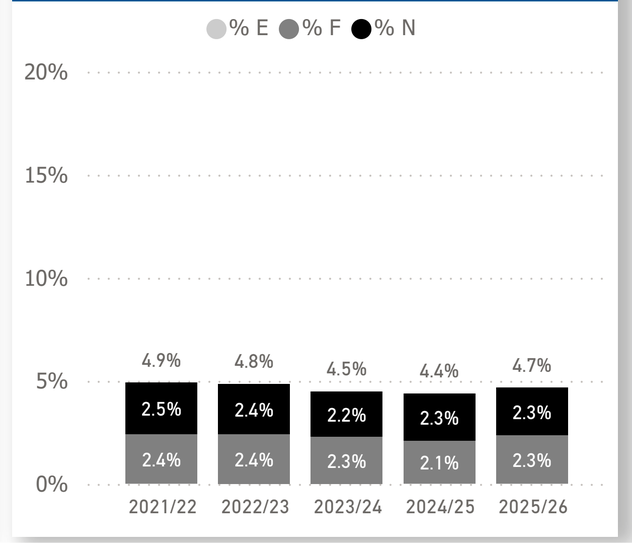
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year
All

Course Level
- ☐ Undergraduate
- ☐ Law
- ■ Graduate

Year Level
All

Faculty, Dept, Subject, Course, Section
All

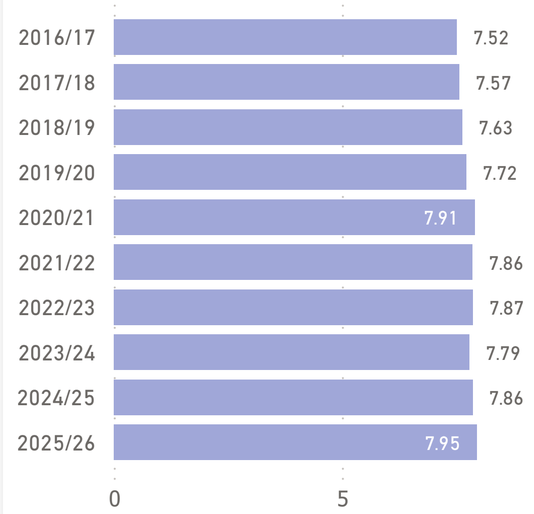
Section Type
All

Data as of: August 1, 2026

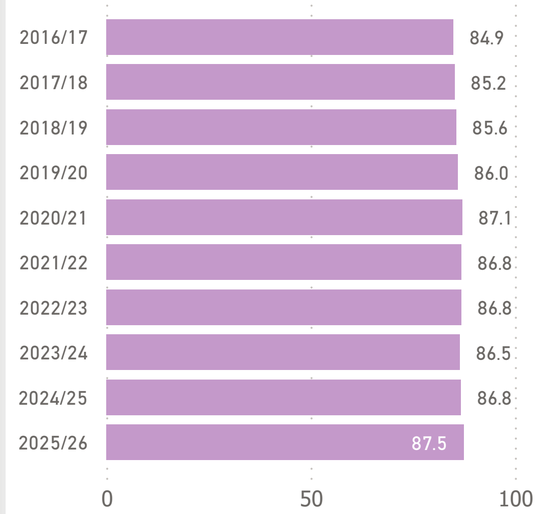
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	7.52	84.9	83.5%	15.1%	1.0%	0.4%	7,796	2.2%	18,132
2017/18	7.57	85.2	84.9%	14.2%	0.7%	0.3%	7,836	2.0%	18,190
2018/19	7.63	85.6	85.4%	13.8%	0.6%	0.2%	7,784	2.0%	17,547
2019/20	7.72	86.0	87.3%	11.7%	0.8%	0.2%	7,473	2.3%	17,203
2020/21	7.91	87.1	90.7%	8.2%	0.6%	0.5%	7,086	2.1%	16,489
2021/22	7.86	86.8	90.4%	8.5%	0.6%	0.4%	7,547	1.7%	17,595
2022/23	7.87	86.8	89.7%	9.2%	0.7%	0.4%	7,842	2.0%	18,191
2023/24	7.79	86.5	87.6%	11.3%	0.7%	0.4%	7,906	2.0%	18,157
2024/25	7.86	86.8	89.8%	9.1%	0.6%	0.6%	7,951	1.8%	18,244
2025/26	7.95	87.5	90.7%	8.2%	0.7%	0.4%	7,386	1.6%	17,770

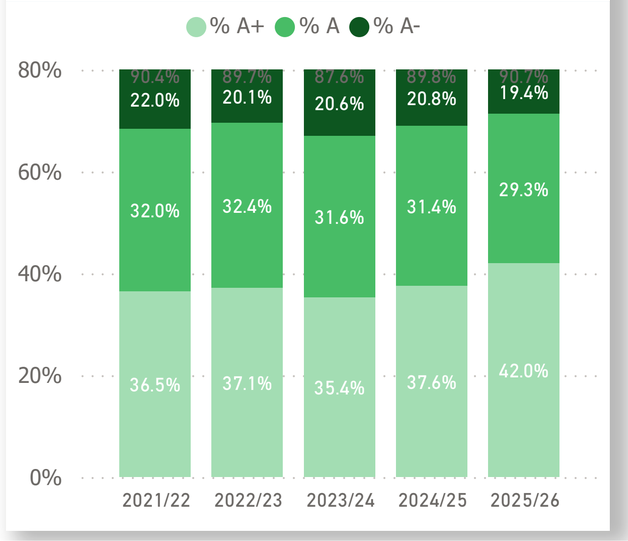
Mean 9 Point Grade



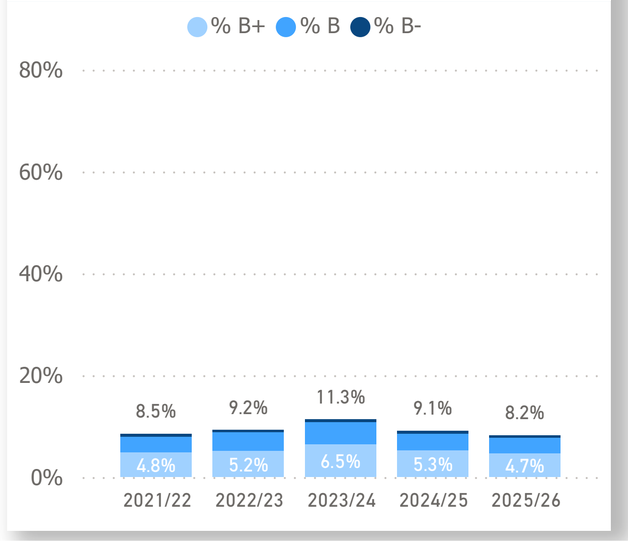
Mean Percent Grade



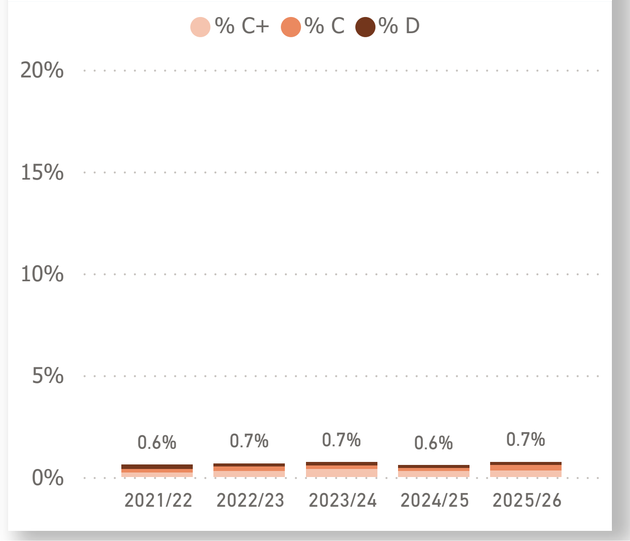
1st Class Grades (A+, A, and A-)



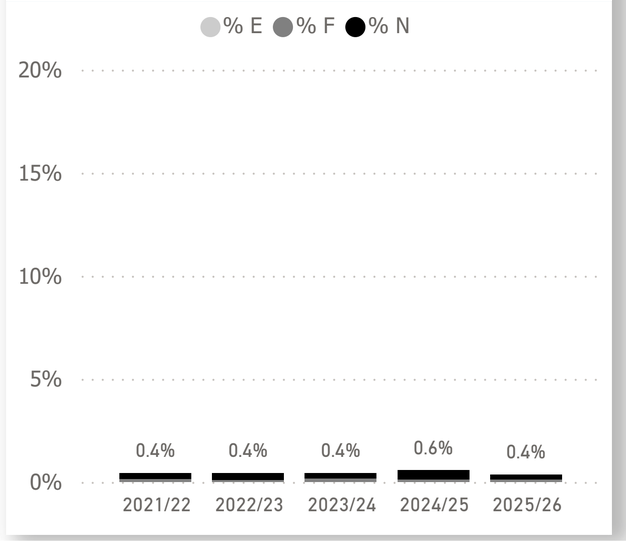
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Education

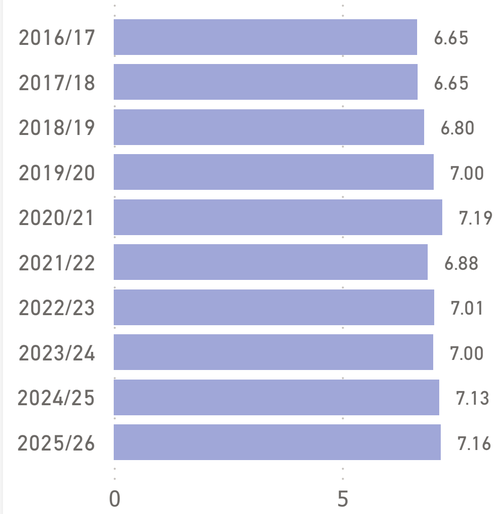
Section Type: All

Data as of: August 1, 2026

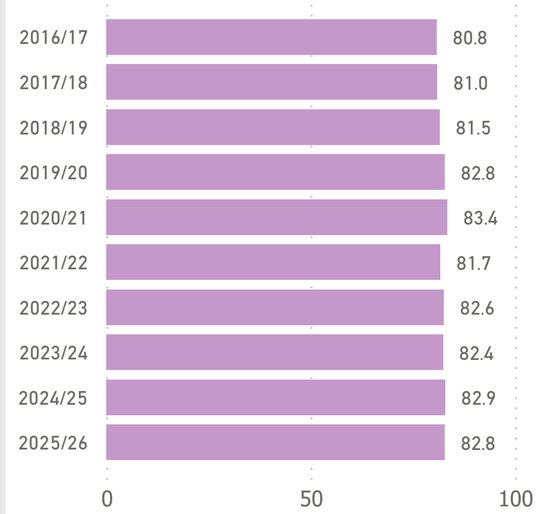
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	6.65	80.8	62.0%	29.4%	7.3%	1.3%	10,330	2.1%	12,322
2017/18	6.65	81.0	62.2%	29.4%	7.4%	0.9%	10,569	2.3%	12,424
2018/19	6.80	81.5	65.2%	27.0%	6.7%	1.2%	10,559	2.1%	12,692
2019/20	7.00	82.8	69.3%	24.7%	5.3%	0.8%	10,735	2.4%	12,564
2020/21	7.19	83.4	75.3%	18.3%	5.1%	1.4%	10,130	2.1%	12,506
2021/22	6.88	81.7	69.1%	21.6%	7.3%	2.0%	10,616	3.3%	13,361
2022/23	7.01	82.6	71.2%	20.7%	6.7%	1.5%	9,741	3.1%	12,569
2023/24	7.00	82.4	71.6%	20.4%	6.4%	1.6%	9,826	2.9%	12,414
2024/25	7.13	82.9	74.5%	18.7%	5.3%	1.5%	10,653	2.7%	13,364
2025/26	7.16	82.8	76.9%	17.3%	3.8%	2.1%	6,989	3.0%	9,734

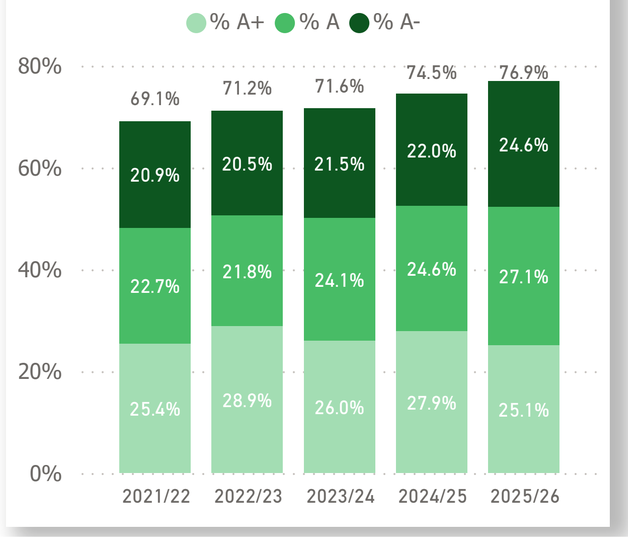
Mean 9 Point Grade



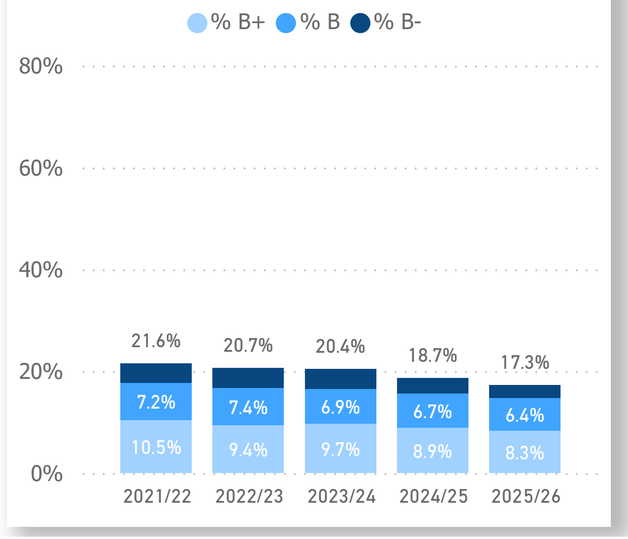
Mean Percent Grade



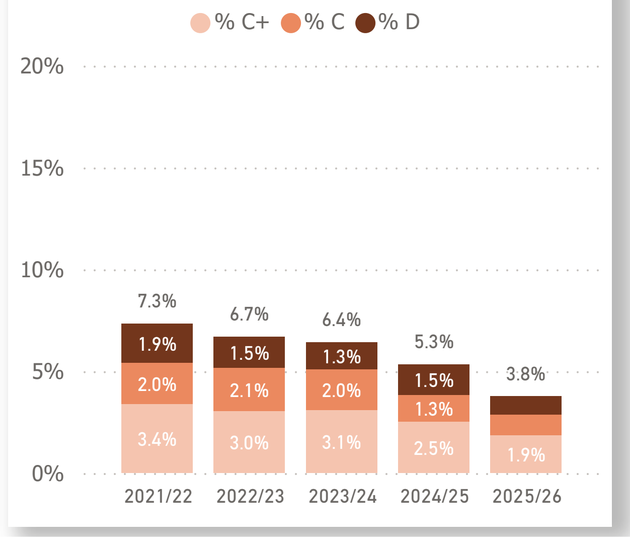
1st Class Grades (A+, A, and A-)



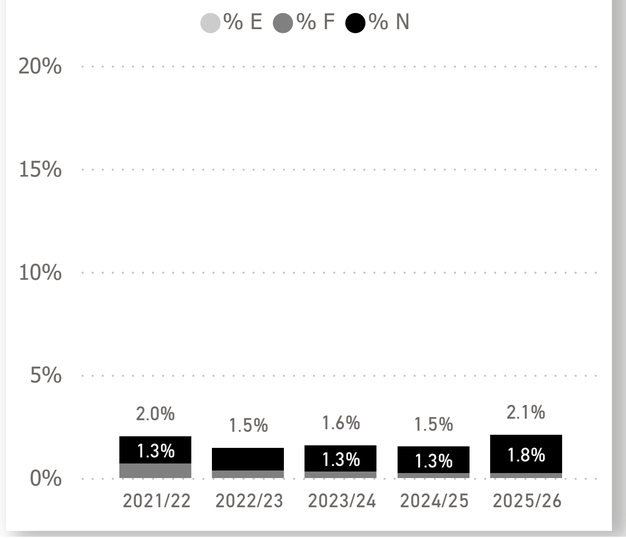
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Engineering and CSc

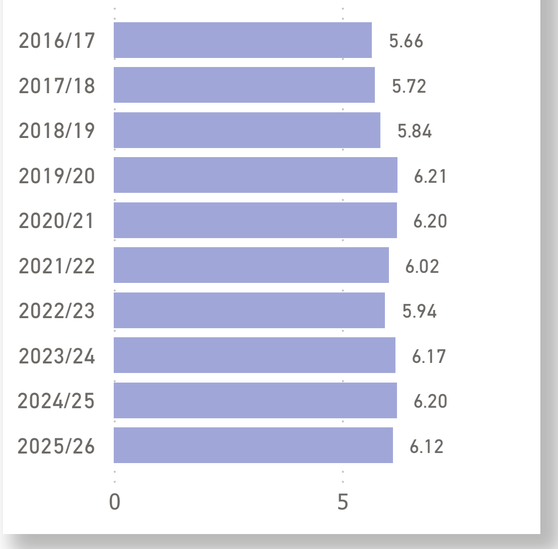
Section Type: All

Data as of: August 1, 2026

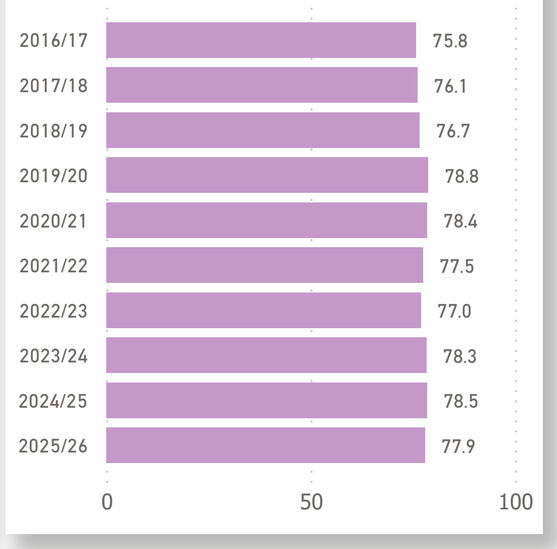
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	5.66	75.8	48.4%	26.5%	19.4%	5.5%	18,505	4.8%	21,069
2017/18	5.72	76.1	49.8%	25.9%	18.7%	5.3%	19,113	4.9%	22,052
2018/19	5.84	76.7	51.9%	25.6%	16.9%	5.3%	19,308	4.5%	22,284
2019/20	6.21	78.8	57.5%	24.9%	13.8%	3.7%	18,687	5.5%	22,636
2020/21	6.20	78.4	58.1%	23.3%	13.9%	4.6%	19,862	4.6%	22,468
2021/22	6.02	77.5	55.0%	24.8%	15.2%	4.9%	18,255	5.2%	21,403
2022/23	5.94	77.0	54.1%	24.3%	16.0%	5.5%	18,667	5.2%	21,743
2023/24	6.17	78.3	57.1%	23.7%	14.8%	4.3%	19,370	4.2%	22,030
2024/25	6.20	78.5	57.8%	23.7%	13.7%	4.7%	19,405	3.6%	21,932
2025/26	6.12	77.9	56.8%	23.8%	13.4%	5.9%	19,489	3.6%	22,201

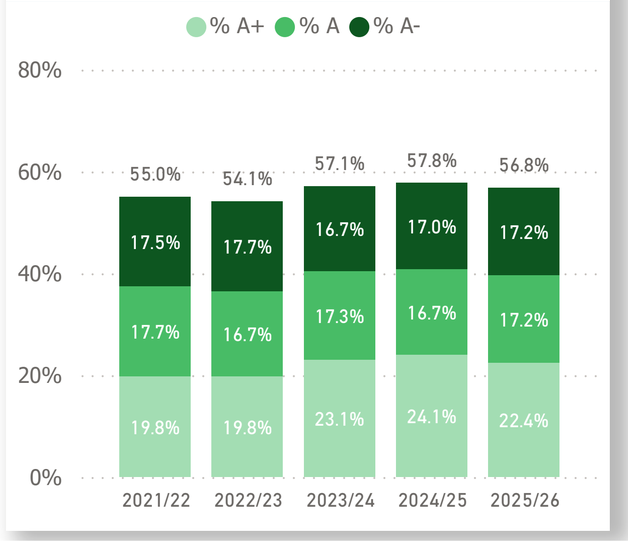
Mean 9 Point Grade



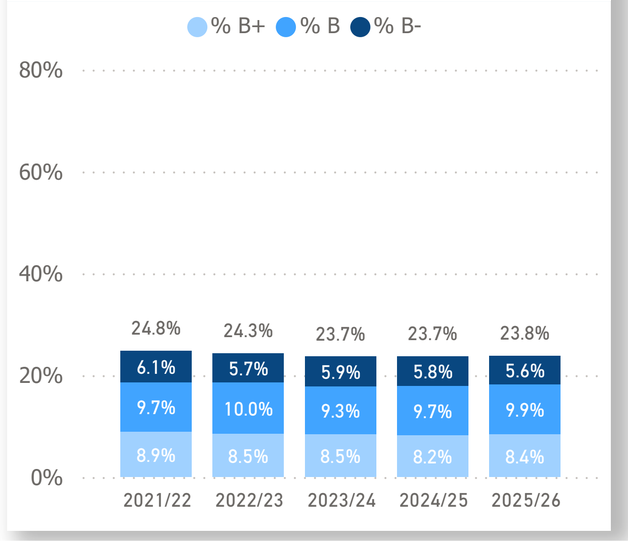
Mean Percent Grade



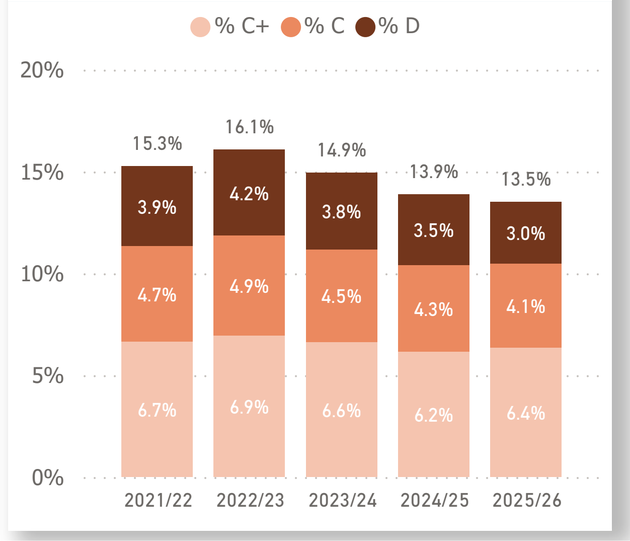
1st Class Grades (A+, A, and A-)



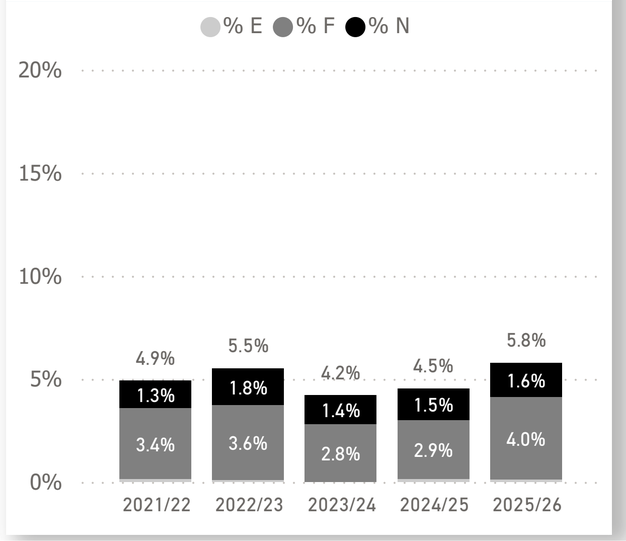
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Fine Arts

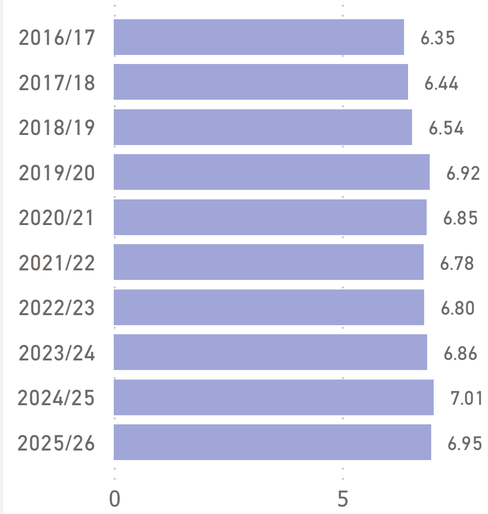
Section Type: All

Data as of: August 1, 2026

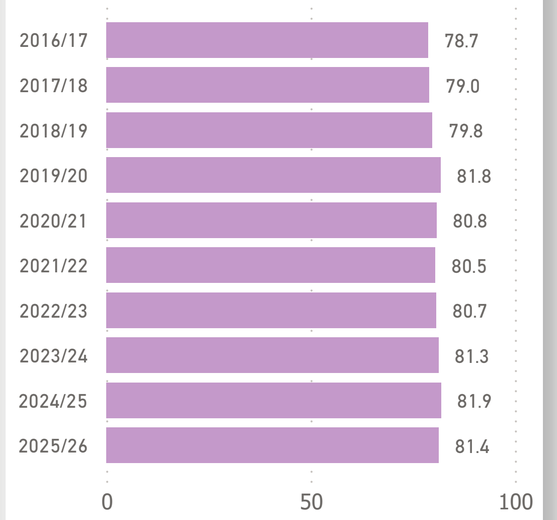
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	6.35	78.7	60.0%	27.3%	9.3%	3.4%	9,333	4.6%	9,893
2017/18	6.44	79.0	61.1%	27.8%	8.0%	3.2%	8,907	4.7%	9,473
2018/19	6.54	79.8	63.2%	24.9%	9.1%	2.7%	9,104	4.1%	9,610
2019/20	6.92	81.8	70.4%	21.9%	5.9%	1.8%	8,671	4.2%	9,302
2020/21	6.85	80.8	70.1%	20.8%	5.9%	3.2%	9,233	3.8%	9,689
2021/22	6.78	80.5	69.8%	19.8%	7.0%	3.4%	9,791	3.5%	10,242
2022/23	6.80	80.7	69.7%	20.0%	7.2%	3.1%	10,029	3.5%	10,520
2023/24	6.86	81.3	69.9%	20.1%	7.3%	2.7%	10,269	3.7%	10,784
2024/25	7.01	81.9	73.0%	18.2%	6.2%	2.7%	9,811	4.0%	10,432
2025/26	6.95	81.4	71.6%	19.2%	5.9%	3.2%	9,875	3.7%	10,563

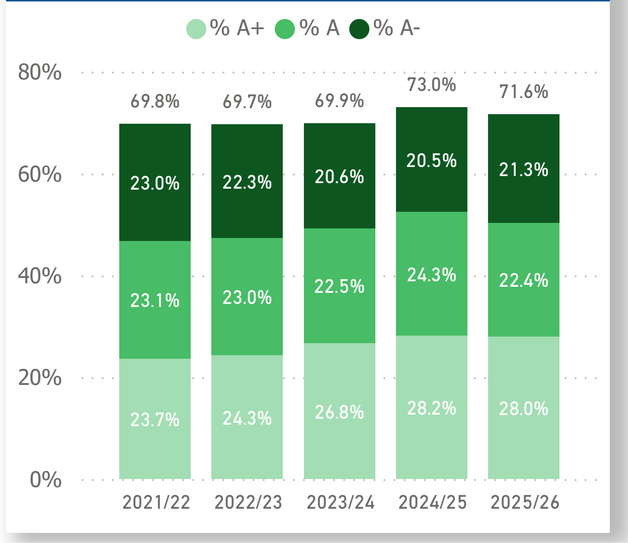
Mean 9 Point Grade



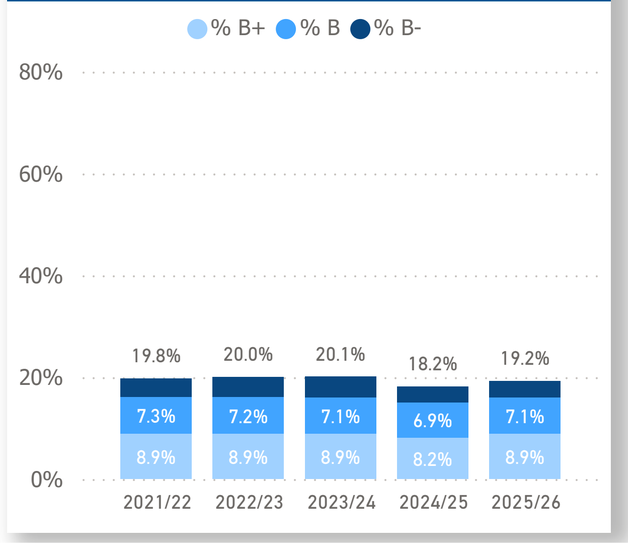
Mean Percent Grade



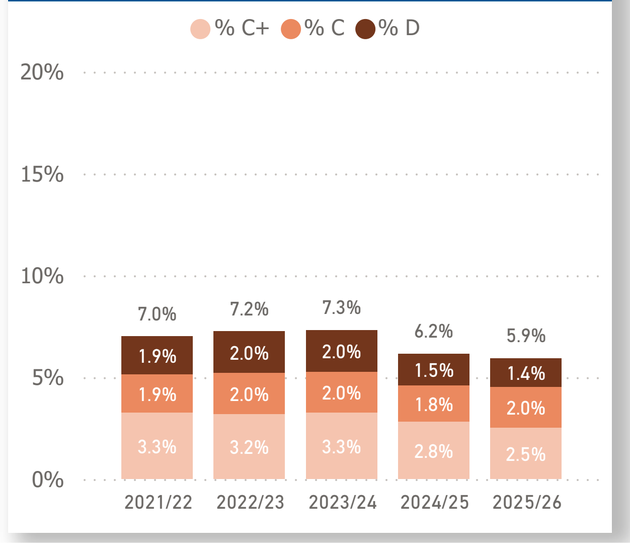
1st Class Grades (A+, A, and A-)



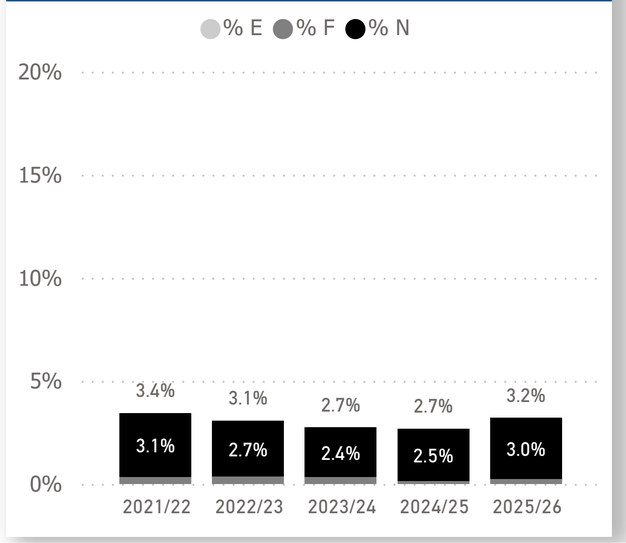
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year
All

Course Level
- [x] Undergraduate
- [ ] Graduate

Year Level
All

Faculty, Dept, Subject, Course, Section
Faculty of Health

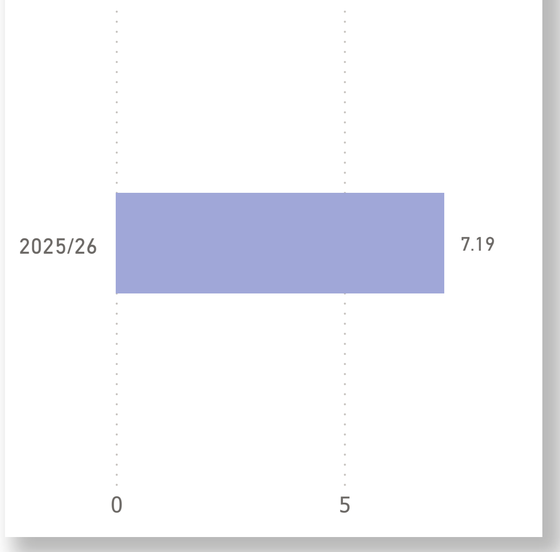
Section Type
All

Data as of: August 1, 2026

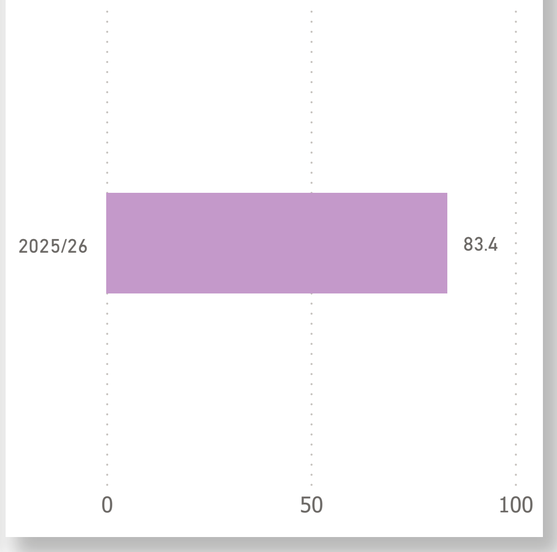
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2025/26	7.19	83.4	76.3%	16.7%	5.8%	1.2%	11,038	2.8%	13,290

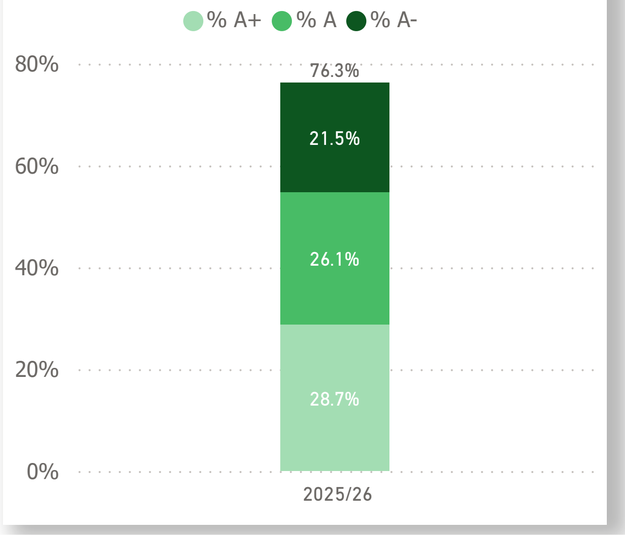
Mean 9 Point Grade



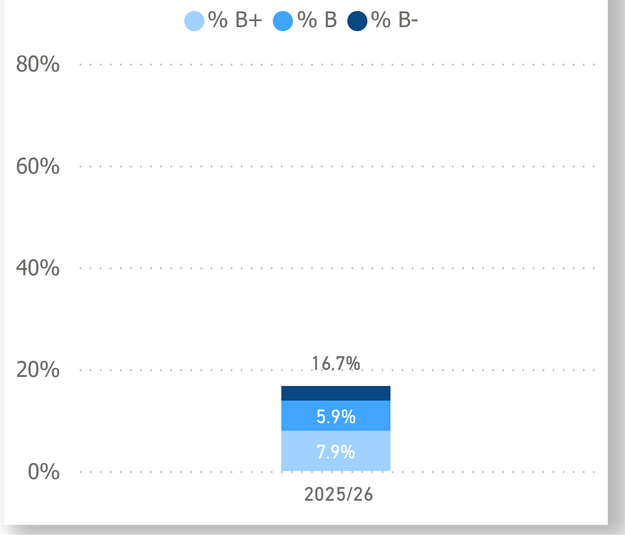
Mean Percent Grade



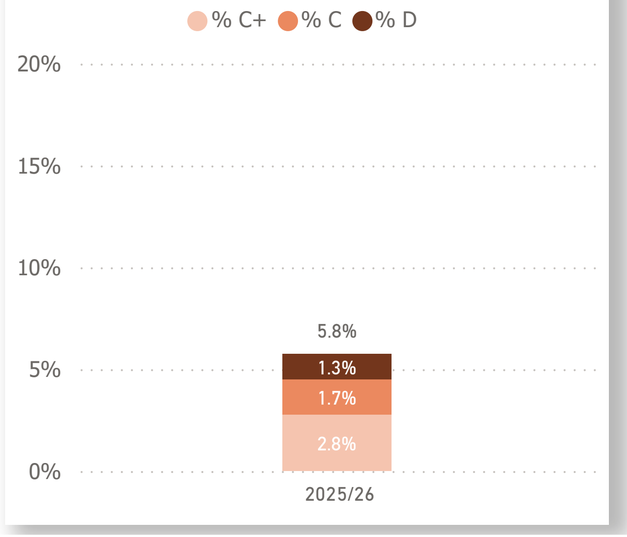
1st Class Grades (A+, A, and A-)



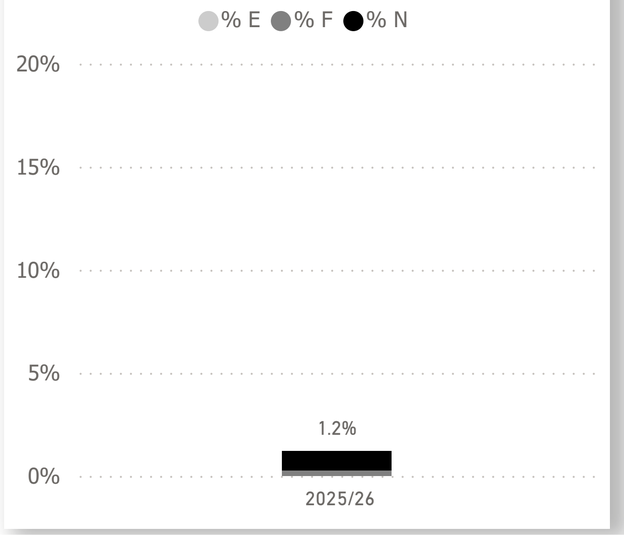
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Human & Social Dev.

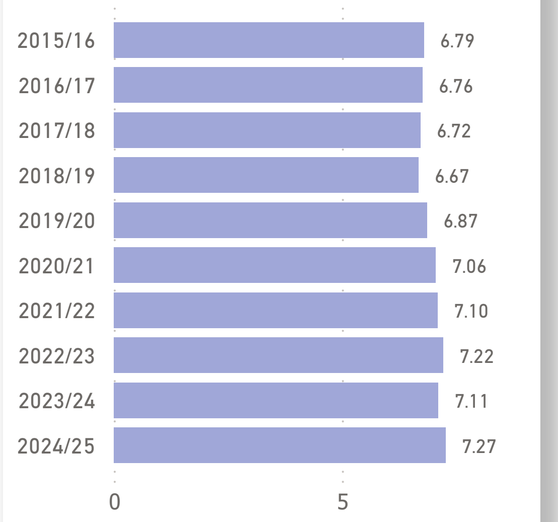
Section Type: All

Data as of: November 1, 2025

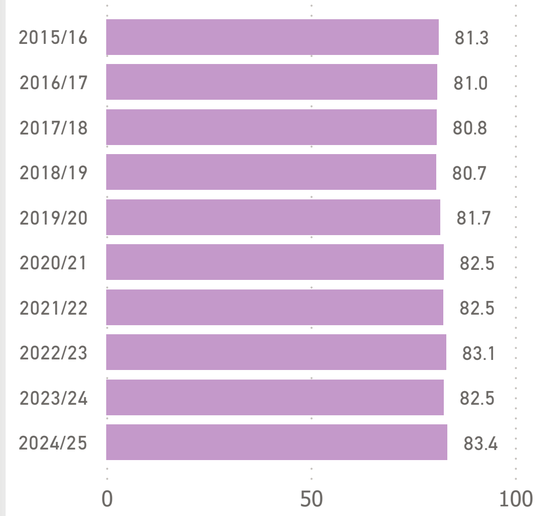
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2015/16	6.79	81.3	67.0%	26.3%	5.4%	1.3%	9,012	3.7%	11,138
2016/17	6.76	81.0	67.5%	24.9%	5.9%	1.6%	8,976	3.7%	11,352
2017/18	6.72	80.8	66.0%	26.4%	6.0%	1.7%	9,287	3.9%	11,560
2018/19	6.67	80.7	64.5%	28.4%	5.7%	1.4%	9,025	3.0%	11,099
2019/20	6.87	81.7	69.0%	25.1%	4.7%	1.1%	9,127	3.5%	11,469
2020/21	7.06	82.5	72.8%	21.5%	4.2%	1.5%	8,493	2.9%	10,529
2021/22	7.10	82.5	75.0%	18.9%	4.3%	1.8%	8,066	3.3%	10,118
2022/23	7.22	83.1	77.9%	17.5%	3.1%	1.6%	7,481	3.2%	9,373
2023/24	7.11	82.5	75.1%	19.5%	3.5%	1.9%	7,484	3.2%	9,394
2024/25	7.27	83.4	78.6%	16.4%	3.5%	1.5%	7,963	3.1%	9,849

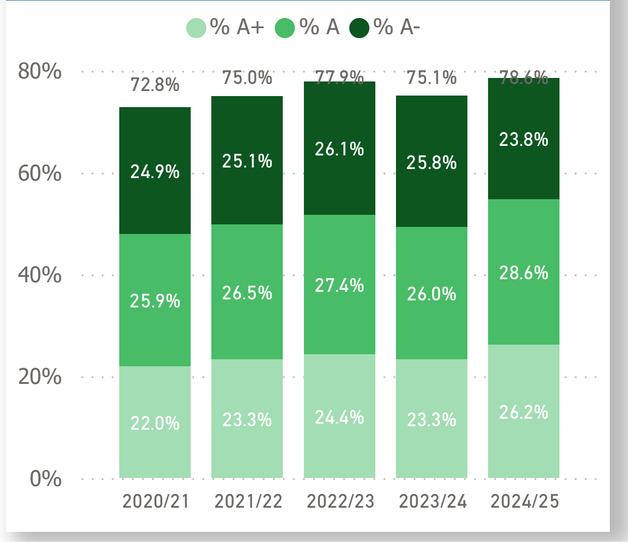
Mean 9 Point Grade



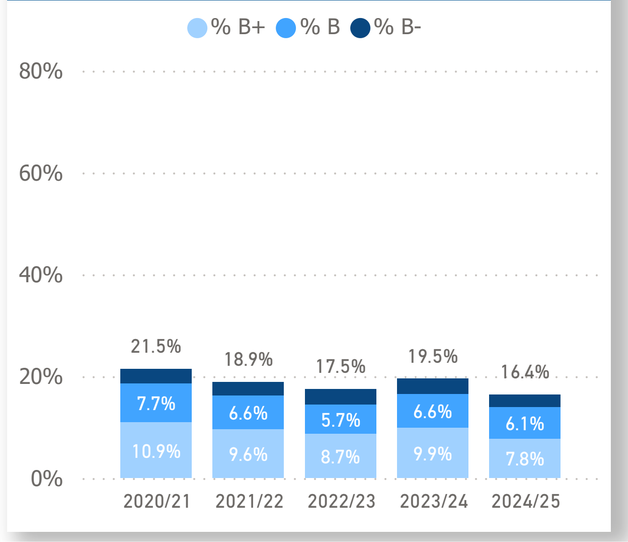
Mean Percent Grade



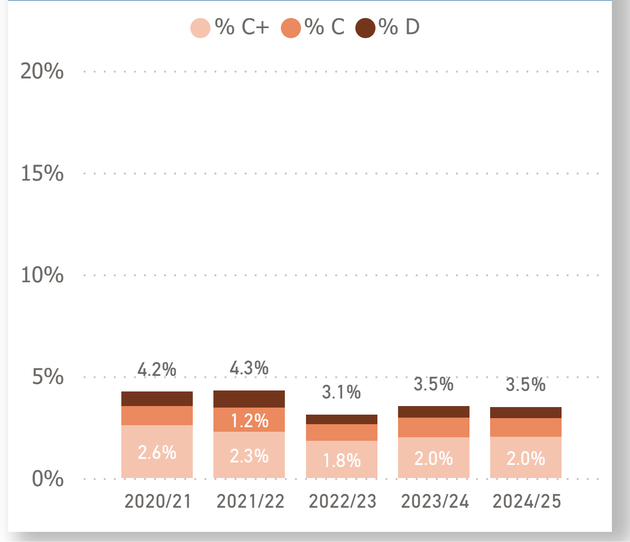
1st Class Grades (A+, A, and A-)



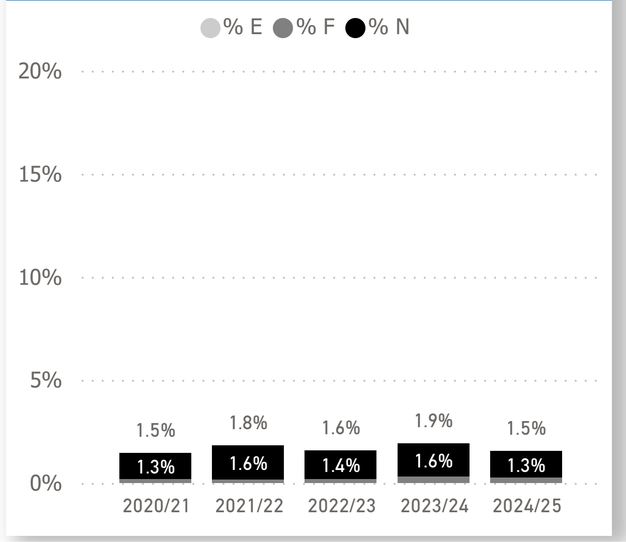
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Humanities

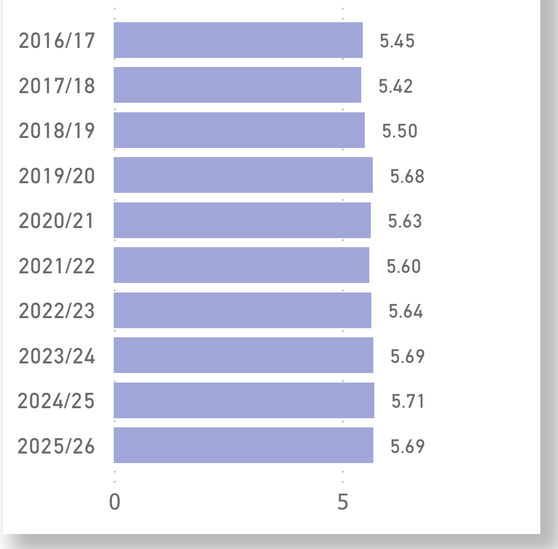
Section Type: All

Data as of: August 1, 2026

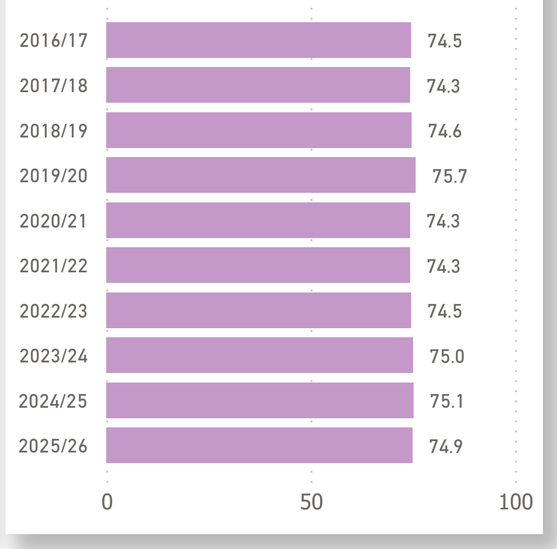
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	5.45	74.5	40.3%	38.1%	17.7%	3.9%	23,527	5.3%	24,964
2017/18	5.42	74.3	39.9%	38.3%	17.6%	4.1%	22,712	5.5%	24,225
2018/19	5.50	74.6	41.4%	37.7%	16.9%	4.1%	22,921	5.5%	24,353
2019/20	5.68	75.7	43.8%	37.9%	15.1%	3.2%	22,420	6.2%	24,961
2020/21	5.63	74.3	45.5%	34.2%	14.9%	5.3%	24,138	5.8%	25,684
2021/22	5.60	74.3	45.1%	33.9%	16.0%	5.1%	24,554	6.1%	26,394
2022/23	5.64	74.5	45.8%	33.9%	15.3%	5.1%	23,758	6.1%	25,537
2023/24	5.69	75.0	46.7%	33.0%	15.7%	4.6%	22,901	5.5%	24,351
2024/25	5.71	75.1	46.8%	34.4%	14.4%	4.4%	24,743	5.2%	26,526
2025/26	5.69	74.9	46.2%	35.5%	13.8%	4.6%	24,669	5.3%	26,332

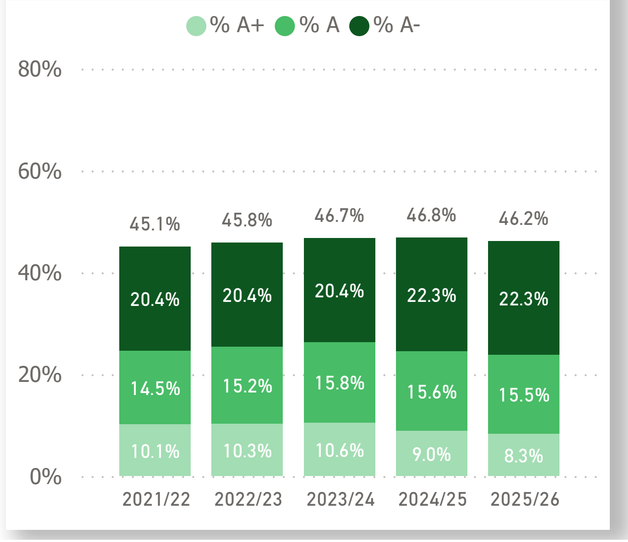
Mean 9 Point Grade



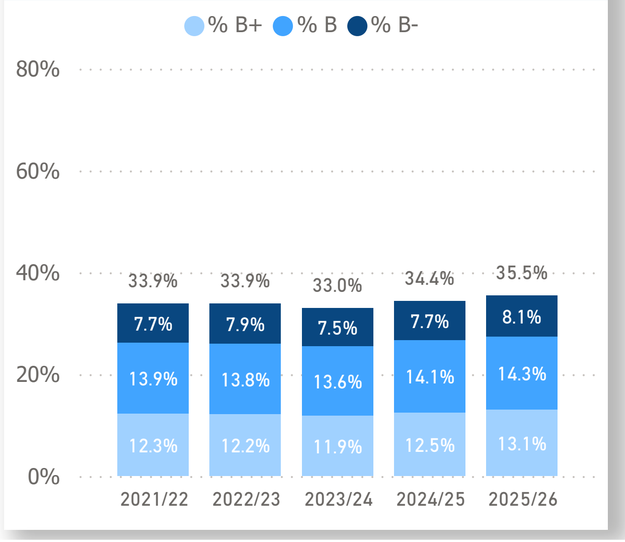
Mean Percent Grade



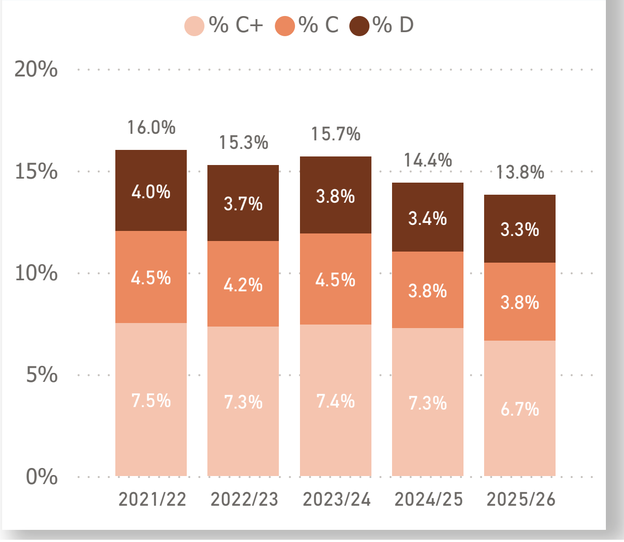
1st Class Grades (A+, A, and A-)



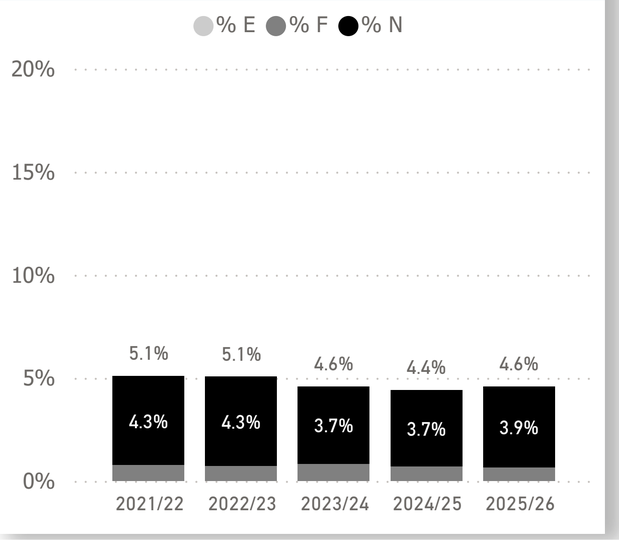
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: Law

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Law

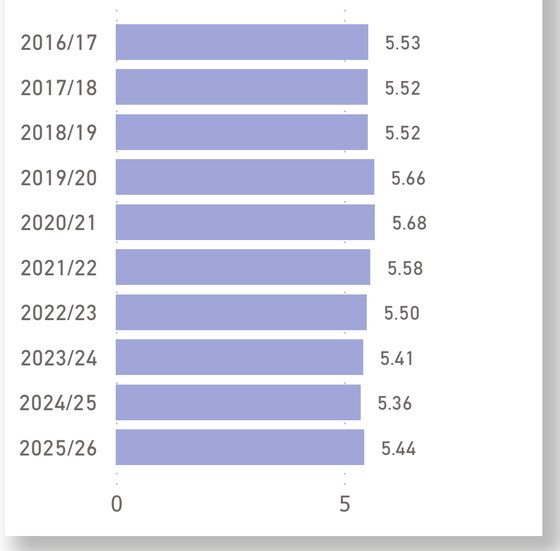
Section Type: All

Data as of: August 1, 2026

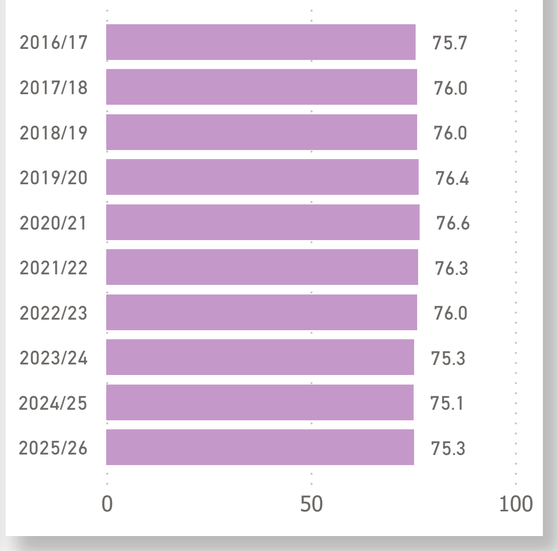
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	5.53	75.7	27.5%	63.4%	8.3%	0.6%	2,647	1.8%	3,427
2017/18	5.52	76.0	26.4%	64.5%	9.0%	0.1%	2,602	0.8%	3,376
2018/19	5.52	76.0	27.0%	63.7%	8.6%	0.6%	2,722	1.5%	3,493
2019/20	5.66	76.4	30.1%	63.0%	6.1%	0.8%	2,652	2.6%	3,521
2020/21	5.68	76.6	30.8%	61.0%	7.7%	0.5%	2,760	2.5%	3,535
2021/22	5.58	76.3	28.5%	62.6%	8.5%	0.2%	2,853	0.9%	3,627
2022/23	5.50	76.0	25.4%	65.2%	9.0%	0.3%	2,875	1.8%	3,748
2023/24	5.41	75.3	24.7%	64.2%	10.5%	0.5%	2,846	2.2%	3,792
2024/25	5.36	75.1	23.2%	65.4%	10.7%	0.6%	2,943	1.9%	3,824
2025/26	5.44	75.3	24.9%	64.1%	10.1%	0.8%	2,805	0.3%	3,898

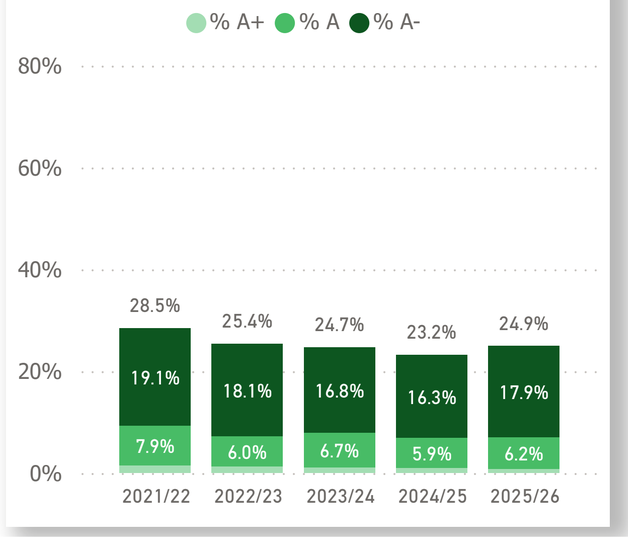
Mean 9 Point Grade



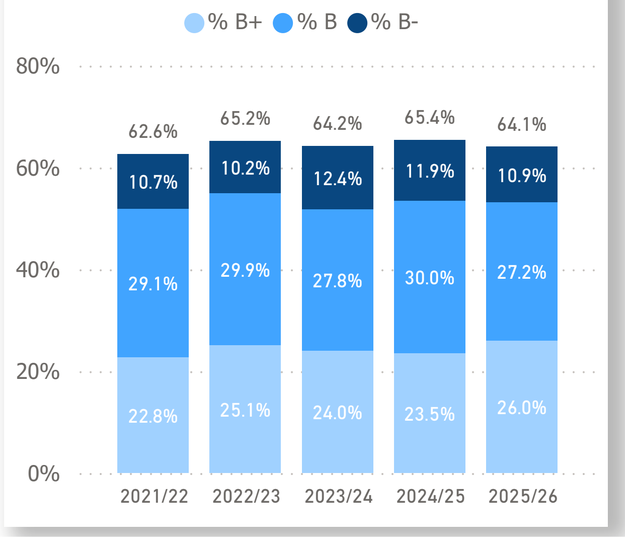
Mean Percent Grade



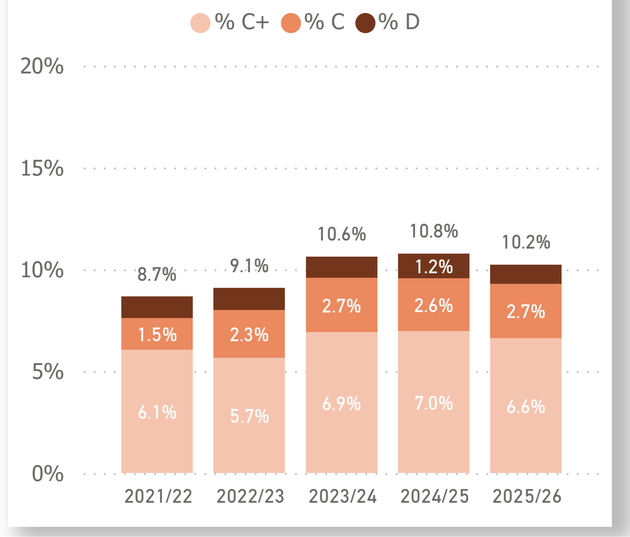
1st Class Grades (A+, A, and A-)



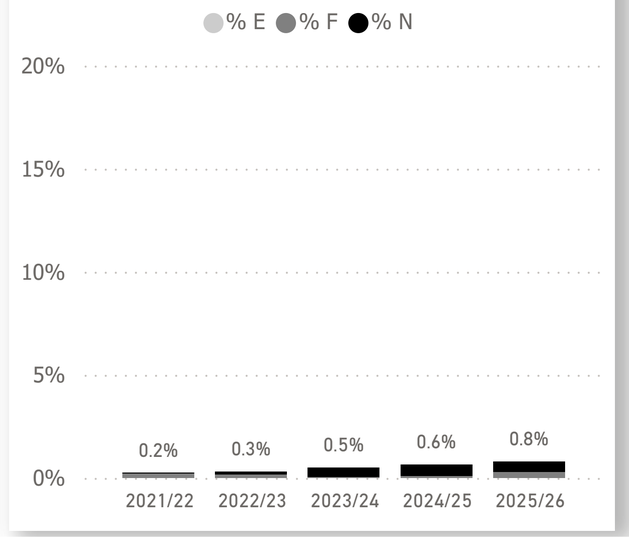
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Science

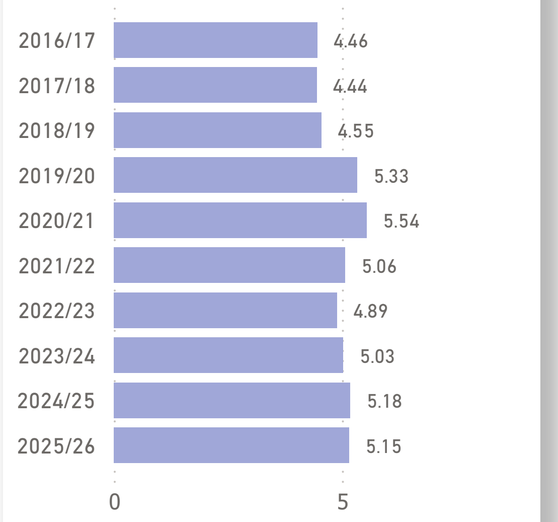
Section Type: All

Data as of: August 1, 2026

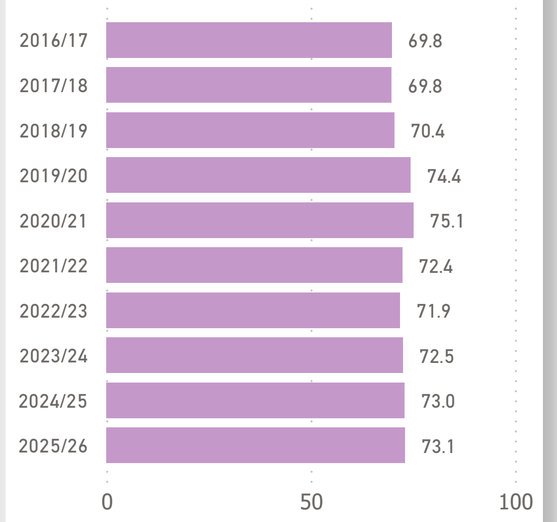
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	4.46	69.8	31.7%	26.2%	32.1%	10.1%	28,375	6.7%	31,010
2017/18	4.44	69.8	31.8%	25.3%	32.7%	10.2%	28,618	6.7%	31,256
2018/19	4.55	70.4	33.1%	25.8%	31.9%	9.3%	28,942	6.1%	31,432
2019/20	5.33	74.4	43.7%	26.9%	23.5%	5.9%	27,433	7.1%	31,839
2020/21	5.54	75.1	46.8%	26.3%	20.9%	6.0%	30,414	5.4%	32,583
2021/22	5.06	72.4	40.5%	26.0%	25.0%	8.5%	30,182	7.2%	33,513
2022/23	4.89	71.9	38.0%	25.2%	28.4%	8.4%	28,254	6.2%	31,064
2023/24	5.03	72.5	39.4%	26.3%	26.1%	8.2%	29,063	5.6%	31,631
2024/25	5.18	73.0	42.8%	25.0%	24.0%	8.2%	29,617	5.0%	32,064
2025/26	5.15	73.1	42.5%	24.4%	24.6%	8.4%	30,344	5.7%	33,165

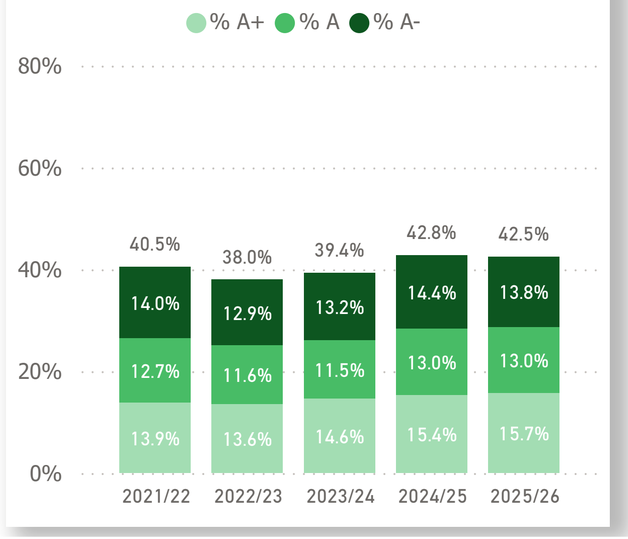
Mean 9 Point Grade



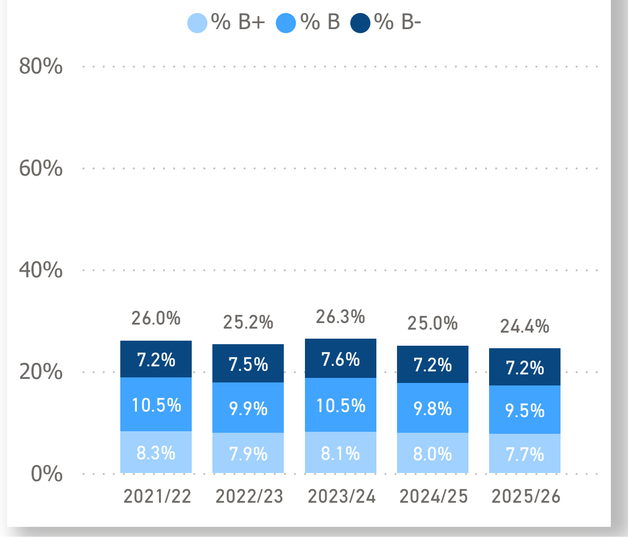
Mean Percent Grade



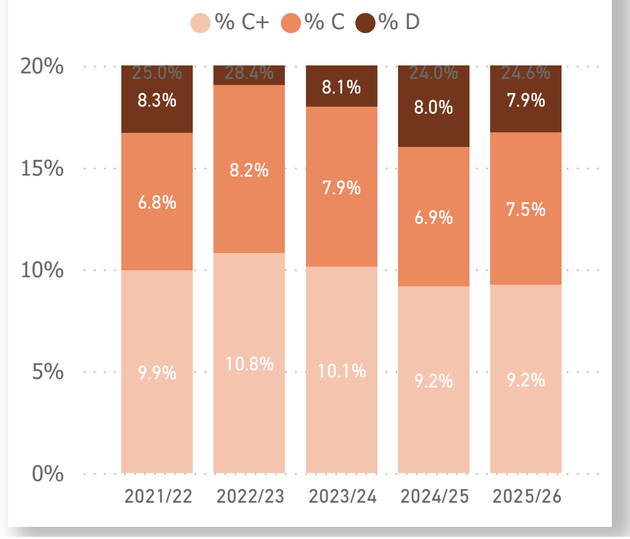
1st Class Grades (A+, A, and A-)



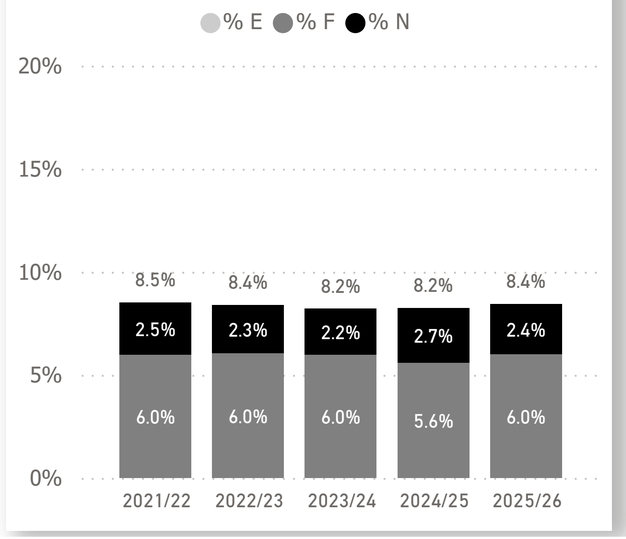
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: Faculty of Social Sciences

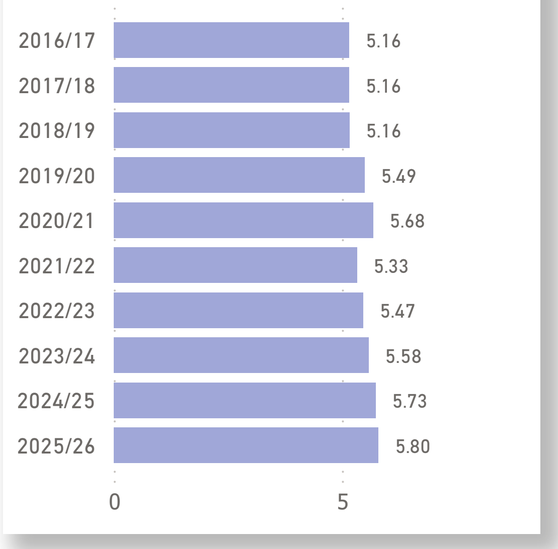
Section Type: All

Data as of: August 1, 2026

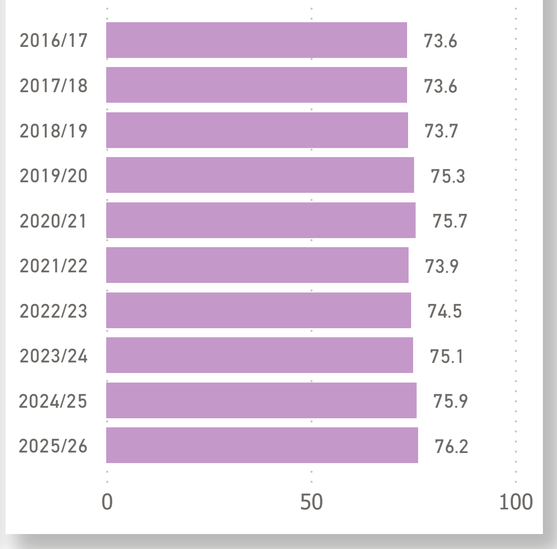
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	5.16	73.6	38.1%	32.8%	24.9%	4.3%	32,771	4.4%	34,461
2017/18	5.16	73.6	38.5%	32.2%	25.2%	4.2%	32,945	4.3%	34,658
2018/19	5.16	73.7	38.3%	32.7%	25.3%	3.8%	33,553	4.4%	35,307
2019/20	5.49	75.3	43.4%	32.4%	20.9%	3.3%	33,110	5.1%	36,608
2020/21	5.68	75.7	47.9%	29.5%	18.5%	4.0%	36,562	4.4%	38,479
2021/22	5.33	73.9	42.6%	29.7%	22.8%	4.9%	36,404	4.7%	38,637
2022/23	5.47	74.5	44.7%	29.6%	20.9%	4.8%	33,444	4.4%	35,943
2023/24	5.58	75.1	46.2%	30.3%	19.0%	4.5%	33,340	4.1%	35,527
2024/25	5.73	75.9	49.0%	29.3%	17.6%	4.1%	32,096	3.6%	34,309
2025/26	5.80	76.2	50.1%	28.8%	17.1%	4.0%	33,536	3.7%	36,015

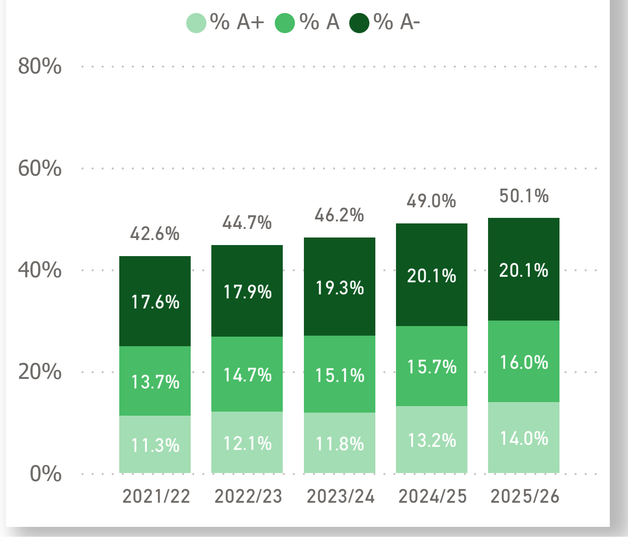
Mean 9 Point Grade



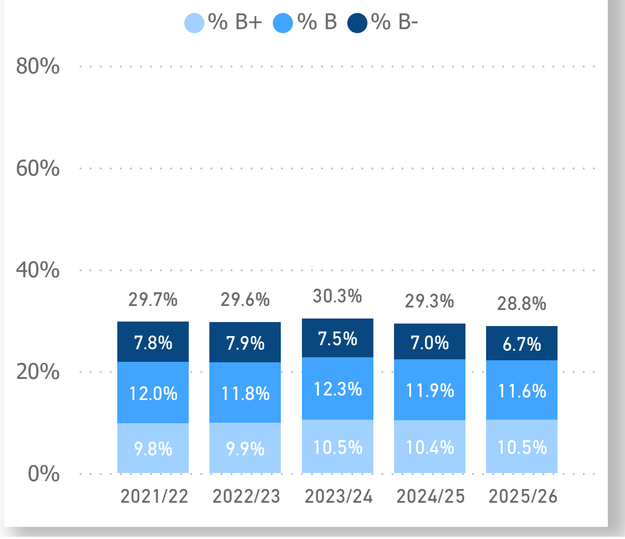
Mean Percent Grade



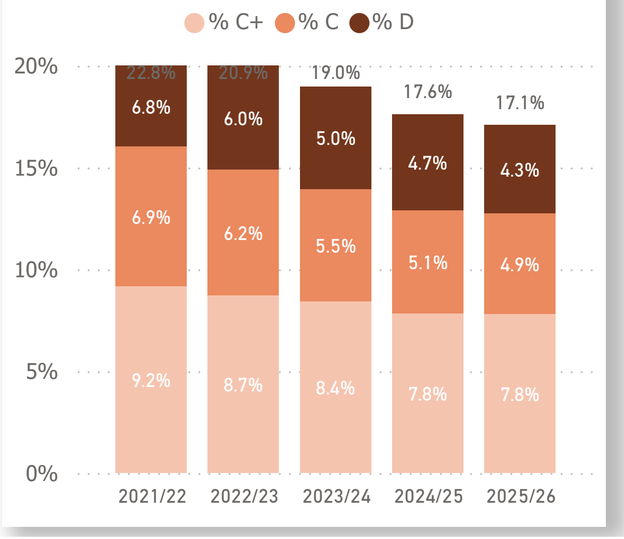
1st Class Grades (A+, A, and A-)



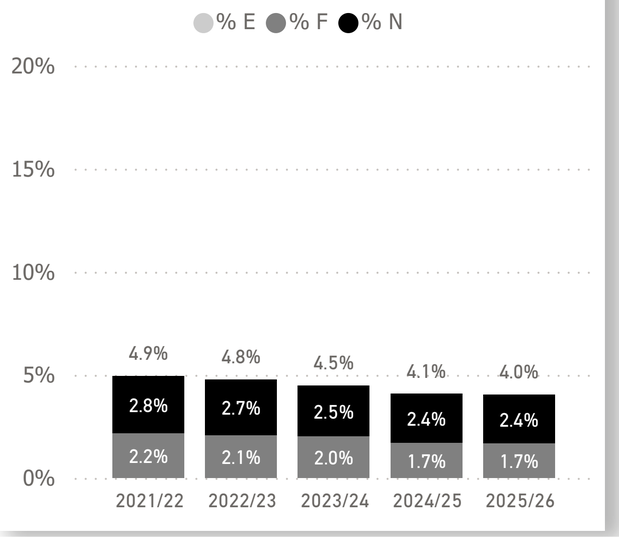
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



Course Grading Patterns

University of Victoria

Year: All

Course Level: ■ Undergraduate ☐ Graduate

Year Level: All

Faculty, Dept, Subject, Course, Section: PB Gustavson Schl of Business

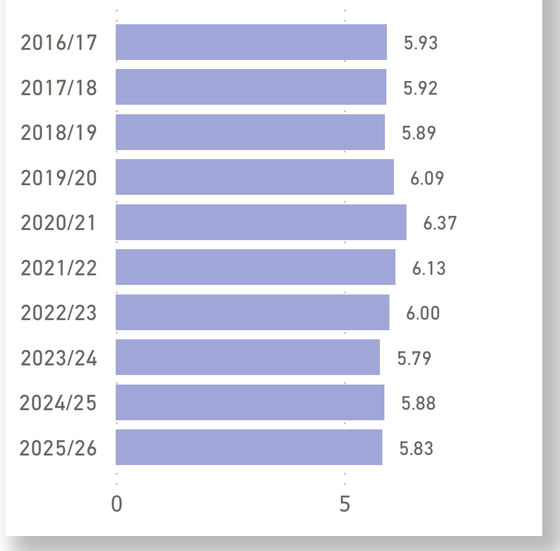
Section Type: All

Data as of: August 1, 2026

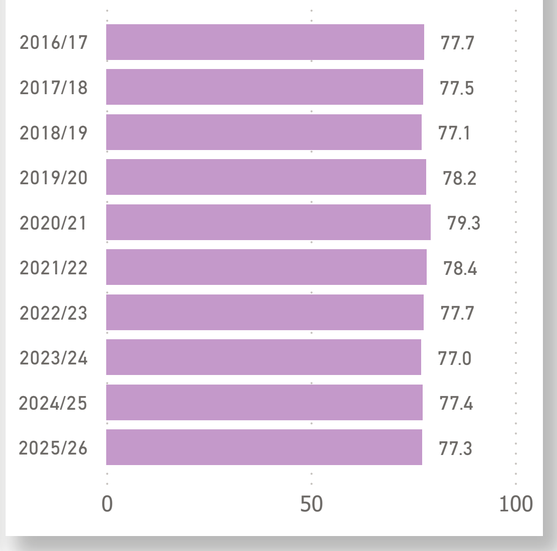
Overview of Grades

Year	9Point	% Grade	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable	% Drop	Headcount
2016/17	5.93	77.7	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	10,518
2017/18	5.92	77.5	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	10,509
2018/19	5.89	77.1	47.7%	37.4%	13.0%	1.8%	8,771	0.9%	10,938
2019/20	6.09	78.2	50.1%	39.2%	9.6%	1.0%	8,075	1.4%	10,482
2020/21	6.37	79.3	57.5%	33.5%	7.6%	1.4%	8,152	1.2%	10,218
2021/22	6.13	78.4	51.7%	37.1%	9.8%	1.3%	8,406	1.2%	10,652
2022/23	6.00	77.7	49.1%	38.7%	10.5%	1.7%	8,350	1.2%	10,500
2023/24	5.79	77.0	43.5%	41.9%	13.4%	1.3%	8,420	1.4%	10,514
2024/25	5.88	77.4	44.7%	42.2%	12.0%	1.1%	8,463	0.9%	10,696
2025/26	5.83	77.3	43.7%	43.4%	11.8%	1.0%	8,682	1.3%	10,409

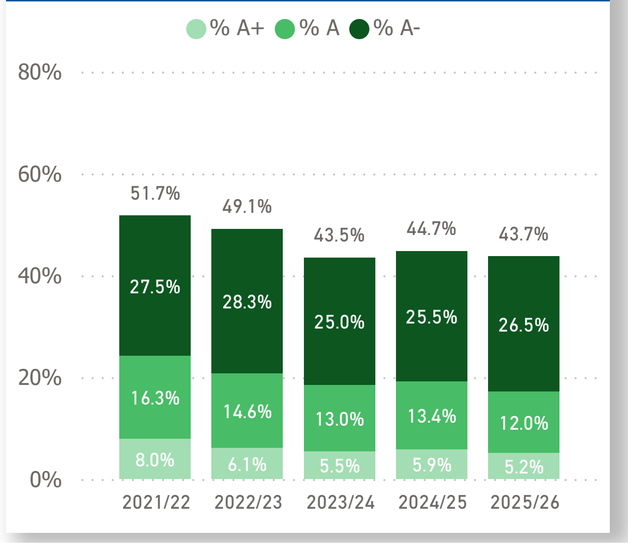
Mean 9 Point Grade



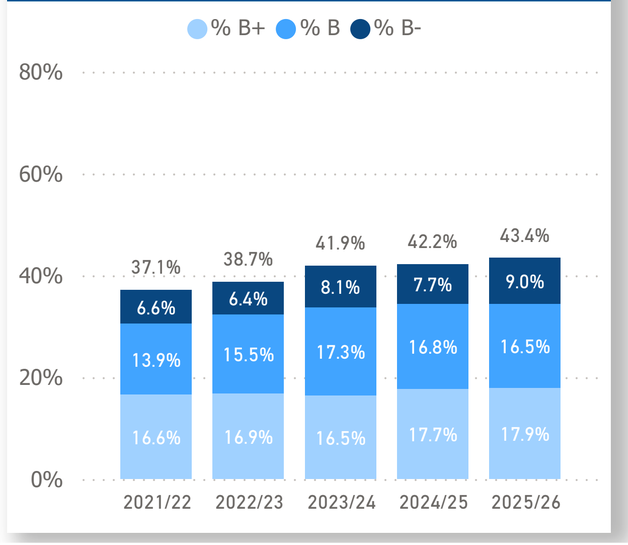
Mean Percent Grade



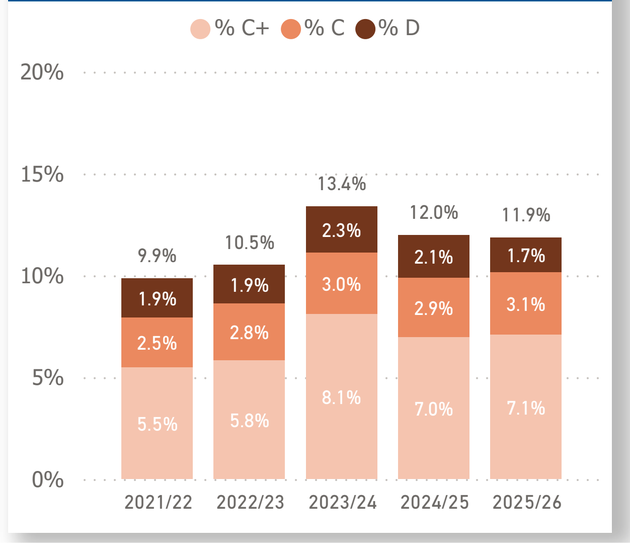
1st Class Grades (A+, A, and A-)



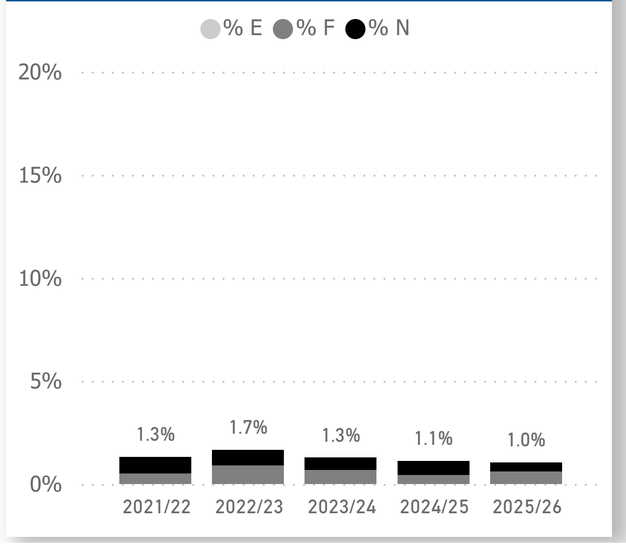
2nd Class Grades (B+, B, and B-)



Passing Grades (C+, C, and D)



Failing Grades (E, F, and N)



SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: November 18, 2026

Subject: Entrepreneurship Minor – Peter B. Gustavson School of Business

At its meeting on November 16, 2026 the Senate Committee on Academic Standards considered a proposal from the Peter B. Gustavson School of Business regarding a change to the Entrepreneurship Minor (ENTX) effective May 1, 2027.

Recommended Motion:

That Senate approve the proposed change to the Entrepreneurship Minor (ENTX) effective May 1, 2027.

Respectfully submitted,
2026/2027 Senate Committee on Academic Standards
Cedric Littlewood (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

Gustavson School of Business
University of Victoria
UNDERGRADUATE PROGRAMS

MEMORANDUM

Undergraduate Programs · Gustavson School of Business

TO:	Senate Committee on Academic Standards
FROM:	Stuart Snaith (Academic Director, Undergraduate Programs) and Kali Wilson Cseke (Director, Undergraduate Programs Administration)
DATE:	22 October 2026
RE:	SCAS Submission – Entrepreneurship Minor

Please find below the rationale for a proposed change to the Entrepreneurship Minor (ENTX) requiring the approval of Senate Committee on Academic Standards (SCAS).

Anticipated Publication Date of Proposed Revised Calendar Entry:

May 2027 calendar

Background

The ENTX is undergoing Calendar revisions. It has recently been approved at Senate Committee on Planning (SCP) meeting on 9 September 2026 and Senate on 2 October 2026. In addition to these changes approved at SCP we are proposing the introduction of a maximum total transfer of 6.0 credits to be eligible towards completing the ENTX. The minor currently has no set maximum for transfer credit. This proposed change requires approval from SCAS. Note the revised ENTX program will comprise 9.0 units (down from 12.0 units previously).

Proposed Calendar Change for SCAS Approval

The introduction of a maximum number of total transfer credits requires a change to the Program notes for ENTX. See the below for the relevant excerpt from the Kauli entry:

Changes

Program notes

- Required courses at the 200-level or higher in the Business Minor in Entrepreneurship program cannot form part of the requirements towards other programs or options.
- ~~COM~~Up ~~200 level~~to 6.0 units of transfer credit may be accepted in lieu of required courses toward the Business & Entrepreneurship Minor program upon approval by the Gustavson School of Business.~~COM 220, COM 240, COM 250 toward the Business & Entrepreneurship Minor program upon approval by the Gustavson School of Business.~~

Rationale for Proposed Calendar Change

Limiting the amount of transfer credit that may be applied to the ENTX to 6.0 of the required 9.0 units means that a student cannot be awarded a University of Victoria (UVic) Entrepreneurship Minor based entirely on transfer credit. Students would therefore be required to complete at least 3.0 units of the minor through UVic's courses.

This change is intended to ensure that completion of the ENTX represents meaningful engagement with the curriculum, learning environment, and academic community of the UVic while still recognizing that transfer credit is an important component of a flexible and accessible undergraduate education.

Additionally, this proposed change aligns the ENTX with our Business Minor (BUSX) that has the same limit on transfer credits.

Student Impact, Advising and Communication

The proposed change preserves flexibility by allowing students to complete courses through transfer credit, helping them accommodate the minor alongside their major while the introduction of the limit of 6.0 units ensures meaningful engagement with UVic's entrepreneurship curriculum. Note, currently the ENTX (which launched in 2025) and has had limited enrollment (less than 10 students, 24 September 2026).

The proposed change to transfer credits are part of a larger calendar change. A transition plan has been determined where students enrolled on the current ENTX are made aware of the last offering for the specialization term and given options for transferring into the new minor or continuing with their existing program. If approved, communicating the changes to the number of permissible transfer credits in the new program offering would form part of that transition plan.

Budget Concerns

There are no major budget concerns resulting from this change. In terms of students per course, requiring a minimum number of courses be taken at UVic ensures a floor in terms of EETs that was not previously in place. We do not expect the proposed change to the number of transfer credits to impact student numbers.

Approvals

The following approvals are in place regarding the 'Proposed Calendar Change for SCAS Approval' above:

#	Approval Body	DATE	STATUS
1	Faculty Academic Committee	14 September 2026	Approved
2	Faculty Council	21 October 2026	Approved

Consultation/Feedback from OREM:

OREM have indicated they are supportive of the change noting that it will make ENTX consistent with the existing maximum transfer credit in the BUSX. Please see Appendix A for email correspondence.

Appendix – OREM Consultation

From: Wendy Taylor <wtaylor@uvic.ca>
Sent: Thursday, October 15, 2026 15:07
To: Kali Cseke <wilsonkd@uvic.ca>
Cc: Stuart Snaith <ssnaith@uvic.ca>
Subject: FW: Proposed Changes: Entrepreneurship Minor

Hi Kali,

Please see below for feedback from my team. As you will see, they are supportive of the change.

Please let me know if you need anything further from me or OREM to include in your proposal to SCAS.

Best,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135
wtaylor@uvic.ca | uvic.ca/registrar
Together, we transform students' lives.

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

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From: Janine Mayers <jmayers@uvic.ca>
Sent: Thursday, October 15, 2026 12:38 PM
To: Wendy Taylor <wtaylor@uvic.ca>
Subject: Re: Proposed Changes: Entrepreneurship Minor

Hi Wendy,

Both of my teams (Kelly Colby - ADVA and Karsten Provan -RECO) have had a chance to review the proposal and are supportive of the change. James W also responded on behalf of RISS and they have no issues with the change.

I am including some additional comments from Kelly Colby, for context, if needed:

Yes, I am supportive of the addition of residency requirements for this program. Adding a max transfer credit of 6.0 units for ENTX will make it consistent with BUSX.

I am also in support of changing the pre- and co-requisite structure for the 400-level ENT courses as this will allow for greater flexibility in completing the program, which will enable more students to pursue it.

Please let me know if you need anything else from my teams.

Thank you,
Janine

Janine Mayers (she/her)
Associate Registrar
Academic Advising Centre (Faculties of Humanities, Science and Social Sciences)
Undergraduate Records & Graduation Services
Office of the Registrar and Enrolment Management
Division of Student Affairs
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From: Wendy Taylor <wtaylor@uvic.ca>
Sent: Monday, September 28, 2026 8:43 AM
To: Janine Mayers <jmayers@uvic.ca>
Subject: FW: Proposed Changes: Entrepreneurship Minor

Hi Janine,

Please see the message from Kali below. Could you and your team please review their proposed change and let me know if we are supportive of the change? If we have feedback, please share the feedback with me.

If RISS needs to review this as well, could you and your team follow up with them directly for their feedback? Thanks.

Kali and Stuart are hoping to go to SCAS soon, so it would be great to get feedback in the few weeks, say by 9am Fri, Oct 16?

Thanks so much,
Wendy

Wendy Taylor (she/her)
Registrar

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From: Kali Cseke <wilsonkd@uvic.ca>
Sent: Thursday, September 24, 2026 11:52 AM
To: Wendy Taylor <wtaylor@uvic.ca>
Cc: Stuart Snaith <ssnaith@uvic.ca>
Subject: Re: Proposed Changes: Entrepreneurship Minor

Hi Wendy,

I hope your September is off to a smooth start! I wanted to follow up on the consultation with your team regarding the ENTX, and in particular the proposed recommendation to consider a residency requirement in alignment with our BUSX. Stuart and I agreed it was really a brilliant idea and have pursued it with our Faculty Academic Committee, who also approved the addition.

We will be taking that change this Cycle 1 to the Senate Committee on Academic Standards. It would be helpful for us in our documentation to SCAS to have consultation from OREM in adding the residency requirement to our ENTX. To avoid confusion between SCP and SCAS I'm hoping to get an additional email confirmation either from you or someone on your team about our addition of the residency requirement.

For context, after the consultation from OREM (attached) we've added to the ENTX that mimics what is already in BUSX:

Changes

Program notes

- Required courses at the 200-level or higher in the Business Minor in Entrepreneurship program cannot form part of the requirements towards other programs or options.
- ~~COM~~Up ~~200 level~~to 6.0 units of transfer credit may be accepted in lieu of required courses toward the Business & Entrepreneurship Minor program upon approval by the Gustavson School of Business.~~COM 220, COM 240, COM 250 toward the Business & Entrepreneurship Minor program upon approval by the Gustavson School of Business.~~

Do you feel this adequately captures the residency consideration that was originally proposed by OREM?

Thanks in advance Wendy!

Kali

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: November 18, 2026

Subject: Submission of Calendar Changes related to Master's Degrees

At its meeting on November 16, 2026 the Senate Committee on Academic Standards considered a proposal from the Faculty of Graduate Studies for revisions to the Graduate Academic Calendar related to Master's Degrees.

Recommended Motion:

That Senate approve the revisions to the Graduate Academic Calendar effective May 1, 2027.

Respectfully submitted,
2026/2027 Senate Committee on Academic Standards
Cedric Littlewood (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

Faculty of Graduate Studies | Office of the Dean | University of Victoria
Jamie Cassels Centre A207 PO Box 3025 Victoria BC V8W 3P2Canada
250-472-5187| graddean@uvic.ca | uvic.ca/graduatestudies

Memorandum

To: Ada Saab, Associate University Secretary
Dr. Cedric Littlewood, Chair Senate Committee on Academic Standards

From: Lisa Pender, FGS Administrative Manager

CC: Robin Hicks, Dean Faculty of Graduate Studies

Date: October 22, 2026

Re: Submission of Calendar Changes Related to Master's Degrees

---

Building on the work that the Faculty of Graduate Studies (FGS) has already done to create a framework for professional doctorates as a way to reach new learners, FGS recently led a process to develop criteria to differentiate professional master's from research master's and recommend Calendar changes that will reflect and support the diverse range of master's programs at UVic. The purpose of this work was to make professional master's programs more visible in the Calendar, align the professional doctorate designation with the professional master's program descriptions, and support the development of future professional master's programs. There is a recognition that some master's programs could be characterized as *both* research and professional degrees. This work was led by a cross-faculty working group and chaired by FGS Associate Dean Jennifer White.

Key characteristics of each degree type were identified as follows.

Research Based Master's (thesis and project)

- Students are undertaking self-directed, independent research/creative works
- Offered through a combination of coursework and individualized faculty supervision
- Often oriented towards preparing graduates for academic and advanced research careers
- Students are encouraged to apply for Tri-Council grants
- Overseen by a supervisory committee
- Instructors are typically regular faculty members
- Theses and major projects are self-directed, independent, generative research/creative works that are undertaken under individual faculty supervision
- Final theses and research projects are typically undertaken over several terms. Course credits typically range from 4.5 – 12 units.
- Programs may take two years or more to complete

Professional Masters (course-based)

- Students often participate in the program through a cohort model
- Offered through a combination of coursework, work integrated learning, applied projects, course-based (group) supervision
- Oriented towards preparing graduates for professional, applied (non-academic) careers
- No supervisory committees/oral exams
- Students are typically being mentored and socialized into an existing profession
- Instructors may be sessional instructors who come from the profession
- Capstone projects/final papers typically invite students to engage with/respond to existing problems/ or “real world challenges” through a pragmatic lens
- Final capstone courses are usually completed in one or two terms. Course credits typically range from 1.5- 4.5 units.
- Programs tend to be shorter in duration
- Work-integrated learning opportunities are common, including co-op, practicum, internships

Working systematically through the Calendar, the working group recommended a series of changes to the following sections of the graduate calendar:

1. Master’s degree
2. Admission to regular Master’s degree programs
3. Program requirements – Master’s degrees
4. Other admissions
5. Admission to a Doctoral degree program *(admission without master’s and transfer from master’s)*
6. Degree completion and graduation
7. Time limits
8. Graduate Studies Committees, Advisers, and Supervisors
9. Examinations

The changes were presented for discussion and approval first to the FGS Graduate Executive Committee and then to the FGS Council: both committees approved all changes. Attached are the proposed revisions submitted in track-changes format as well as a clean copy for review and approval of the Senate Committee on Academic Standards.

October 22, 2026

Calendar pages to update (October 22, 2026)

1. Master's degrees
2. Admission to regular Master's degree programs
3. Program requirements – Master's degrees
4. Other admissions
5. Admission to Doctoral degree program *(admission without master's and transfer from master's)*
6. Degree completion and graduation
7. Time limits
8. Graduate Studies Committees, Advisers, and Supervisors
9. Examinations

October 22, 2026

Master's degrees (page link)

The University of Victoria offers two types of master's degrees: (1) research and (2) professional.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, or field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- the ability to deal with complex issues analytically, systematically and creatively;
- the ability to engage in decision making in complex and unpredictable situations;
- the ability to communicate clearly with various audiences;
- the ability to develop new skills and continue to advance their knowledge and understanding;
- the independent learning ability required for continuing professional development; and
- self-direction and originality in tackling and solving problems, and in planning and implementing tasks at a professional or equivalent level.
-

~~Thesis-based~~Research ~~M~~master's ~~D~~degrees

In addition to the criteria for all ~~M~~master's ~~D~~degrees, graduates of a research master's degree (thesis or project option) will demonstrate:

- conceptual understanding that enables the student ~~to:~~to critically evaluate current research and advanced scholarship in the discipline; and to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses;
- capacity to independently design and execute a systematic approach to knowledge generation in keeping with the scholarly norms of the field/discipline;
- a high level of achievement in the generation and application of knowledge required in the related field; and
- mastery of the skills required to complete a complex research project, creative work, or thesis in the related field.

~~Project-based Master's Degrees~~

~~In addition to the criteria for all Master's Degrees, graduates of a master's degree (project-based option) will demonstrate:~~

- ~~a high level of achievement in the application of knowledge required in the related field; and~~
- ~~mastery of the skills required to complete a complex project in the related field.~~

~~Course-only Master's Degrees~~ Professional master's degrees

October 22, 2026

In addition to the criteria for all ~~M~~master's ~~D~~degrees, graduates of a ~~course-only~~ professional master's degree will demonstrate:

- the ability to critically evaluate and apply ~~critically evaluate and apply~~ the kinds of research generally produced in their discipline(s);
- capacity to engage in knowledge translation for a professional audience;
- an in-depth understanding of the motivating concepts, problems, and insights of their degree programs;
- mastery of the skills required to ~~engage in applied, practice-based scholarship in response to current industry/community/ professional needs or challenges~~ engage in applied, practice-based scholarship in response to current industry/community/ professional needs or challenges; and
- the ability to lead and mobilize critical engagements with discipline-specific research through consultation, product development, workshops, and/or community engagement ~~.~~.

October 22, 2026

Admission to ~~M~~master's degree programs (page link)

Please refer to the section General and Academic Requirements and Procedures for All Graduate Students.

The minimum academic standing required is:

1. a four-year baccalaureate degree (or equivalent degree from another country) from a recognized institution
2. a grade point average of 5.0 (B or equivalent) in the work of the last two years (30 units) leading to the bachelor's degree.

In exceptional cases a student may be admitted with lower formal qualifications when there is significant experience relevant to the proposed area of scholarship (see Other Admissions).

Please note that individual academic units often set higher entrance standards.

Non-graded (pass/fail) courses, credit granted on the basis of life experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used as credit toward a graduate degree program.

Admission to a research master's degree requires evidence that the applicant is capable of undertaking original research. Such capability will be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees.

Admission to a professional master's degree requires that the candidate is capable of undertaking advanced practice-based scholarship within a professional field. Normally this will include a specific number of years in a relevant professional field, to be determined by the academic unit. Such capability will ~~typically~~normally be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees.

Transfer between ~~M~~master's ~~D~~degree programs

Students who wish to change programs at the master's level will be required to meet all of the admission requirements for the new program. Students changing degree programs to one with a higher fee structure are required to pay all the required program and degree fees for the new program. Any outstanding fees as a result of the transfer come into effect at the end of the first month after the student has been officially transferred to the new program.

October 22, 2026

Program requirements - Mmaster's degrees (page link)

When admitted to a graduate program, the student is expected to follow the program of study as described in the Graduate Calendar current at the time of their admission. If, in subsequent years, the program requirements for the same degree are altered, the student may change the requirements of their own degree to conform to the then-current calendar. A recommendation from the student's academic supervisor and graduate adviser must be forwarded to the Dean of Graduate Studies for approval as early as possible after the change to the program.

Minimum master's degree requirements

The minimum requirement for a master's degree is 15 units of work, and satisfactory completion of the prescribed program. Individual academic units may require a higher number of units at the graduate level.

Minimum graduate component of all Master's degrees Maximum allowable undergraduate units in a master's degree

A master's candidate must complete a minimum of 12 units of the number of graduate-level credit out of the total units required for the degree. Any sSeniorUpper level undergraduate courses (courses numbered 300-499) may be included in a graduate program must beif pertinent to the program; no more than 3 units of 300 or 400of upper level courses can be used to fulfill the course requirements and must be in addition to the minimum 12 units of graduate credits required in all master's degree programs.

Individual academic units may require a higher number of units at the graduate level. Courses numbered at the 100 and 200 level may be included in the program as prerequisites but will be indicated on the student's record as FNC (For No Credit); courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations. Any senior undergraduate courses (courses numbered 300-499) included in a graduate program must be pertinent to the program and must be in addition to the minimum 12 units of graduate credits required in all master's degree programs.

Research Mmaster's thesesdegrees

Course work, Rresearch and thesis or project

1. A supervisory committee must be formed as described under "Graduate Studies Committees, Advisers, and Supervisors" below.
2. There must be evidence of independent research work which may be in the form of a thesis, project, extended paper(s), manuscript, portfolio, work report,creative work, etc.

3. The minimum credit value for -598 (project, extended paper, portfolio, ~~work repo~~creative work, ~~rt~~ etc.) would normally be no less than 4.5 units.~~,~~
4. Th~~th~~e minimum credit value for 599 (thesis, manuscript) would normally be no less than 6.0 units.
5. There shall be a formal evaluation of all research master's degree. For ~~thesis based~~thesis-based degrees (599) a final oral examination is required. For project based, (598) the academic unit may require a written comprehensive examination in place of, or in addition to, an oral examination. If an oral examination is conducted, it shall be done so in accordance with the regulations under Examining Committees, and Results of Oral Examinations (~~P~~project-based ~~M~~master's degrees).

Considerable variation is permitted in the balance between research and the course work required for the research master's degree. Students will complete either ~~a~~ ~~a final essay, either a~~ thesi~~e~~s or project; n~~N~~ot all academic units offer the option of a project as the final output of a research ~~-based~~ master's degree.

When research is completed, and before the thesis or project is written, the student should consult the Faculty of Graduate Studies' website and their home academic unit for information regarding the structure and formatting of the ~~thesis~~ thesis or project to ensure acceptability of the document to the University and Library and Archives Canada.

A research master's thesis (599) is an original scholarly contribution/creative work that normally includes a general overview of relevant literature in the field of study and follows the UVic thesis guidelines. The work may be based on a body of original data produced by the student, or it may be an original research exercise conducted using scholarly literature or data produced and made available by others. A research master's project (598) demonstrates the student's understanding of, and capacity to, employ research methods appropriate to their discipline(s) and normally includes some form of written submission (in addition to the possibility of other creative outputs).

~~A research master's thesis or project is an original lengthy essay which demonstrates the student's understanding of, and capacity to, employ research methods appropriate to their discipline(s). It should normally include a general overview of relevant literature in the field of study, be well organized and academically written. The work may be based on body of original data produced by the student or it may be an original research exercise conducted using scholarly literature or data produced and made available by others.~~

In general, a research master's candidate must demonstrate a command of the subject of the thesis or project. A ~~thesis~~ thesis or project demonstrates that appropriate research methods have been used and appropriate methods of critical analysis supplied. It provides evidence of some new contribution to the field of existing knowledge or a new perspective on existing knowledge.

The general form and style of ~~theses~~ theses and projects may differ from academic unit to academic unit, but all ~~theses~~ theses and projects shall be presented in a form which constitutes an integrated

submission. The ~~thesis~~ thesis or project may include materials already published by the candidate, whether alone or in conjunction with others. Previously published materials must be integrated into the thesis or ~~while~~project while at the same time distinguishing the student's own work from the work of other researchers. For publications with multiple authors, a description of the student's contribution to the research and the student's role in each publication must be provided. Permission of the copyright holder must be obtained and documented in order for published material to be included in the thesis. At the final oral examination, the Master's candidate is responsible for the entire content of the thesis. This includes those portions of co-authored papers which comprise part of the thesis.

~~Project-based Master's degrees~~

~~Not all academic units offer the option of a project-based master's degree.~~

1. ~~A supervisory committee must be formed as described under "Graduate Studies Committees, Advisers, and Supervisors" below.~~
2. ~~There must be evidence of independent research work which may be in the form of a project, extended paper(s), work report, etc. The credit value for this work may range from 1.5 to 4.5 units.~~
3. ~~There shall be a formal evaluation of the degree.~~ For research projects, t~~The academic unit may require a written comprehensive examination in place of, or in addition to, an oral examination. If an oral examination is conducted, it shall be done so in accordance with the regulations under Examining Committees, and Results of Oral Examinations (Project-based Master's degrees).~~

~~Course-only~~

Professional ~~M~~master's degrees

~~Not all academic units offer the option of a course-only master's degree.~~

0.1. A ~~faculty supervisor~~, faculty adviser or mentor will normally be appointed as described under "Graduate Studies Committees, Advisers, and Supervisors" ~~below~~. Normally there will *not* be a supervisory committee.

~~1.~~2. Each program of study shall include an element designed to provide students with the skills to engage in applied, practice-based scholarship in response to current industry/community/ professional needs or challenges.~~to enable them to be critical consumers of the kinds of research normally used in their discipline.~~

~~2.~~ Each program of study shall include elements to provide students with an in-depth understanding of the motivating concepts, problems, and insights of their degree programs. This might be accomplished in a variety of ways such as a capstone course, a comprehensive examination, or a literature review.

3.

~~3. The academic unit may require a written or oral examination. If an oral examination is conducted, it will normally be done so in accordance with the regulations under Examining Committees, and Results of Oral Examinations (Project-based Master's degrees).~~

4. The academic unit ~~will typically~~ may require a final capstone project; the format will be at the discretion of the academic unit.

October 22, 2026

Other admissions (page link)

Admission with a three-year undergraduate degree

The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.

Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after completing Independent Upgrading:

Independent Upgrading following a three-year Baccalaureate degree

Applicants with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system may independently complete an additional year (15 units) of senior level undergraduate or graduate level course work relevant to the intended field of study with an average of not less than 5.0 (B) or equivalent in the last two years (30 units).

A student proposing to undertake independent upgrading must consult the academic unit concerned before undertaking independent study as a non-degree student, as admission to the Faculty of Graduate Studies after a year of independent study is not guaranteed.

Students who have completed elsewhere an additional year of independent study as above may apply directly; however, students are encouraged to consult the academic unit concerned first as neither the academic unit nor the Faculty of Graduate Studies is obliged to accept these additional courses as qualifying for admission.

All such recommendations must be approved by the Dean of Graduate Studies.

None of the courses taken for credit for the purpose of independent upgrading may be considered for credit toward the graduate program.

Admission as a mature student

Applicants with a four-year baccalaureate degree or equivalent and whose grade point average is below 5.0 (B) but who normally have at least four years relevant experience may be admitted to a certificate, diploma, or Master's program as mature students provided they are recommended by the academic unit. Submission of a complete resumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies.

Direct admission to doctoral programs is not permitted, but mature students in a Master's program may be eligible for transfer to the doctoral program after a minimum of two terms (see Transfer from a Master's to a Doctoral Program).

October 22, 2026

Admission without a ~~B~~baccalaureate

In exceptional cases, applicants without a four-year baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant expertise, professional experience, or formal training, that would prepare them for successful study in a specific certificate, diploma, or Master's program may be admitted provided they are recommended by the academic unit. Submission of a complete resumé is required, along with a detailed justification from the unit of the relevance of the applicant's experience to the proposed area of study, and a plan from the unit listing additional formal course work designed to mitigate any academic deficit.

Direct admission to doctoral programs is not permitted, but non baccalaureate students in a Master's program may be eligible for transfer to the doctoral program after a minimum of two terms (see Transfer from a Master's to a Doctoral Program).

Such recommendations must be approved by the Dean of Graduate Studies, who will set a quota on the number of such students permitted in any academic unit.

Admission to non-degree course work

Applicants wanting to take courses in the Faculty of Graduate Studies that are not for credit toward a degree at the University of Victoria may be admitted as non-degree students. Such students may be admitted under the following three categories:

1) Visiting students

Visiting students are admitted on the basis of a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another recognized institution. Applicants in this category must complete an application for admission and provide a Letter of Permission or equivalent from the home institution. International students will be required to provide transcripts and evidence of English Language Proficiency.

2) Exchange students

Exchange students may be admitted under the provisions of the Western Deans' Agreement or other formal exchange agreements. If a student is admitted as an exchange student, all tuition fees will be waived. In some cases, course surcharges may apply.

Applicants under this category must submit documentation from their home institution certifying the applicant as an exchange student under the provisions of an approved exchange agreement. Courses to be taken toward their degree must be specified in the documentation. International students will be required to provide transcripts as evidence that their home academic program is at the graduate level. Evidence of English competency adequate for the successful participation in the program must be provided. The level of proficiency and the manner in which it must be demonstrated will be stated in the exchange agreement approved by the university.

The International Centre~~Office~~ for Students provides pre-arrival support, orientation on arrival and ongoing assistance for international students after they have been accepted to study at UVic.

3) Non-degree students

Students who wish to improve their academic background may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedure as degree-seeking applicants.

Fees for non-degree course work

None of the fees paid as a non-degree student may be applied to the graduate degree. Fees for courses taken as a non-degree student will be charged on a per unit basis as outlined under "Tuition for Non-degree Students" .

Visiting research students

Graduate Students currently registered at a recognized institution who wish to participate in research under the supervision of Faculty members at the University of Victoria may be considered for admission to UVic as visiting research students.

Visiting research students will be registered in either GS 503, Canadian Visiting Research Student (3.0 Units), or in GS 504, International Visiting Research Student (3.0 Units). There are no tuition fees charged for these registrations. Visiting research students will have access to basic research services (e.g. library, e-mail access, computing). Basic student services (e.g. recreation facilities and transit passes) can be arranged provided that the applicable fees are paid by the student.

A completed 'Graduate Visiting Research Agreement' form is submitted to the Graduate Admissions and Records Office and approved by the Dean of Graduate Studies before the student is able to attend UVic. This form must be signed by the visiting research student, the home supervisor/s, and the UVic supervisor/s to address issues such as intellectual property, stipend and benefits, travel costs, access to research equipment and supplies, research ethics, and space etc.

Visiting research students who wish to take additional courses for credit aside from their research course must apply as Non-Degree student and must pay appropriate fees.

Admission to a second ~~M~~master's or second ~~D~~doctoral ~~D~~degree

A student who has a master's or doctoral degree from the University of Victoria or the equivalent degree from a recognized institution may be allowed to pursue graduate studies leading to a second master's or doctoral degree if the following requirements are met:

- The student must meet the requirements for admission to the program.
- The principal academic emphasis of the second degree must be distinct from that of the first degree.
- At least 15 (for the master's degree) or 30 (for the doctoral degree) units of credit must be completed beyond those units required in the previous degree.
- The student must meet all program and graduation requirements for the second degree beyond those required for the first degree.
- None of the research done for the first degree may be used for the second degree; as well, the supervisor for the first degree cannot be nominated to supervise the second degree.
- Such recommendations must be approved by the Dean of Graduate Studies.

October 22, 2026

Admission to ~~D~~doctoral degree programs (page link)

Qualified applicants may be admitted to either a research-based doctoral degree (PhD) or a professional doctorate.

Admission to a research-based doctoral degree (PhD)

Admission to a research-based doctoral program requires evidence that the applicant is capable of undertaking substantial original research. Such capability will be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees and the completion of a master's thesis or other scholarly work.

Admission to a professional doctorate

Admission to a professional doctorate program requires evidence that the applicant is capable of undertaking advanced practice-based scholarship within a particular professional field. Normally, this will include a specific number of years in a relevant professional field of practice, to be determined by the academic unit. Such capability will be judged from two assessment reports or letters of reference, one of which will be from a professional reference, sent directly to the Graduate Admissions and Records Office from qualified referees, in addition to the completion of a master's thesis or other scholarly work.

Candidate status

All doctoral students are admitted as provisional candidates until they have passed their candidacy examinations, at which time they are automatically classified as candidates for the relevant degree (PhD or professional doctorate).

Admission without a ~~M~~master's degree

Applicants without a master's degree must have either:

- a baccalaureate degree as defined above from a recognized institution with a cumulative grade point average of 7.0 (A-) on the final two years of the bachelor's degree (see Minimum Degree Requirements), or
- completed at least two terms in a master's program at UVic.
- in addition, admission to a professional doctorate degree without a master's will require significant professional experience in relevant field of practice (to be determined by the academic unit).

Transfer from a ~~M~~master's to a ~~D~~doctoral program

A transfer from a research master's to a research-based doctoral program (PhD) may be recommended to the Dean of Graduate Studies by the academic unit. Requests for transfer will normally be considered at any time after two terms in a ~~M~~master's program. Fee installments paid towards the minimum

program fee for the master's program will be applied towards the minimum fee requirement for the PhD program. Completion is required within seven years from the date of the first registration in the master's program and the deadline for candidacy is similarly set at three years from the date of the first registration in the master's program. Some programs have established shorter candidacy deadlines: these will be applied unless otherwise specified by the graduate advisor. Students who are recommended for transfer to the doctoral program within the same academic unit are not normally required to submit additional assessment reports or letters of reference.

Students may not transfer from a ~~M~~master's to a professional doctorate degree without evidence of significant professional experience in the relevant field of practice.

October 22, 2026

Degree completion and graduation (page link)

The University Senate grants degrees in October and May each year prior to the awarding of degrees at convocation ceremonies in November and June, respectively. Graduates become members of the Convocation of the University as soon as their degrees are granted by the Senate, which generally occurs several weeks before the convocation ceremony. Students who require proof of degree completion prior to convocation can obtain a letter from the Graduate Admissions and Records Office.

Each candidate for a degree, diploma or certificate must complete a formal application for graduation, available in the Graduating students section of the UVic website. Students must apply for graduation to be awarded their degree. The deadlines to submit completed applications are as follows:

- November 15 for students completing in December for spring graduation
- February 15 for students completing in April for spring graduation
- July 15 for students completing in August for fall graduation

The deadline for completing all requirements for the degree is 3pm of the final business day in the term in which the Oral Examination, Final Project or Capstone Course are completed. Details are available on the web site of the Faculty of Graduate Studies.

Students can be considered for awarding of a degree only when all of the following requirements have been satisfied:

1. For doctoral and master's with thesis candidates, submission of the final copies of the dissertation or thesis. Regulations governing the proper submission are set out on the faculty website. Only the latest version of these instructions is valid. Normally, a copy of all approved dissertations and theses will be published and held in the institutional repository. Students should note that submission to UVicSpace is final: normally no revisions will be permitted once the thesis has been submitted.
2. Submission of the Letter of Recommendation for the program from the academic unit to the Graduate Admissions and Records Office. This letter states that all academic requirements have been completed.
3. Payment of all outstanding fees. Those who have outstanding accounts will not receive a diploma or be issued any transcripts. Students should especially be aware of the minimum program fee for graduate degrees. All students should check their fee status at the Graduate Admissions and Records Office.

Deposition of ~~T~~theses and ~~D~~dissertations in the U~~v~~Vic repository

The results of research conducted at the University of Victoria are required to be made available to the public in a timely fashion, and so theses and dissertations must be placed in the institutional repository, UVicSpace, immediately following submission of the thesis/dissertation approval form.

Delay of publication in UVicSpace

The University recognizes that deposition in UVicSpace has the potential to jeopardize patents or independent publications. Therefore, a delay in publishing the thesis or dissertation in the university

repository for an initial period of twelve months from the date of the oral examination will be granted upon the submission of a completed withholding form. Renewal of the delay may be requested on an annual basis upon submission of a completed withholding form accompanied by a statement outlining ongoing progress made toward patents or independent publications during the preceding twelve months. The blank withholding form and further information about withholding policy can be obtained from the Faculty of Graduate Studies website.

Authors publishing their thesis or dissertation outside the repository must disclose any contractual obligation with an independent publisher designed to extend the withholding period past the date of independent publication. The withholding form must be accompanied by a copy of the contract with the independent publisher. Under no circumstances will the Dean of Graduate Studies consent to the permanent withholding of a thesis or dissertation.

Transcript of academic record

On request of the student, a certified transcript of the student's academic record can be sent by the Office of the Registrar and Enrolment Management directly to the institution or agency indicated in the request. Each transcript will include the student's complete record at the University to date.

Students' records are confidential. Transcripts are issued only at the request of students. All transcript requests must be accompanied by payment (see Other Graduate Fees). Transcripts will be issued within five working days after a request is received, unless a priority request is made. See the Transcripts section of the UVic website for more details.

Transcripts will not be issued until all financial obligations to the University have been cleared. Students who require proof of degree completion prior to convocation can request a letter from Graduate Admissions and Records.

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Time limits (page link)

The time limits shown below are University of Victoria requirements and are in no way related to time limits established by funding agencies or loan remission programs. Contact your sponsor or student loan office for details on time limits for those purposes.

Students with permanent disabilities may apply for a time limit extension for reasons directly related to their disability. Requests for such extensions must be directed in writing to the Office of the Dean of Graduate Studies and must be accompanied by a supporting letter from the Centre for Accessible Learning or from a physician. CAL advisers will certify that the request for an extension is supported by documentation supplied by the student in accordance with the Policy on Providing Accommodation for Students with a Disability.

Where a time extension due to a disability is granted the program extension fee will not apply and students will be charged the standard re-registration fee for each term until degree completion.

For more information on applying for a time extension for reasons associated with a disability, contact the Centre for Accessible Learning at 250-472-4947 or infocal@uvic.ca.

Students must obtain approval for a program extension prior to the time limit expiry date. Students with course work forming part of the degree requirements that is more than 10 years old at the time of the program extension may be required to demonstrate currency within their field of study before the extension is granted. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

Students who fail to obtain permission for an extension prior to the time limit expiry date will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated must have a letter of recommendation forwarded from the academic unit to the Dean of Graduate Studies. If approval is given, an application for reinstatement must be submitted and a fee must be paid to the Graduate Admissions and Records Office

Time limit for ~~D~~doctoral degrees

Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years from the date of first registration in the program. If a student transfers to a doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Time limit for ~~M~~master's degrees

Normally, a student proceeding toward a master's degree will be required to complete all the requirements for the degree within five years from the date of the first registration in the master's degree. In no case will a degree be awarded in less than twelve consecutive months from the time of first registration.

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Time limit for ~~G~~graduate ~~D~~diplomas and ~~C~~certificate programs

Normally, a student proceeding toward a Graduate Diploma or Certificate will be required to complete all program requirements in three years (Diploma) or two years (Certificate) from the date of the first registration in the program.

Time limit for students in ~~C~~co-operative education programs

Students who enrol in co-operative education work terms and who are not registered in academic coursework will have the equivalent length of time added to their normal time limits for completion times, to a maximum of 3 terms (12 months). Students may undertake more than 3 terms of Co-op work with the permission of their home academic unit, but these terms will be included within the time limit for completion.

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Graduate ~~Studies C~~committees, ~~A~~advisers, and ~~S~~supervisors (Page Link)

~~In the case of professional master's program a supervisory committee is normally not be required.~~

Academic unit ~~G~~graduate ~~Studies C~~committee

The Faculty of Graduate Studies strongly recommends that each academic unit have a ~~G~~graduate ~~Studies C~~committee and that this committee be chaired by the academic unit's ~~G~~graduate ~~Studies A~~adviser. The responsibilities of this committee may include such tasks as admission decisions, curriculum deliberations and administration of candidacy examinations. The Faculty also strongly recommends that the academic unit's ~~G~~graduate ~~Studies C~~committee have a graduate student representative.

Academic unit ~~G~~graduate ~~Studies A~~advisers

The academic unit's ~~G~~graduate ~~Studies A~~adviser is the formal liaison officer between the academic unit and the Faculty of Graduate Studies. The academic unit's ~~G~~graduate ~~Studies A~~adviser makes recommendations to the Faculty of Graduate Studies on the following matters: admission to graduate programs, awards administered by the Faculty of Graduate Studies, changes to the student record including degree program, supervisory committee and registration. A request for an oral examination must also be signed by the academic unit's ~~G~~graduate ~~Studies A~~adviser. The academic unit's ~~G~~graduate ~~Studies A~~adviser will normally chair the academic unit's ~~G~~graduate ~~Studies C~~committee.

Primary ~~A~~academic ~~S~~supervisors for ~~R~~research ~~M~~master's and ~~R~~research-~~B~~based ~~D~~doctoral ~~D~~degrees

Students in ~~all~~ research-based doctoral programs and research master's ~~programs~~ will have a member of the Faculty of Graduate Studies assigned as a primary academic supervisor~~, faculty adviser or mentor~~ to counsel the student in academic matters. In the case of professional master's programs, a mentor or advisor may be assigned but a supervisory committee is normally not required.

The primary academic supervisor must be from the academic unit offering the degree program. The primary academic supervisor is normally a Regular member of the Faculty of Graduate Studies (see Membership in the Faculty of Graduate Studies, below). However, with the support of the academic unit and permission of the Dean, an Associate member may be named as primary and sole academic supervisor.

In particular, the primary academic supervisor must be aware of Calendar and Faculty of Graduate Studies regulations. In consultation with the student, the primary academic supervisor is responsible for ensuring the nomination of supervisory committee members. ~~In the case of professional master's program a supervisory committee is normally not be required.~~ The supervisor provides guidance to the student on the nature of research, the standards expected, the adequacy of progress and the quality of work. See the document "Graduate Supervision Policy" on the Faculty of Graduate Studies website for more information.

The primary academic supervisor should maintain contact with the student through mutually agreed upon regular meetings, and be accessible to the student to give advice and constructive criticism. Supervisors who expect to be absent from the University for an extended period of time are responsible

for making suitable arrangements with the student and the academic unit's ~~G~~graduate ~~Studies A~~adviser for the continued supervision of the student or for requesting the academic unit to nominate another supervisor. Such absences and the resulting arrangements must be approved by the Dean of Graduate Studies.

Co-~~S~~supervisor

Students who have a designated primary academic supervisor may also have a maximum of one co-supervisor designated in cases where the level of supervision and/or support to be provided by the co-supervisor is greater than normally expected from regular members of a supervisory committee. The co-supervisor is not required to be nominated by the same academic unit as the student but must be a member of the Faculty of Graduate Studies. Associate members are normally limited to co-supervisory roles (see Membership in the Faculty of Graduate Studies, below).

Supervisory committees

Students in all research-based doctoral programs and students in ~~thesis and project-based~~ research ~~M~~master's programs will have a supervisory committee nominated by the academic unit and approved by the Dean of Graduate Studies. Students in a professional master's are normally not required to have a supervisory committee. The academic supervisor will facilitate all activities of the supervisory committee. All members of a supervisory committee must be a member of the Faculty of Graduate Studies.

Within the first two terms of attendance in a graduate degree program, a primary supervisor must be nominated. Within three terms of first registration in a thesis, project or dissertation, praxis or portfolio the remainder of the supervisory committee shall be nominated and recorded on the student's academic record.

The duties of the committee include: recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit's regulations; supervision of the project, thesis or dissertation, praxis or portfolio; participation in the final oral examination when the program prescribes such an examination. The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate. See the document "Graduate Supervision Policy" on the Faculty of Graduate Studies website for more information.

Co-~~E~~equal ~~S~~supervisory ~~C~~committees

In the case where student mentorship is envisioned or required to be an equal partnership among members of the supervisory committee, with the permission of the Dean of Graduate Studies and the head of the student's home academic unit, the supervisory committee may be structured as a committee of co-supervisors having equal responsibilities in mentorship of a student. Members of a Co-Equal Supervisory Committee must each agree to full participation in all the mentorship duties normally undertaken by the primary academic supervisor, such as:

- being aware of Calendar and Faculty of Graduate Studies regulations
- providing guidance to the student on the nature of research and the standards expected
- assessing the adequacy of progress and the quality of work
- maintaining contact with the student through mutually agreed upon regular meetings
- being accessible to the student to give advice and constructive criticism

as well as those normally undertaken by the co-supervisor and members of the supervisory committee, such as:

- recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit regulations
- supervision of the project, thesis or dissertation, praxis or portfolio
- participation in a final oral examination when the program prescribes such an examination.

Consistent with the requirements for Membership in the Faculty of Graduate Studies, all members of a Co-Equal supervisory committee must have supervisory or co-supervisory privileges. At least one member of the committee must meet the eligibility requirements of a primary academic supervisor with corresponding supervisory privileges. The composition of the Co-Equal Supervisory Committee must otherwise conform to that normally required for the degree program. One member of the Committee who meets the eligibility requirements of a primary academic supervisor will be nominated by the committee to the Faculty of Graduate Studies as responsible for all administrative duties associated with the supervision of the student and will ensure that there is effective communication among the Faculty of Graduate Studies, the members of the supervisory committee, the academic unit, and the student. A Co-Equal supervisory committee requires significant engagement from all members, and requests to the Dean of Graduate Studies to form a Co-Equal supervisory committee must include a compelling rationale and a plan to ensure timely progression of the student. Supervisors are encouraged to seek advice from an Associate Dean of Graduate Studies before making a formal application. Applications are on FGS Forms and Polices page.

Membership in the Faculty of Graduate Studies

Members of the Faculty of Graduate Studies have the privileges of teaching graduate courses, supervising and/or co-supervising graduate students, and chairing examination committees. Members must demonstrate a continuing commitment to scholarly, professional and/or artistic achievement and, where appropriate, maintain their professional credentials. As supervisors and members of supervisory committees, they play a key role in mentoring graduate students. Appointments to membership in the Faculty of Graduate Studies are made by the Dean of the Faculty of Graduate Studies upon the recommendation of the academic unit, in one of three categories.

i. **Regular membership** is restricted to tenured and tenure track faculty members appointed at the University of Victoria. Membership will normally be granted for the length of the member's academic appointment and with all supervisory privileges within their home Academic Units.
ii. **Associate membership** is restricted to non-tenured or non-tenure-track teaching faculty, adjunct and limited term faculty, postdoctoral fellows, and sessional instructors appointed at the University of Victoria who wish to serve on supervisory committees or to supervise graduate students. Membership will normally be granted for the length of the member's academic appointment to a maximum of 5 years, renewable as appropriate, and with only those privileges that the Academic Unit recommends and the Dean of Graduate Studies approves. Any faculty members, including Regular members of the Faculty of Graduate Studies, who wish to supervise students outside their home Academic Unit must apply for Associate membership through the outside unit. Regular members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to supervise or co-supervise graduate students must secure and maintain an Adjunct appointment to qualify for Associate membership.
iii. **Affiliate membership** is intended for appropriately qualified individuals who do not hold academic appointments at the University of Victoria but wish to serve as inside or outside members on supervisory committees. Membership will normally be granted upon request of the

Academic Unit, either for the duration of study of a particular student or, in the case where the individual may be asked to serve on several student committees, for a maximum of 5 years, renewable as appropriate, and with only those privileges that the unit recommends and the Dean of Graduate Studies approves. Affiliate members may not supervise or co-supervise graduate students. Regular Members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to serve on supervisory committees are eligible for Affiliate status.

Procedures for applying for membership in the Faculty of Graduate Studies can be found on the Faculty of Graduate Studies website.

Composition of the ~~S~~supervisory ~~C~~committee: ~~D~~doctoral degrees

Listed below are the minimum requirements for doctoral supervisory committees. Additional supervisory committee members who are on the Faculty of Graduate Studies membership list may be added without the approval of the Dean. All committee members must be members of the Faculty of Graduate Studies or have had specific permission from the Dean of Graduate Studies to serve as a member.

Research-~~B~~based ~~D~~doctoral ~~D~~degree (PhD) programs

All members of the PhD Doctoral supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least three members, one of whom is the primary supervisor, one may be a co-supervisor. At least two of the members must be from the home academic unit. One of the members must be from outside the home academic unit:

- Member #1: The primary supervisor must be from the home academic unit
- Member #2: May be a co-supervisor or a committee member from inside or outside the home academic unit
- Member #3: A committee member from inside or outside the home academic unit

Professional ~~D~~doctorate programs

All members of the supervisory committee for professional doctorates must be current members of the Faculty of Graduate Studies or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least three members, one of whom is the primary supervisor, one may be a co-supervisor. At least two of the members must be from the student's home academic unit. One member must be from outside the student's home academic unit. For the professional doctorate the outside member will commonly represent a relevant industry or professional organization:

- Member #1: The primary supervisor must be from the home academic unit
- Member #2: May be a co-supervisor or a committee member from inside or outside the home academic unit
- Member #3: A committee member from inside or outside the home academic unit

Doctoral ~~D~~degrees by special arrangement

As in Research-based Doctoral Degree (PhD) Programs, with the provisos that at least one member must be from an academic unit with an active PhD program, and at least one member must have supervised a

successful PhD candidate.
Special arrangement doctoral degree options are not available for a Professional Doctorate.

Individual ~~i~~interdisciplinary ~~Ddd~~octoral ~~Ddd~~egrees

As in ~~Rr~~research-based ~~Ddd~~octoral ~~Ddd~~egree (PhD) ~~Ppp~~rograms, with the provisos that there must be co-supervisors from two relevant academic units, at least one of whom must be from an academic unit with an active PhD program and at least one member must have supervised a successful PhD candidate. Individual interdisciplinary doctoral degree options are not available for a ~~Ppp~~rofessional ~~Ddd~~octorate.

Composition of the ~~Sss~~upervisory ~~Ccc~~ommittee: ~~Mmm~~aster's degrees

Listed below are the minimum requirements for master's supervisory committees. Additional supervisory committee members who are on the Faculty of Graduate Studies membership list may be added without the approval of the Dean. All committee members must be members of the Faculty of Graduate Studies or have had specific permission from the Dean of Graduate Studies to serve as a member.

~~Master's degrees with theses in regular~~ Research ~~Mmm~~aster's degrees programs

All members of the ~~Mmm~~aster's supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least two members one of whom is the primary supervisor:

- Member #1: The primary supervisor -- must be from the home academic unit
- Member #2: May be a co-supervisor or committee member from inside or outside the home academic unit

~~Project-based Master's degrees in regular Master's degrees programs~~

~~All members of the Master's supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least two members one of whom is the primary supervisor:~~

- ~~Member #1: The primary supervisor -- must be from the home academic unit~~
- ~~Member #2: May be a co-supervisor or committee member from inside or outside the home academic unit~~

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~~Course-only Master's degrees in regular~~ Professional ~~M~~master's degrees programs

In the case of a professional master's program a supervisory committee is normally not required.

The faculty supervisor, faculty adviser or mentor and members of the supervisory committee, if one is struck, must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies.

The faculty supervisor, faculty adviser or mentor will be from the student's home academic unit. Where a supervisory committee is struck, membership will be the same as for ~~project-based~~ research ~~M~~master's degrees.

Research ~~M~~master's degrees by special arrangement (with theses or projects)

As in ~~R~~regular ~~M~~master's ~~D~~degree ~~P~~programs, with the provisos that at least one member must be from an academic unit with a regular graduate degree program and at least one member must have supervised successful candidates for graduate degrees. The final oral examining committee must include at least one person from outside the home academic unit.

~~Project-based and Course-only Master's degrees by special arrangement~~

~~As in Regular Master's Degree Programs above, with the proviso that the faculty supervisor, faculty adviser or mentor must be from an academic unit with a regular graduate degree program, and must have supervised successful candidates for graduate degrees.~~

Individual ~~I~~interdisciplinary ~~M~~master's ~~D~~degrees

As in ~~Regular~~ Rresearch ~~M~~master's ~~D~~degree ~~P~~programs, with the provisos that there must be co-supervisors from two relevant academic units, at least one of whom must be from an academic unit with a regular graduate degree program, and at least one member must have supervised successful candidates for graduate degrees.

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Examinations (page link)

General regulations

In all doctoral programs and all research master's degrees with thesis that require a final oral examination, students must be registered in dissertation, praxis or portfolio (699/697) or thesis (599) at the time of the oral defence. Students in a professional master's would not typically undergo an oral examination and would typically complete a capstone course, final paper, or written examination instead.

For ~~project-based~~ research master's degrees in which a student is completing a research project, ~~extended~~major research paper or ~~, work~~ report ~~etc.~~ (598) the academic units may require a written comprehensive examination, or an oral examination, or both. Students completing a project must be registered in project (598) at the time of oral defence.

~~Students in a professional masters would not typically undergo an oral examination and would complete a capstone courseor written examination instead.~~

Students may proceed to an oral examination when the supervisory committee is satisfied that the dissertation, praxis, portfolio, thesis or project represents an examinable product for the degree requirements. The supervisory committee for 599 (thesis) and 699/697 (dissertation, praxis or portfolio) confirms this by signing the Request for Oral Examination form. This form must be submitted to the Dean of Graduate Studies 30 working days for PhD students and 20 working days for thesis master's students prior to the date of the oral examination. Instructions concerning the appropriate procedures to follow for oral examinations can be found on the website of the Faculty of Graduate Studies.

Before proceeding to the oral examination, students should normally have a cumulative grade point average of not less than 5.0 on all courses taken for credit in the Faculty of Graduate Studies. Any language requirement must be met before the student proceeds to the oral examination.

The Dean of Graduate Studies will appoint a Chair from outside the academic unit for the 599 and 699/697 final oral examination. Regular and Associate members of the faculty of Graduate Studies are eligible to serve. Oral examinations are open to the public. Notice of examination will be communicated to all faculty members involved and to each academic unit prior to the examination.

It is expected that all oral examinations will take place on the UVic campus. Any deviation from this policy requires permission from the Dean of Graduate Studies. The student and all supervisory committee members are normally expected to be present at the oral examination either in person, or virtually. The committee members' signature on the "Request for Oral Examination" form or "Checklist for Non-Thesis Examinations" constitutes an agreement to attend the examination at the scheduled time. In the event that a faculty member is unable to attend in person or virtually, the member is expected to provide questions for the examination, and is responsible for finding a proxy to attend the examination and ask the questions of the candidate. The proxy must be a member of the Faculty of Graduate Studies. It is advisable that the proxy have some substantive knowledge of the area or be knowledgeable in the research methodology. The proxy is expected to assess the student's responses; however, the proxy does not vote on the outcome of the examination. The proxy does not replace the absent member of the committee, but merely represents the absent member at the oral examination. Therefore, the faculty member on the committee is still expected to sign the Dissertation/Thesis Approval Form.

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Regulations governing administration of University examinations

Each faculty assumes complete responsibility for the invigilation of its own examinations.

- The invigilator is responsible for ensuring that the academic integrity of the examination is maintained in the examination environment for the benefit of the institution and students. The maintenance of academic integrity will be accomplished through methods that may vary by faculty, instructor and discipline.
- If a student is required to take an examination online (whether on campus or remotely), instructors must specify the required software (must be UVic approved) and equipment (such as a computer and/or a video camera) at the beginning of the course and must include this information in the course outline or syllabus.
- Students are subject to supervision at all times while in the examination environment during the entire timeframe of the examination.
- The examination environment includes the room in which the examination is being written as well as the hallways and washrooms adjacent to the examination room.

In-person Examinations

Identification, entering and exiting the examination

- Students are required to present identification upon entering the examination room. Acceptable forms of identification include the physical UVic ONECard or valid (non-expired), government issued photo ID.
- Students may not enter the examination room until invited to do so by the invigilator in charge.
- Students may not enter the examination room after the expiration of the first half hour, nor leave during the first half hour of an examination.
- Students may not leave the examination room without first delivering their examination booklets to the invigilator.
- Students are expected to limit the number of washroom breaks they take during an exam due to the disruption breaks cause to other students writing the exam and due to the increased opportunity for a violation of the Policy on Academic Integrity that can occur during a break. Students should be aware that washroom breaks may be limited to one student at a time, students may be escorted to and from the washroom by an invigilator.
- The invigilator may require students to remain quietly in their seats for the last 15 minutes of the examination.
- Students leaving or entering examination rooms should do so quietly to avoid disturbing others and are asked not to gather in adjacent corridors in consideration of students who are still writing.
- Students must leave the examination environment upon completion of the examination.

Permitted/restricted materials

- Students should not bring valuables (e.g. laptops, tablets) to the examination environment as the university is not responsible for theft of personal items. Cell phones must be turned off and left with students' personal belongings at the location instructed.
- Students may not have any materials nor equipment (e.g. calculator, translator) that are not provided by the invigilator or authorized, in advance, by the instructor in charge of the course or

have any mobile electronic devices (e.g. cell phones, wearable technology) in their possession. All materials or equipment are subject to inspection.
- Students may bring food and drink to consume during the examination provided they are in a container that has had all labels removed prior to entering the examination environment.
- The invigilator may inspect containers.

Communication during the examination

- Students may not communicate in any way with each other.
- Students who wish to speak to the invigilator should raise their hand.
- Students should report possible instances of cheating to the invigilator.
- Students should report distractions, such as repetitive or excessive noise, to the invigilator without delay.
- Students may request a washroom break or report illness.
- If there are other complaints with the examination, the student should communicate their concern to the academic unit within 24 hours of the conclusion of the examination.
- In cases of extreme misconduct, such as disruptive behaviour, the invigilator is empowered to expel students from the examination room. Under such circumstances, an investigation surrounding the misconduct will be initiated and a penalty imposed, where appropriate, that may include the student's requirement to withdraw from the university.

Online Examinations

Online examinations may or may not be invigilated. There may be a fixed start time for all students (except those who have academic accommodations), or a flexible start time in which students may begin their exam anytime within a set period.

Before the Examination

- If possible, students should install and test any required examination software before the day that they take their examination, so that any technical issues can be resolved.
- The examination software may require students to turn on their video camera, enable screen-sharing, and present identification (or enter their Netlink ID and passphrase).

During the Examination

- For invigilated examinations, an invigilator may view a student’s camera feed during the examination.
- The examination software may lock or restrict other software on a student’s computer, such as web browsers.
- Students may not have any materials nor equipment (e.g. calculator, translator) that are not provided by the invigilator or authorized, in advance, by the instructor in charge of the course. Unauthorized cell phones, tablets, wearable technology, or other electronic devices must not be used. Students are responsible for clearing their desk space and the immediate area around them of any devices or materials (books, papers, etc.) that are not permitted during the examination.
- Students are responsible for notifying others not to disturb them during the examination.
- Snacks and drinks (with all labels and wrappers removed) are permitted.
- Brief washroom breaks are permitted.

- If a student has questions about an examination, then they should contact their instructor if the instructor has stated that they will take questions during the examination. Otherwise, the student should state their assumptions (if any) in their answer and contact their instructor after the exam.
- Students who experience technical issues should immediately alert the invigilator or, if there is no invigilator, their instructor (or a designated technical support person).

Illness or family affliction

- Students who fall ill or experience an emergency during an examination should report at once to the invigilator and notify their instructor as soon as possible. If the student is writing online with no invigilator, then the student should stop their examination and report to their instructor as soon as possible.
- Students who cannot write their examination due to unexpected and unavoidable circumstances or conflicting responsibilities (as defined in the Academic Concessions regulation) should report the circumstances immediately to their instructor and request an academic concession via the Office of the Registrar and Enrolment Management .
- A student who completes all course requirements, including writing the final examination, is not eligible for an academic concession. Exceptions may only be considered by the Dean (or designate) of the student's faculty if there is supporting documentation that the student was not medically or otherwise fit to make a decision on whether or not to write the examination. A request for academic concession must be submitted to the Office of the Registrar and Enrolment Management as soon as possible after the examination and before the results of the examination are known. If a student begins or writes an examination while ill and reports this to the invigilator or academic unit during or immediately following the examination, the student may be eligible for consideration of a deferral in the course.

Examining committees

For doctoral programs and for master's with thesis, the role of the examining committee is to assess the dissertation or thesis and to conduct an oral examination based on that dissertation or thesis. For project-based master's, the role of the examining committee is to assess the independent work and to conduct an oral examination based on that work. The examining committee may also evaluate and examine other aspects of the degree such as specified course work or an understanding of any required reading list.

Composition of Final Oral Examining Committees

Research-based ~~D~~doctoral degrees (PhD)

The supervisory committee plus a Chair and at least one other examiner from outside the University. Such external examiners are appointed by the Dean of Graduate Studies in consultation with the academic unit(s), and must be arm's-length authorities in the field of research being examined. Once the external examiner has been selected, there may be no communication about the student or their dissertation between the External Examiner and the supervisor, committee members, or student prior to the oral defence. If communication is necessary, it must be made through the Office of the Dean of Graduate Studies.

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Professional ~~D~~doctorates

The examining committee for students in a professional doctorate includes the supervisory committee plus a Chair and an external examiner who must be a faculty member from outside UVic or an appropriately qualified individual from the professional field of practice (and who does not hold any official appointment from UVic). Such external examiners are appointed by the Dean of Graduate Studies in consultation with the academic unit(s) and must be arm's-length authorities in the field of practice being examined. Once the external examiner has been selected, there may be no communication about the student or their dissertation between the External Examiner and the supervisor, committee members, or student prior to the oral defence. If communication is necessary, it must be made through the Office of the Dean of Graduate Studies.

Research ~~M~~master's ~~degrees~~ with theses

The supervisory committee plus a Chair appointed by the Faculty of Graduate Studies plus an external examiner who has had no previous involvement with graduate supervision of the candidate. The external examiner may be from within the home academic unit, provided that there is at least one non-unit member on the supervisory committee. Once the external examiner has been selected, there may be no communication about the student or their thesis between the External Examiner and the supervisor, committee members, or student prior to the oral defence. If communication is necessary, it must be made through the Office of the Dean of Graduate Studies.

Research ~~M~~master's with ~~P~~projects ~~based Master's degree~~

The supervisory committee plus an examination Chair.

Results of oral examinations (~~D~~dissertations, ~~P~~praxis, ~~P~~portfolio and ~~T~~theses)

In the case where the student is supervised at the time of the examination by a **Co-Equal Supervisory Committee**, for the purposes of determining the Outcome of the Oral Examination and for oversight of any revision, the "Primary Supervisor" shall be that member of the supervisory committee named as the **Primary Contact** with the Faculty of Graduate Studies.

Outcome

The decision of the examining committee shall be based on the content of the dissertation, praxis, portfolio or thesis as well as the student's ability to defend it. At the conclusion of the examination, the committee shall recommend one of the following results:

1. **The dissertation, praxis, portfolio or thesis is acceptable as presented or, at most, subject to Editorial changes, and the oral defence is acceptable.**
   Editorial changes include any revision that does not substantively alter the content or argument of the written work, such as correction of typographical or punctuation errors, adjusting the pagination, or moving figures or tables to be proximal to the textual reference.

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ACTIONS:

i. All members of the examining committee sign the Thesis/Dissertation, Praxis, Portfolio Approval Form (brought to examination by the Primary Supervisor) and the Chair's Report.
ii. The Primary Supervisor shall review and approve all editorial changes.
iii. The Chair of the academic unit and the student's Primary Supervisor shall sign the academic unit's Letter of Recommendation.

2. **The dissertation, praxis, portfolio or thesis is acceptable subject to Minor revision and the oral defence is acceptable.**
Minor revisions are more than correction of typographical or punctuation errors. Typical examples of Minor revisions include clarification of textual material, the qualification of research findings or conclusions, the addition of supplemental bibliographic references and their acknowledgement in the primary text, or minor additions that improve the reading and understanding of the dissertation or thesis.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. All members of the examining committee except the Primary Supervisor sign the Thesis/Dissertation, Praxis, Portfolio Approval Form.
iii. The Chair ensures that all members of the examining committee forward or commit to forwarding their corrections to the Primary Supervisor and/or student. This shall usually take the form of a written list or an annotated dissertation or thesis from each member.
iv. The Primary Supervisor is responsible for ensuring that the revisions are satisfactorily completed. In the case where the committee members' suggested minor revisions are not in agreement, the Primary Supervisor shall determine the appropriate revision to be made with deference given, if possible, to the external examiner's revisions.
v. The Primary Supervisor signs the Thesis/Dissertation Approval Form and the Letter of Recommendation when the dissertation or thesis has been revised to meet the committee's requirements.

3. **The dissertation, praxis, portfolio or thesis is acceptable subject to Major revision and the oral defence is acceptable.**
Major revisions are those of sufficient scope to warrant further review of the thesis or dissertation, praxis, portfolio by the entire examining committee.
A few examples of when a dissertation, praxis, portfolio or thesis is acceptable subject to major revisions and the oral examination is acceptable include:

- the student has convinced the examining committee of the validity of the research results during the oral examination but has failed substantively to express this in the dissertation or thesis, and the dissertation, praxis, portfolio or thesis must be restructured.
- the dissertation, praxis, portfolio or thesis requires that substantive revisions or additional new work be undertaken to meet the standard expected of the credential sought.
Note that while Major revision may include any number of minor revisions, a large number of minor revisions do not in themselves constitute Major revision.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. No one on the examining committee signs the Thesis/Dissertation, Praxis, Portfolio Approval Form at the examination.
iii. After consultation with the student, the maximum length of time permitted for the revisions (not to be less than 12 weeks and not to exceed one year) shall be set by majority vote of the committee. In the case where no recommendation receives a majority, the longest proposed time limit shall be accepted.
iv. The general nature of each necessary revision shall be set, one at a time, by majority vote of the committee. In the case of a tied vote, the requested revision shall be deemed necessary. The final list of necessary revisions must be provided to the student at the conclusion of the examination. No examiner may later require any further revision to the dissertation, praxis, portfolio or thesis.
v. The Primary Supervisor oversees all revisions, and may seek the advice of other members of the examining committee, as appropriate.
vi. When the Primary Supervisor agrees that the necessary revisions to the dissertation, praxis, portfolio or thesis have been made and are complete, the Primary Supervisor shall distribute the revised dissertation or thesis to the rest of the examining committee without unnecessary delay and at least 4 weeks before the expiration of the time limit for revision.
vii. Once the entire committee agrees that the necessary revisions have been made and are complete, the Primary Supervisor ensures that each member signs the Thesis/Dissertation, Praxis, Portfolio Approval Form.
viii. If the time limit for revision has expired and two or more members of the examination committee do not agree that the necessary revisions to the dissertation, praxis, portfolio or thesis have been made and are complete, the student will not be recommended for the degree (see 5. Failure, below).
ix. If the time limit for revision has expired and one and only one member of the examination committee does not agree that the necessary revisions to the dissertation, praxis, portfolio or thesis have been made and are complete, the Dean of Graduate Studies will sign for the single member opposed.
x. Once the Thesis/Dissertation/Praxis/Portfolio Approval form has been signed, the head of the academic unit and the student's Primary Supervisor sign the Letter of Recommendation.

4. **The examination is Adjourned.**
This result should not be confused with Failure (see 5. Failure, below). Adjournment may be called for three different types of circumstances:

a. A sudden illness or personal emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the examination to be prematurely terminated (such as fire alarm, power failure, or civil emergency); or when the technology being used breaks down and cannot be repaired in time to continue the examination.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. The Chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination.
iii. The Dean of Graduate Studies shall set a date for reconvening the examination, which shall occur without unnecessary delay and no later than six months from the date of the first examination.

iv. The student may not revise the dissertation, praxis, portfolio or thesis before the reconvened examination.

b. The external examiner casts the lone vote against finding acceptable EITHER dissertation, praxis, portfolio or thesis OR the oral examination.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. Each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination.
iii. The Dean of Graduate Studies will set a date for reconvening the examination which, while taking into account that a new external examiner may need to be secured, shall nevertheless be no later than six months from the date of the first examination.
iv. The Dean shall determine whether or not the composition of the original committee is appropriate for the reconvened examination.
v. The student, with the permission and advice of the supervisory committee, may choose to revise the dissertation, praxis, portfolio or thesis before resubmitting the document for examination. In this case, the student must submit a new Request for Oral Examination in order to attest that the supervisory committee has approved all revisions.

c. The thesis is acceptable but the student has failed the oral defence.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. Each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination.
iii. The Dean of Graduate Studies will set a date for reconvening the examination, which shall be no later than six months from the date of the first examination.
iv. The Dean of Graduate Studies shall determine whether or not the composition of the original committee is appropriate for the reconvened examination.
v. The student may not revise the dissertation or thesis before the reconvened examination.

5. **The examination is Failed.**
If two or more members of the examining committee are opposed to finding BOTH the dissertation or thesis AND the oral examination acceptable, the student will not be recommended for the degree.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. The examining committee shall collectively make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination outlining the reasons for the failure. Members of the examining committee who disagree with the outcome may submit separate reports to the Dean.
iii. A student who fails an oral examination has the right to appeal and may consult with the Dean of Graduate Studies regarding the appropriate procedures.

iv. Under exceptional circumstances, upon the advice of one or more committee members and of the head of the student's home academic unit the Dean of Graduate Studies may set aside the determined Outcome of "Fail" and sign the Thesis Approval Form and the Letter of Recommendation on behalf of the Primary Supervisor.

v. A student who is not recommended for the degree by the examining committee is ineligible for readmission to a graduate program in the same academic unit and will receive a failing grade.

Results of oral examinations (~~Project-based~~Rresearch ~~M~~master's with ~~p~~projectdegrees~~s~~)

After the examination, the committee shall recommend one of the following results:

1. **That the independent research work is acceptable and the oral defence is acceptable.**
   In this case the Chair of the academic unit and the student's primary supervisor shall sign the academic unit's Letter of Recommendation.
2. **That the independent research work is acceptable subject to minor revision and the oral defence is acceptable.**
   In this case, all members of the examining committee except the primary supervisor shall sign the Letter of Recommendation and at the end of the examination, work together to draw up a list of revisions and establish a time limit for the completion of these revisions. The primary supervisor will approve the independent research work when it has been amended to her/his satisfaction.
3. **That the independent research work is acceptable subject to major revision and the oral defence is acceptable.**
   After consultation with the candidate, the maximum length of time permitted for the revision shall be set by majority vote of the committee, but shall not exceed one year from the date of the oral examination. A detailed and complete list of the necessary revisions shall be set by majority vote of the examining committee and given to the student at the conclusion of the examination. The primary supervisor shall oversee the revision of the project. If the primary supervisor finds the revisions have met the requirements agreed at the examination, the primary supervisor shall distribute the project it to the rest of examining committee. If it is acceptable to the committee, the primary supervisor shall sign the Letter of Recommendation.
4. **That the examination be "adjourned".**
   This result should not be confused with failure (see 5. Failure, below). Adjournment may be called for two different types of circumstances:
   a. A sudden Illness or emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the exam to be prematurely terminated (such as fire alarm, power failure or natural disaster); or when the technology being used breaks down and cannot be repaired in time to continue the examination.
      When an examination is adjourned for these types of circumstances, the chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The date for reconvening shall be no later than six months from the date of the first examination.
   b. Where the written work is acceptable but the student has failed the oral defence.
      When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The Dean shall also determine whether

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or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

5. **Failure**
   If two members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the committee shall make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination outlining the reasons for this decision. A student who fails the oral examination has the right to appeal and should consult with the Dean of Graduate Studies.
   A candidate who is not recommended for the degree by the examining committee is ineligible for continuation or readmission to a graduate program in the same academic unit and will receive a failing grade.

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Master's degrees

The University of Victoria offers two types of master's degrees: (1) research and (2) professional.

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, or field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- the ability to deal with complex issues analytically, systematically and creatively;
- the ability to engage in decision making in complex and unpredictable situations;
- the ability to communicate clearly with various audiences;
- the ability to develop new skills and continue to advance their knowledge and understanding;
- the independent learning ability required for continuing professional development; and
- self-direction and originality in tackling and solving problems, and in planning and implementing tasks at a professional or equivalent level.

Research master's degrees

In addition to the criteria for all master's degrees, graduates of a research master's degree (thesis or project option) will demonstrate:

- conceptual understanding that enables the student to critically evaluate current research and advanced scholarship in the discipline; and to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses;
- capacity to independently design and execute a systematic approach to knowledge generation in keeping with the scholarly norms of the field/discipline;
- a high level of achievement in the generation and application of knowledge required in the related field; and
- mastery of the skills required to complete a complex research project, creative work, or thesis in the related field.

Professional master's degrees

In addition to the criteria for all master's degrees, graduates of a professional master's degree will demonstrate:

- the ability to critically evaluate and apply the kinds of research generally produced in their discipline(s);
- capacity to engage in knowledge translation for a professional audience;
- an in-depth understanding of the motivating concepts, problems, and insights of their degree programs;
- mastery of the skills required to engage in applied, practice-based scholarship in response to current industry/community/ professional needs or challenges; and

- the ability to lead and mobilize critical engagements with discipline-specific research through consultation, product development, workshops, and/or community engagement.

Admission to master's degree programs

Please refer to the section General and Academic Requirements and Procedures for All Graduate Students.

The minimum academic standing required is:

1. a four-year baccalaureate degree (or equivalent degree from another country) from a recognized institution
2. a grade point average of 5.0 (B or equivalent) in the work of the last two years (30 units) leading to the bachelor's degree.

In exceptional cases a student may be admitted with lower formal qualifications when there is significant experience relevant to the proposed area of scholarship (see Other Admissions). Please note that individual academic units often set higher entrance standards.

Non-graded (pass/fail) courses, credit granted on the basis of life experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used as credit toward a graduate degree program.

Admission to a research master's degree requires evidence that the applicant is capable of undertaking original research. Such capability will be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees.

Admission to a professional master's degree requires that the candidate is capable of undertaking advanced practice-based scholarship within a professional field. Normally this will include a specific number of years in a relevant professional field, to be determined by the academic unit. Such capability will normally be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees.

Transfer between master's degree programs

Students who wish to change programs at the master's level will be required to meet all of the admission requirements for the new program. Students changing degree programs to one with a higher fee structure are required to pay all the required program and degree fees for the new program. Any outstanding fees as a result of the transfer come into effect at the end of the first month after the student has been officially transferred to the new program.

Program requirements - master's degrees

When admitted to a graduate program, the student is expected to follow the program of study as described in the Graduate Calendar current at the time of their admission. If, in subsequent years, the program requirements for the same degree are altered, the student may change the requirements of their own degree to conform to the then-current calendar. A recommendation from the student's academic supervisor and graduate adviser must be forwarded to the Dean of Graduate Studies for approval as early as possible after the change to the program.

Minimum master's degree requirements

The minimum requirement for a master's degree is 15 units of work, and satisfactory completion of the prescribed program. Individual academic units may require a higher number of units at the graduate level.

Maximum allowable undergraduate units in a master's degree

A master's candidate must complete the number of graduate-level units required for the degree. Upper level undergraduate courses (courses numbered 300-499) may be included in a graduate program if pertinent to the program; no more than 3 units of upper level courses can be used to fulfill the course requirements in all master's degree programs.

Courses numbered at the 100 and 200 level may be included in the program as prerequisites but will be indicated on the student's record as FNC (For No Credit); courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations.

Research master's degrees

Research and thesis or project

1. A supervisory committee must be formed as described under "Graduate Studies Committees, Advisers, and Supervisors" below.
2. There must be evidence of independent research work which may be in the form of a thesis, project, extended paper(s), manuscript, portfolio, creative work, etc.
3. The minimum credit value for 598 (project, extended paper, portfolio, creative work, etc.) would normally be no less than 4.5 units.
4. The minimum credit value for 599 (thesis, manuscript) would normally be no less than 6.0 units.
5. There shall be a formal evaluation of all research master's degree. For thesis-based degrees (599) a final oral examination is required. For project-based degrees (598) the academic unit may require a written comprehensive examination in place of, or in addition to, an oral examination. If an oral examination is conducted, it shall be done so in accordance with the regulations under Examining Committees, and Results of Oral Examinations (project-based master's degrees).

Considerable variation is permitted in the balance between research and the course work required for the research master's degree. Students will complete either a thesis or project; not all academic units offer the option of a project as the final output of a research master's degree. When research is completed, and before the thesis or project is written, the student should consult the Faculty of Graduate

Studies' website and their home academic unit for information regarding the structure and formatting of the thesis or project to ensure acceptability of the document to the University and Library and Archives Canada.

A research master's thesis (599) is an original scholarly contribution/creative work that normally includes a general overview of relevant literature in the field of study and follows the UVic thesis guidelines. The work may be based on a body of original data produced by the student, or it may be an original research exercise conducted using scholarly literature or data produced and made available by others. A research master's project (598) demonstrates the student's understanding of, and capacity to, employ research methods appropriate to their discipline(s) and normally includes some form of written submission (in addition to the possibility of other creative outputs).

In general, a research master's candidate must demonstrate a command of the subject of the thesis or project. A thesis or project demonstrates that appropriate research methods have been used and appropriate methods of critical analysis supplied. It provides evidence of some new contribution to the field of existing knowledge or a new perspective on existing knowledge.

The general form and style of theses and projects may differ from academic unit to academic unit, but all theses and projects shall be presented in a form which constitutes an integrated submission. The thesis or project may include materials already published by the candidate, whether alone or in conjunction with others. Previously published materials must be integrated into the thesis or project while at the same time distinguishing the student's own work from the work of other researchers. For publications with multiple authors, a description of the student's contribution to the research and the student's role in each publication must be provided. Permission of the copyright holder must be obtained and documented in order for published material to be included in the thesis. At the final oral examination, the Master's candidate is responsible for the entire content of the thesis. This includes those portions of co-authored papers which comprise part of the thesis.

Professional master's degrees

1. A, faculty adviser or mentor will normally be appointed as described under "Graduate Studies Committees, Advisers, and Supervisors". Normally there will *not* be a supervisory committee.
2. Each program of study shall include an element designed to provide students with the skills to engage in applied, practice-based scholarship in response to current industry/community/ professional needs or challenges.
3. Each program of study shall include elements to provide students with an in-depth understanding of the motivating concepts, problems, and insights of their degree programs. This might be accomplished in a variety of ways such as a capstone course, a comprehensive examination, or a literature review.
4. The academic unit may require a final capstone project; the format will be at the discretion of the academic unit.

Other admissions

Admission with a three-year undergraduate degree

The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.

Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after completing Independent Upgrading:

Independent Upgrading following a three-year Baccalaureate degree

Applicants with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system may independently complete an additional year (15 units) of senior level undergraduate or graduate level course work relevant to the intended field of study with an average of not less than 5.0 (B) or equivalent in the last two years (30 units).

A student proposing to undertake independent upgrading must consult the academic unit concerned before undertaking independent study as a non-degree student, as admission to the Faculty of Graduate Studies after a year of independent study is not guaranteed.

Students who have completed elsewhere an additional year of independent study as above may apply directly; however, students are encouraged to consult the academic unit concerned first as neither the academic unit nor the Faculty of Graduate Studies is obliged to accept these additional courses as qualifying for admission.

All such recommendations must be approved by the Dean of Graduate Studies.

None of the courses taken for credit for the purpose of independent upgrading may be considered for credit toward the graduate program.

Admission as a mature student

Applicants with a four-year baccalaureate degree or equivalent and whose grade point average is below 5.0 (B) but who normally have at least four years relevant experience may be admitted to a certificate, diploma, or Master’s program as mature students provided they are recommended by the academic unit. Submission of a complete resumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies.

Direct admission to doctoral programs is not permitted, but mature students in a Master's program may be eligible for transfer to the doctoral program after a minimum of two terms (see Transfer from a Master’s to a Doctoral Program).

Admission without a baccalaureate

In exceptional cases, applicants without a four-year baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant expertise, professional experience, or formal training, that would prepare them for successful study in a specific certificate, diploma, or Master's program may be admitted provided they are recommended by the academic unit. Submission of a complete resumé is required, along with a detailed justification from the unit of the relevance of the applicant's experience to the proposed area of study, and a plan from the unit listing additional formal course work designed to mitigate any academic deficit.

Direct admission to doctoral programs is not permitted, but non baccalaureate students in a Master's program may be eligible for transfer to the doctoral program after a minimum of two terms (see Transfer from a Master's to a Doctoral Program).

Such recommendations must be approved by the Dean of Graduate Studies, who will set a quota on the number of such students permitted in any academic unit.

Admission to non-degree course work

Applicants wanting to take courses in the Faculty of Graduate Studies that are not for credit toward a degree at the University of Victoria may be admitted as non-degree students. Such students may be admitted under the following three categories:

1) Visiting students

Visiting students are admitted on the basis of a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another recognized institution. Applicants in this category must complete an application for admission and provide a Letter of Permission or equivalent from the home institution. International students will be required to provide transcripts and evidence of English Language Proficiency.

2) Exchange students

Exchange students may be admitted under the provisions of the Western Deans' Agreement or other formal exchange agreements. If a student is admitted as an exchange student, all tuition fees will be waived. In some cases, course surcharges may apply.

Applicants under this category must submit documentation from their home institution certifying the applicant as an exchange student under the provisions of an approved exchange agreement. Courses to be taken toward their degree must be specified in the documentation. International students will be required to provide transcripts as evidence that their home academic program is at the graduate level. Evidence of English competency adequate for the successful participation in the program must be provided. The level of proficiency and the manner in which it must be demonstrated will be stated in the exchange agreement approved by the university.

The International Centre for Students provides pre-arrival support, orientation on arrival and ongoing assistance for international students after they have been accepted to study at UVic.

3) Non-degree students

Students who wish to improve their academic background may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedure as degree-seeking applicants.

Fees for non-degree course work

None of the fees paid as a non-degree student may be applied to the graduate degree. Fees for courses taken as a non-degree student will be charged on a per unit basis as outlined under "Tuition for Non-degree Students" .

Visiting research students

Graduate Students currently registered at a recognized institution who wish to participate in research under the supervision of Faculty members at the University of Victoria may be considered for admission to UVic as visiting research students.

Visiting research students will be registered in either GS 503, Canadian Visiting Research Student (3.0 Units), or in GS 504, International Visiting Research Student (3.0 Units). There are no tuition fees charged for these registrations. Visiting research students will have access to basic research services (e.g. library, e-mail access, computing). Basic student services (e.g. recreation facilities and transit passes) can be arranged provided that the applicable fees are paid by the student.

A completed 'Graduate Visiting Research Agreement' form is submitted to the Graduate Admissions and Records Office and approved by the Dean of Graduate Studies before the student is able to attend UVic. This form must be signed by the visiting research student, the home supervisor/s, and the UVic supervisor/s to address issues such as intellectual property, stipend and benefits, travel costs, access to research equipment and supplies, research ethics, and space etc.

Visiting research students who wish to take additional courses for credit aside from their research course must apply as Non-Degree student and must pay appropriate fees.

Admission to a second master's or second doctoral degree

A student who has a master's or doctoral degree from the University of Victoria or the equivalent degree from a recognized institution may be allowed to pursue graduate studies leading to a second master's or doctoral degree if the following requirements are met:

- The student must meet the requirements for admission to the program.
- The principal academic emphasis of the second degree must be distinct from that of the first degree.
- At least 15 (for the master's degree) or 30 (for the doctoral degree) units of credit must be completed beyond those units required in the previous degree.
- The student must meet all program and graduation requirements for the second degree beyond those required for the first degree.
- None of the research done for the first degree may be used for the second degree; as well, the supervisor for the first degree cannot be nominated to supervise the second degree.
- Such recommendations must be approved by the Dean of Graduate Studies.

Admission to doctoral degree programs

Qualified applicants may be admitted to either a research-based doctoral degree (PhD) or a professional doctorate.

Admission to a research-based doctoral degree (PhD)

Admission to a research-based doctoral program requires evidence that the applicant is capable of undertaking substantial original research. Such capability will be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees and the completion of a master's thesis or other scholarly work.

Admission to a professional doctorate

Admission to a professional doctorate program requires evidence that the applicant is capable of undertaking advanced practice-based scholarship within a particular professional field. Normally, this will include a specific number of years in a relevant professional field of practice, to be determined by the academic unit. Such capability will be judged from two assessment reports or letters of reference, one of which will be from a professional reference, sent directly to the Graduate Admissions and Records Office from qualified referees, in addition to the completion of a master's thesis or other scholarly work.

Candidate status

All doctoral students are admitted as provisional candidates until they have passed their candidacy examinations, at which time they are automatically classified as candidates for the relevant degree (PhD or professional doctorate).

Admission without a master's degree

Applicants without a master's degree must have either:

- a baccalaureate degree as defined above from a recognized institution with a cumulative grade point average of 7.0 (A-) on the final two years of the bachelor's degree (see Minimum Degree Requirements), or
- completed at least two terms in a master's program at UVic.
- in addition, admission to a professional doctorate degree without a master's will require significant professional experience in relevant field of practice (to be determined by the academic unit).

Transfer from a master's to a doctoral program

A transfer from a research master's to a research-based doctoral program (PhD) may be recommended to the Dean of Graduate Studies by the academic unit. Requests for transfer will normally be considered at any time after two terms in a master's program. Fee installments paid towards the minimum program fee for the master's program will be applied towards the minimum fee requirement for the PhD program. Completion is required within seven years from the date of the first registration in the

master’s program and the deadline for candidacy is similarly set at three years from the date of the first registration in the master's program. Some programs have established shorter candidacy deadlines: these will be applied unless otherwise specified by the graduate advisor. Students who are recommended for transfer to the doctoral program within the same academic unit are not normally required to submit additional assessment reports or letters of reference.
Students may not transfer from a master’s to a professional doctorate degree without evidence of significant professional experience in the relevant field of practice.

Degree completion and graduation

The University Senate grants degrees in October and May each year prior to the awarding of degrees at convocation ceremonies in November and June, respectively. Graduates become members of the Convocation of the University as soon as their degrees are granted by the Senate, which generally occurs several weeks before the convocation ceremony. Students who require proof of degree completion prior to convocation can obtain a letter from the Graduate Admissions and Records Office.

Each candidate for a degree, diploma or certificate must complete a formal application for graduation, available in the Graduating students section of the UVic website. Students must apply for graduation to be awarded their degree. The deadlines to submit completed applications are as follows:

- November 15 for students completing in December for spring graduation
- February 15 for students completing in April for spring graduation
- July 15 for students completing in August for fall graduation

The deadline for completing all requirements for the degree is 3pm of the final business day in the term in which the Oral Examination, Final Project or Capstone Course are completed. Details are available on the web site of the Faculty of Graduate Studies.

Students can be considered for awarding of a degree only when all of the following requirements have been satisfied:

1. For doctoral and master's with thesis candidates, submission of the final copies of the dissertation or thesis. Regulations governing the proper submission are set out on the faculty website. Only the latest version of these instructions is valid. Normally, a copy of all approved dissertations and theses will be published and held in the institutional repository. Students should note that submission to UVicSpace is final: normally no revisions will be permitted once the thesis has been submitted.
2. Submission of the Letter of Recommendation for the program from the academic unit to the Graduate Admissions and Records Office. This letter states that all academic requirements have been completed.
3. Payment of all outstanding fees. Those who have outstanding accounts will not receive a diploma or be issued any transcripts. Students should especially be aware of the minimum program fee for graduate degrees. All students should check their fee status at the Graduate Admissions and Records Office.

Deposition of theses and dissertations in the UVic repository

The results of research conducted at the University of Victoria are required to be made available to the public in a timely fashion, and so theses and dissertations must be placed in the institutional repository, UVicSpace, immediately following submission of the thesis/dissertation approval form.

Delay of publication in UVicSpace

The University recognizes that deposition in UVicSpace has the potential to jeopardize patents or independent publications. Therefore, a delay in publishing the thesis or dissertation in the university repository for an initial period of twelve months from the date of the oral examination will be granted upon the submission of a completed withholding form. Renewal of the delay may be requested on an annual basis upon submission of a completed withholding form accompanied by a statement outlining

ongoing progress made toward patents or independent publications during the preceding twelve months. The blank withholding form and further information about withholding policy can be obtained from the Faculty of Graduate Studies website.

Authors publishing their thesis or dissertation outside the repository must disclose any contractual obligation with an independent publisher designed to extend the withholding period past the date of independent publication. The withholding form must be accompanied by a copy of the contract with the independent publisher. Under no circumstances will the Dean of Graduate Studies consent to the permanent withholding of a thesis or dissertation.

Transcript of academic record

On request of the student, a certified transcript of the student's academic record can be sent by the Office of the Registrar and Enrolment Management directly to the institution or agency indicated in the request. Each transcript will include the student's complete record at the University to date.

Students' records are confidential. Transcripts are issued only at the request of students. All transcript requests must be accompanied by payment (see Other Graduate Fees). Transcripts will be issued within five working days after a request is received, unless a priority request is made. See the Transcripts section of the UVic website for more details.

Transcripts will not be issued until all financial obligations to the University have been cleared. Students who require proof of degree completion prior to convocation can request a letter from Graduate Admissions and Records.

Time limits

The time limits shown below are University of Victoria requirements and are in no way related to time limits established by funding agencies or loan remission programs. Contact your sponsor or student loan office for details on time limits for those purposes.

Students with permanent disabilities may apply for a time limit extension for reasons directly related to their disability. Requests for such extensions must be directed in writing to the Office of the Dean of Graduate Studies and must be accompanied by a supporting letter from the Centre for Accessible Learning or from a physician. CAL advisers will certify that the request for an extension is supported by documentation supplied by the student in accordance with the Policy on Providing Accommodation for Students with a Disability.

Where a time extension due to a disability is granted the program extension fee will not apply and students will be charged the standard re-registration fee for each term until degree completion.

For more information on applying for a time extension for reasons associated with a disability, contact the Centre for Accessible Learning at 250-472-4947 or infocal@uvic.ca.

Students must obtain approval for a program extension prior to the time limit expiry date. Students with course work forming part of the degree requirements that is more than 10 years old at the time of the program extension may be required to demonstrate currency within their field of study before the extension is granted. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to that program.

Students who fail to obtain permission for an extension prior to the time limit expiry date will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated must have a letter of recommendation forwarded from the academic unit to the Dean of Graduate Studies. If approval is given, an application for reinstatement must be submitted and a fee must be paid to the Graduate Admissions and Records Office

Time limit for doctoral degrees

Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years from the date of first registration in the program. If a student transfers to a doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Time limit for master's degrees

Normally, a student proceeding toward a master's degree will be required to complete all the requirements for the degree within five years from the date of the first registration in the master's degree. In no case will a degree be awarded in less than twelve consecutive months from the time of first registration.

Time limit for graduate diplomas and certificate programs

Normally, a student proceeding toward a Graduate Diploma or Certificate will be required to complete all program requirements in three years (Diploma) or two years (Certificate) from the date of the first registration in the program.

Time limit for students in co-operative education programs

Students who enrol in co-operative education work terms and who are not registered in academic coursework will have the equivalent length of time added to their normal time limits for completion times, to a maximum of 3 terms (12 months). Students may undertake more than 3 terms of Co-op work with the permission of their home academic unit, but these terms will be included within the time limit for completion.

Graduate committees, advisers, and supervisors

Academic unit graduate committee

The Faculty of Graduate Studies strongly recommends that each academic unit have a graduate committee and that this committee be chaired by the academic unit's graduate adviser. The responsibilities of this committee may include such tasks as admission decisions, curriculum deliberations and administration of candidacy examinations. The Faculty also strongly recommends that the academic unit's graduate committee have a graduate student representative.

Academic unit graduate advisers

The academic unit's graduate adviser is the formal liaison officer between the academic unit and the Faculty of Graduate Studies. The academic unit's graduate adviser makes recommendations to the Faculty of Graduate Studies on the following matters: admission to graduate programs, awards administered by the Faculty of Graduate Studies, changes to the student record including degree program, supervisory committee and registration. A request for an oral examination must also be signed by the academic unit's graduate adviser. The academic unit's graduate adviser will normally chair the academic unit's graduate committee.

Primary academic supervisors for research master's and research-based doctoral degrees

Students in research-based doctoral programs and research master's will have a member of the Faculty of Graduate Studies assigned as a primary academic supervisor to counsel the student in academic matters. In the case of professional master's programs, a mentor or advisor may be assigned but a supervisory committee is normally not required.

The primary academic supervisor must be from the academic unit offering the degree program. The primary academic supervisor is normally a Regular member of the Faculty of Graduate Studies (see Membership in the Faculty of Graduate Studies, below). However, with the support of the academic unit and permission of the Dean, an Associate member may be named as primary and sole academic supervisor.

In particular, the primary academic supervisor must be aware of Calendar and Faculty of Graduate Studies regulations. In consultation with the student, the primary academic supervisor is responsible for ensuring the nomination of supervisory committee members. The supervisor provides guidance to the student on the nature of research, the standards expected, the adequacy of progress and the quality of work. See the document "Graduate Supervision Policy" on the Faculty of Graduate Studies website for more information.

The primary academic supervisor should maintain contact with the student through mutually agreed upon regular meetings and be accessible to the student to give advice and constructive criticism. Supervisors who expect to be absent from the University for an extended period of time are responsible for making suitable arrangements with the student and the academic unit's graduate adviser for the

continued supervision of the student or for requesting the academic unit to nominate another supervisor. Such absences and the resulting arrangements must be approved by the Dean of Graduate Studies.

Co-supervisor

Students who have a designated primary academic supervisor may also have a maximum of one co-supervisor designated in cases where the level of supervision and/or support to be provided by the co-supervisor is greater than normally expected from regular members of a supervisory committee. The co-supervisor is not required to be nominated by the same academic unit as the student but must be a member of the Faculty of Graduate Studies. Associate members are normally limited to co-supervisory roles (see Membership in the Faculty of Graduate Studies, below).

Supervisory committees

Students in all research-based doctoral programs and students in research master's programs will have a supervisory committee nominated by the academic unit and approved by the Dean of Graduate Studies. Students in a professional master's are normally not required to have a supervisory committee. The academic supervisor will facilitate all activities of the supervisory committee. All members of a supervisory committee must be a member of the Faculty of Graduate Studies.

Within the first two terms of attendance in a graduate degree program, a primary supervisor must be nominated. Within three terms of first registration in a thesis, project or dissertation, praxis or portfolio the remainder of the supervisory committee shall be nominated and recorded on the student's academic record.

The duties of the committee include: recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit's regulations; supervision of the project, thesis or dissertation, praxis or portfolio; participation in the final oral examination when the program prescribes such an examination. The committee may conduct other examinations and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate. See the document "Graduate Supervision Policy" on the Faculty of Graduate Studies website for more information.

Co-equal supervisory committees

In the case where student mentorship is envisioned or required to be an equal partnership among members of the supervisory committee, with the permission of the Dean of Graduate Studies and the head of the student's home academic unit, the supervisory committee may be structured as a committee of co-supervisors having equal responsibilities in mentorship of a student. Members of a Co-Equal Supervisory Committee must each agree to full participation in all the mentorship duties normally undertaken by the primary academic supervisor, such as:

- being aware of Calendar and Faculty of Graduate Studies regulations
- providing guidance to the student on the nature of research and the standards expected
- assessing the adequacy of progress and the quality of work
- maintaining contact with the student through mutually agreed upon regular meetings
- being accessible to the student to give advice and constructive criticism

as well as those normally undertaken by the co-supervisor and members of the supervisory committee, such as:

- recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit regulations
- supervision of the project, thesis or dissertation, praxis or portfolio
- participation in a final oral examination when the program prescribes such an examination.

Consistent with the requirements for Membership in the Faculty of Graduate Studies, all members of a Co-Equal supervisory committee must have supervisory or co-supervisory privileges. At least one member of the committee must meet the eligibility requirements of a primary academic supervisor with corresponding supervisory privileges. The composition of the Co-Equal Supervisory Committee must otherwise conform to that normally required for the degree program. One member of the Committee who meets the eligibility requirements of a primary academic supervisor will be nominated by the committee to the Faculty of Graduate Studies as responsible for all administrative duties associated with the supervision of the student and will ensure that there is effective communication among the Faculty of Graduate Studies, the members of the supervisory committee, the academic unit, and the student. A Co-Equal supervisory committee requires significant engagement from all members, and requests to the Dean of Graduate Studies to form a Co-Equal supervisory committee must include a compelling rationale and a plan to ensure timely progression of the student. Supervisors are encouraged to seek advice from an Associate Dean of Graduate Studies before making a formal application. Applications are on FGS Forms and Polices page.

Membership in the Faculty of Graduate Studies

Members of the Faculty of Graduate Studies have the privileges of teaching graduate courses, supervising and/or co-supervising graduate students, and chairing examination committees. Members must demonstrate a continuing commitment to scholarly, professional and/or artistic achievement and, where appropriate, maintain their professional credentials. As supervisors and members of supervisory committees, they play a key role in mentoring graduate students. Appointments to membership in the Faculty of Graduate Studies are made by the Dean of the Faculty of Graduate Studies upon the recommendation of the academic unit, in one of three categories.

i. **Regular membership** is restricted to tenured and tenure track faculty members appointed at the University of Victoria. Membership will normally be granted for the length of the member's academic appointment and with all supervisory privileges within their home Academic Units.
ii. **Associate membership** is restricted to non-tenured or non-tenure-track teaching faculty, adjunct and limited term faculty, postdoctoral fellows, and sessional instructors appointed at the University of Victoria who wish to serve on supervisory committees or to supervise graduate students. Membership will normally be granted for the length of the member's academic appointment to a maximum of 5 years, renewable as appropriate, and with only those privileges that the Academic Unit recommends and the Dean of Graduate Studies approves. Any faculty members, including Regular members of the Faculty of Graduate Studies, who wish to supervise students outside their home Academic Unit must apply for Associate membership through the outside unit. Regular members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to supervise or co-supervise graduate students must secure and maintain an Adjunct appointment to qualify for Associate membership.
iii. **Affiliate membership** is intended for appropriately qualified individuals who do not hold academic appointments at the University of Victoria but wish to serve as inside or outside members on supervisory committees. Membership will normally be granted upon request of the Academic Unit, either for the duration of study of a particular student or, in the case where the individual may be asked to serve on several student committees, for a maximum of 5 years, renewable as appropriate, and with only those privileges that the unit recommends and the

Dean of Graduate Studies approves. Affiliate members may not supervise or co-supervise graduate students. Regular Members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to serve on supervisory committees are eligible for Affiliate status.

Procedures for applying for membership in the Faculty of Graduate Studies can be found on the Faculty of Graduate Studies website.

Composition of the supervisory committee: doctoral degrees

Listed below are the minimum requirements for doctoral supervisory committees. Additional supervisory committee members who are on the Faculty of Graduate Studies membership list may be added without the approval of the Dean. All committee members must be members of the Faculty of Graduate Studies or have had specific permission from the Dean of Graduate Studies to serve as a member.

Research-based doctoral degree (PhD) programs

All members of the PhD Doctoral supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least three members, one of whom is the primary supervisor, one may be a co-supervisor. At least two of the members must be from the home academic unit. One of the members must be from outside the home academic unit:

- Member #1: The primary supervisor must be from the home academic unit
- Member #2: May be a co-supervisor or a committee member from inside or outside the home academic unit
- Member #3: A committee member from inside or outside the home academic unit

Professional doctorate programs

All members of the supervisory committee for professional doctorates must be current members of the Faculty of Graduate Studies or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least three members, one of whom is the primary supervisor, one may be a co-supervisor. At least two of the members must be from the student's home academic unit. One member must be from outside the student's home academic unit. For the professional doctorate the outside member will commonly represent a relevant industry or professional organization:

- Member #1: The primary supervisor must be from the home academic unit
- Member #2: May be a co-supervisor or a committee member from inside or outside the home academic unit
- Member #3: A committee member from inside or outside the home academic unit

Doctoral degrees by special arrangement

As in Research-based Doctoral Degree (PhD) Programs, with the provisos that at least one member must be from an academic unit with an active PhD program, and at least one member must have supervised a successful PhD candidate. Special arrangement doctoral degree options are not available for a Professional Doctorate.

Individual interdisciplinary doctoral degrees

As in research-based doctoral degree (PhD) programs, with the provisos that there must be co-supervisors from two relevant academic units, at least one of whom must be from an academic unit with an active PhD program and at least one member must have supervised a successful PhD candidate. Individual interdisciplinary doctoral degree options are not available for a professional doctorate.

Composition of the supervisory committee: master's degrees

Listed below are the minimum requirements for master's supervisory committees. Additional supervisory committee members who are on the Faculty of Graduate Studies membership list may be added without the approval of the Dean. All committee members must be members of the Faculty of Graduate Studies or have had specific permission from the Dean of Graduate Studies to serve as a member.

Research master's degrees programs

All members of the master's supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least two members one of whom is the primary supervisor:

- Member #1: The primary supervisor -- must be from the home academic unit
- Member #2: May be a co-supervisor or committee member from inside or outside the home academic unit

Professional master's degrees programs

In the case of a professional master's program a supervisory committee is normally not required.

The faculty supervisor, faculty adviser or mentor and members of the supervisory committee, if one is struck, must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies.

The faculty supervisor, faculty adviser or mentor will be from the student's home academic unit. Where a supervisory committee is struck, membership will be the same as for research master's degrees.

Research master's degrees by special arrangement (with theses or projects)

As in regular master's degree programs, with the provisos that at least one member must be from an academic unit with a regular graduate degree program and at least one member must have supervised successful candidates for graduate degrees. The final oral examining committee must include at least one person from outside the home academic unit.

Individual interdisciplinary master's degrees

As in research master's degree programs, with the provisos that there must be co-supervisors from two relevant academic units, at least one of whom must be from an academic unit with a regular graduate

degree program, and at least one member must have supervised successful candidates for graduate degrees.

Examinations

General regulations

In all doctoral programs and all research master's degrees with thesis that require a final oral examination, students must be registered in dissertation, praxis or portfolio (699/697) or thesis (599) at the time of the oral defence. Students in a professional master's would not typically undergo an oral examination and would typically complete a capstone course, final paper, or written examination instead.

For research master's degrees in which a student is completing a research project, major research paper or report (598) the academic units may require a written comprehensive examination, or an oral examination, or both. Students completing a project must be registered in project (598) at the time of oral defence.

Students may proceed to an oral examination when the supervisory committee is satisfied that the dissertation, praxis, portfolio, thesis or project represents an examinable product for the degree requirements. The supervisory committee for 599 (thesis) and 699/697 (dissertation, praxis or portfolio) confirms this by signing the Request for Oral Examination form. This form must be submitted to the Dean of Graduate Studies 30 working days for PhD students and 20 working days for thesis master's students prior to the date of the oral examination. Instructions concerning the appropriate procedures to follow for oral examinations can be found on the website of the Faculty of Graduate Studies.

Before proceeding to the oral examination, students should normally have a cumulative grade point average of not less than 5.0 on all courses taken for credit in the Faculty of Graduate Studies. Any language requirement must be met before the student proceeds to the oral examination.

The Dean of Graduate Studies will appoint a Chair from outside the academic unit for the 599 and 699/697 final oral examination. Regular and Associate members of the faculty of Graduate Studies are eligible to serve. Oral examinations are open to the public. Notice of examination will be communicated to all faculty members involved and to each academic unit prior to the examination.

It is expected that all oral examinations will take place on the UVic campus. Any deviation from this policy requires permission from the Dean of Graduate Studies. The student and all supervisory committee members are normally expected to be present at the oral examination either in person, or virtually. The committee members' signature on the "Request for Oral Examination" form or "Checklist for Non-Thesis Examinations" constitutes an agreement to attend the examination at the scheduled time. In the event that a faculty member is unable to attend in person or virtually, the member is expected to provide questions for the examination, and is responsible for finding a proxy to attend the examination and ask the questions of the candidate. The proxy must be a member of the Faculty of Graduate Studies. It is advisable that the proxy have some substantive knowledge of the area or be knowledgeable in the research methodology. The proxy is expected to assess the student's responses; however, the proxy does not vote on the outcome of the examination. The proxy does not replace the absent member of the committee, but merely represents the absent member at the oral examination. Therefore, the faculty member on the committee is still expected to sign the Dissertation/Thesis Approval Form.

Regulations governing administration of University examinations

Each faculty assumes complete responsibility for the invigilation of its own examinations.

- The invigilator is responsible for ensuring that the academic integrity of the examination is maintained in the examination environment for the benefit of the institution and students. The maintenance of academic integrity will be accomplished through methods that may vary by faculty, instructor and discipline.
- If a student is required to take an examination online (whether on campus or remotely), instructors must specify the required software (must be UVic approved) and equipment (such as a computer and/or a video camera) at the beginning of the course and must include this information in the course outline or syllabus.
- Students are subject to supervision at all times while in the examination environment during the entire timeframe of the examination.
- The examination environment includes the room in which the examination is being written as well as the hallways and washrooms adjacent to the examination room.

In-person Examinations

Identification, entering and exiting the examination

- Students are required to present identification upon entering the examination room. Acceptable forms of identification include the physical UVic ONECard or valid (non-expired), government issued photo ID.
- Students may not enter the examination room until invited to do so by the invigilator in charge.
- Students may not enter the examination room after the expiration of the first half hour, nor leave during the first half hour of an examination.
- Students may not leave the examination room without first delivering their examination booklets to the invigilator.
- Students are expected to limit the number of washroom breaks they take during an exam due to the disruption breaks cause to other students writing the exam and due to the increased opportunity for a violation of the Policy on Academic Integrity that can occur during a break. Students should be aware that washroom breaks may be limited to one student at a time, students may be escorted to and from the washroom by an invigilator.
- The invigilator may require students to remain quietly in their seats for the last 15 minutes of the examination.
- Students leaving or entering examination rooms should do so quietly to avoid disturbing others and are asked not to gather in adjacent corridors in consideration of students who are still writing.
- Students must leave the examination environment upon completion of the examination.

Permitted/restricted materials

- Students should not bring valuables (e.g. laptops, tablets) to the examination environment as the university is not responsible for theft of personal items. Cell phones must be turned off and left with students' personal belongings at the location instructed.
- Students may not have any materials nor equipment (e.g. calculator, translator) that are not provided by the invigilator or authorized, in advance, by the instructor in charge of the course or have any mobile electronic devices (e.g. cell phones, wearable technology) in their possession. All materials or equipment are subject to inspection.

- Students may bring food and drink to consume during the examination provided they are in a container that has had all labels removed prior to entering the examination environment.
- The invigilator may inspect containers.

Communication during the examination

- Students may not communicate in any way with each other.
- Students who wish to speak to the invigilator should raise their hand.
- Students should report possible instances of cheating to the invigilator.
- Students should report distractions, such as repetitive or excessive noise, to the invigilator without delay.
- Students may request a washroom break or report illness.
- If there are other complaints with the examination, the student should communicate their concern to the academic unit within 24 hours of the conclusion of the examination.
- In cases of extreme misconduct, such as disruptive behaviour, the invigilator is empowered to expel students from the examination room. Under such circumstances, an investigation surrounding the misconduct will be initiated and a penalty imposed, where appropriate, that may include the student's requirement to withdraw from the university.

Online Examinations

Online examinations may or may not be invigilated. There may be a fixed start time for all students (except those who have academic accommodations), or a flexible start time in which students may begin their exam anytime within a set period.

Before the Examination

- If possible, students should install and test any required examination software before the day that they take their examination, so that any technical issues can be resolved.
- The examination software may require students to turn on their video camera, enable screen-sharing, and present identification (or enter their Netlink ID and passphrase).

During the Examination

- For invigilated examinations, an invigilator may view a student’s camera feed during the examination.
- The examination software may lock or restrict other software on a student’s computer, such as web browsers.
- Students may not have any materials nor equipment (e.g. calculator, translator) that are not provided by the invigilator or authorized, in advance, by the instructor in charge of the course. Unauthorized cell phones, tablets, wearable technology, or other electronic devices must not be used. Students are responsible for clearing their desk space and the immediate area around them of any devices or materials (books, papers, etc.) that are not permitted during the examination.
- Students are responsible for notifying others not to disturb them during the examination.
- Snacks and drinks (with all labels and wrappers removed) are permitted.
- Brief washroom breaks are permitted.
- If a student has questions about an examination, then they should contact their instructor if the instructor has stated that they will take questions during the examination. Otherwise, the

student should state their assumptions (if any) in their answer and contact their instructor after the exam.
- Students who experience technical issues should immediately alert the invigilator or, if there is no invigilator, their instructor (or a designated technical support person).

Illness or family affliction

- Students who fall ill or experience an emergency during an examination should report at once to the invigilator and notify their instructor as soon as possible. If the student is writing online with no invigilator, then the student should stop their examination and report to their instructor as soon as possible.
- Students who cannot write their examination due to unexpected and unavoidable circumstances or conflicting responsibilities (as defined in the Academic Concessions regulation) should report the circumstances immediately to their instructor and request an academic concession via the Office of the Registrar and Enrolment Management .
- A student who completes all course requirements, including writing the final examination, is not eligible for an academic concession. Exceptions may only be considered by the Dean (or designate) of the student's faculty if there is supporting documentation that the student was not medically or otherwise fit to make a decision on whether or not to write the examination. A request for academic concession must be submitted to the Office of the Registrar and Enrolment Management as soon as possible after the examination and before the results of the examination are known. If a student begins or writes an examination while ill and reports this to the invigilator or academic unit during or immediately following the examination, the student may be eligible for consideration of a deferral in the course.

Examining committees

For doctoral programs and for master's with thesis, the role of the examining committee is to assess the dissertation or thesis and to conduct an oral examination based on that dissertation or thesis. For project-based master's, the role of the examining committee is to assess the independent work and to conduct an oral examination based on that work. The examining committee may also evaluate and examine other aspects of the degree such as specified course work or an understanding of any required reading list.

Composition of Final Oral Examining Committees

Research-based doctoral degrees (PhD)

The supervisory committee plus a Chair and at least one other examiner from outside the University. Such external examiners are appointed by the Dean of Graduate Studies in consultation with the academic unit(s) and must be arm's-length authorities in the field of research being examined. Once the external examiner has been selected, there may be no communication about the student or their dissertation between the External Examiner and the supervisor, committee members, or student prior to the oral defence. If communication is necessary, it must be made through the Office of the Dean of Graduate Studies.

Professional doctorates

The examining committee for students in a professional doctorate includes the supervisory committee plus a Chair and an external examiner who must be a faculty member from outside UVic or an

appropriately qualified individual from the professional field of practice (and who does not hold any official appointment from UVic). Such external examiners are appointed by the Dean of Graduate Studies in consultation with the academic unit(s) and must be arm's-length authorities in the field of practice being examined. Once the external examiner has been selected, there may be no communication about the student or their dissertation between the External Examiner and the supervisor, committee members, or student prior to the oral defence. If communication is necessary, it must be made through the Office of the Dean of Graduate Studies.

Research master's with theses

The supervisory committee plus a Chair appointed by the Faculty of Graduate Studies plus an external examiner who has had no previous involvement with graduate supervision of the candidate. The external examiner may be from within the home academic unit, provided that there is at least one non-unit member on the supervisory committee. Once the external examiner has been selected, there may be no communication about the student or their thesis between the External Examiner and the supervisor, committee members, or student prior to the oral defence. If communication is necessary, it must be made through the Office of the Dean of Graduate Studies.

Research master's with projects

The supervisory committee plus an examination Chair.

Results of oral examinations (dissertations, praxis, portfolio and theses)

In the case where the student is supervised at the time of the examination by a **Co-Equal Supervisory Committee**, for the purposes of determining the Outcome of the Oral Examination and for oversight of any revision, the "Primary Supervisor" shall be that member of the supervisory committee named as the **Primary Contact** with the Faculty of Graduate Studies.

Outcome

The decision of the examining committee shall be based on the content of the dissertation, praxis, portfolio or thesis as well as the student's ability to defend it. At the conclusion of the examination, the committee shall recommend one of the following results:

1. **The dissertation, praxis, portfolio or thesis is acceptable as presented or, at most, subject to Editorial changes, and the oral defence is acceptable.**
   Editorial changes include any revision that does not substantively alter the content or argument of the written work, such as correction of typographical or punctuation errors, adjusting the pagination, or moving figures or tables to be proximal to the textual reference.

ACTIONS:

i. All members of the examining committee sign the Thesis/Dissertation, Praxis, Portfolio Approval Form (brought to examination by the Primary Supervisor) and the Chair's Report.

ii. The Primary Supervisor shall review and approve all editorial changes.
iii. The Chair of the academic unit and the student's Primary Supervisor shall sign the academic unit's Letter of Recommendation.

2. **The dissertation, praxis, portfolio or thesis is acceptable subject to Minor revision and the oral defence is acceptable.**
Minor revisions are more than correction of typographical or punctuation errors. Typical examples of Minor revisions include clarification of textual material, the qualification of research findings or conclusions, the addition of supplemental bibliographic references and their acknowledgement in the primary text, or minor additions that improve the reading and understanding of the dissertation or thesis.

ACTIONS:

i. All members of the examining committee sign the Chair's Report.
ii. All members of the examining committee except the Primary Supervisor sign the Thesis/Dissertation, Praxis, Portfolio Approval Form.
iii. The Chair ensures that all members of the examining committee forward or commit to forwarding their corrections to the Primary Supervisor and/or student. This shall usually take the form of a written list or an annotated dissertation or thesis from each member.
iv. The Primary Supervisor is responsible for ensuring that the revisions are satisfactorily completed. In the case where the committee members' suggested minor revisions are not in agreement, the Primary Supervisor shall determine the appropriate revision to be made with deference given, if possible, to the external examiner's revisions.
v. The Primary Supervisor signs the Thesis/Dissertation Approval Form and the Letter of Recommendation when the dissertation or thesis has been revised to meet the committee's requirements.

3. **The dissertation, praxis, portfolio or thesis is acceptable subject to Major revision and the oral defence is acceptable.**
Major revisions are those of sufficient scope to warrant further review of the thesis or dissertation, praxis, portfolio by the entire examining committee.
A few examples of when a dissertation, praxis, portfolio or thesis is acceptable subject to major revisions and the oral examination is acceptable include:

- the student has convinced the examining committee of the validity of the research results during the oral examination but has failed substantively to express this in the dissertation or thesis, and the dissertation, praxis, portfolio or thesis must be restructured.
- the dissertation, praxis, portfolio or thesis requires that substantive revisions or additional new work be undertaken to meet the standard expected of the credential sought.
Note that while Major revision may include any number of minor revisions, a large number of minor revisions do not in themselves constitute Major revision.

ACTIONS:

All members of the examining committee sign the Chair's Report.

No one on the examining committee signs the Thesis/Dissertation, Praxis, Portfolio Approval Form at the examination.
After consultation with the student, the maximum length of time permitted for the revisions (not to be less than 12 weeks and not to exceed one year) shall be set by majority vote of the committee. In the case where no recommendation receives a majority, the longest proposed time limit shall be accepted.
The general nature of each necessary revision shall be set, one at a time, by majority vote of the committee. In the case of a tied vote, the requested revision shall be deemed necessary. The final list of necessary revisions must be provided to the student at the conclusion of the examination. No examiner may later require any further revision to the dissertation, praxis, portfolio or thesis.
The Primary Supervisor oversees all revisions, and may seek the advice of other members of the examining committee, as appropriate.
When the Primary Supervisor agrees that the necessary revisions to the dissertation, praxis, portfolio or thesis have been made and are complete, the Primary Supervisor shall distribute the revised dissertation or thesis to the rest of the examining committee without unnecessary delay and at least 4 weeks before the expiration of the time limit for revision.
Once the entire committee agrees that the necessary revisions have been made and are complete, the Primary Supervisor ensures that each member signs the Thesis/Dissertation, Praxis, Portfolio Approval Form.
If the time limit for revision has expired and two or more members of the examination committee do not agree that the necessary revisions to the dissertation, praxis, portfolio or thesis have been made and are complete, the student will not be recommended for the degree (see 5. Failure, below).
If the time limit for revision has expired and one and only one member of the examination committee does not agree that the necessary revisions to the dissertation, praxis, portfolio or thesis have been made and are complete, the Dean of Graduate Studies will sign for the single member opposed.
Once the Thesis/Dissertation/Praxis/Portfolio Approval form has been signed, the head of the academic unit and the student's Primary Supervisor sign the Letter of Recommendation.

4. **The examination is Adjourned.**
   This result should not be confused with Failure (see 5. Failure, below). Adjournment may be called for three different types of circumstances:

a. A sudden illness or personal emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the examination to be prematurely terminated (such as fire alarm, power failure, or civil emergency); or when the technology being used breaks down and cannot be repaired in time to continue the examination.

ACTIONS:

All members of the examining committee sign the Chair's Report.
The Chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination.
The Dean of Graduate Studies shall set a date for reconvening the examination, which shall occur without unnecessary delay and no later than six months from the date of the first examination.
The student may not revise the dissertation, praxis, portfolio or thesis before the reconvened examination.

b. The external examiner casts the lone vote against finding acceptable EITHER dissertation, praxis, portfolio or thesis OR the oral examination.

ACTIONS:

All members of the examining committee sign the Chair's Report.
Each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination.

The Dean of Graduate Studies will set a date for reconvening the examination which, while taking into account that a new external examiner may need to be secured, shall nevertheless be no later than six months from the date of the first examination.
The Dean shall determine whether or not the composition of the original committee is appropriate for the reconvened examination.
The student, with the permission and advice of the supervisory committee, may choose to revise the dissertation, praxis, portfolio or thesis before resubmitting the document for examination. In this case, the student must submit a new Request for Oral Examination in order to attest that the supervisory committee has approved all revisions.

c. The thesis is acceptable but the student has failed the oral defence.

ACTIONS:

All members of the examining committee sign the Chair's Report.
Each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination.
The Dean of Graduate Studies will set a date for reconvening the examination, which shall be no later than six months from the date of the first examination.
The Dean of Graduate Studies shall determine whether or not the composition of the original committee is appropriate for the reconvened examination.
The student may not revise the dissertation or thesis before the reconvened examination.

5. **The examination is Failed.**
   If two or more members of the examining committee are opposed to finding BOTH the dissertation or thesis AND the oral examination acceptable, the student will not be recommended for the degree.

   ACTIONS:

   i. All members of the examining committee sign the Chair's Report.
   ii. The examining committee shall collectively make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination outlining the reasons for the failure. Members of the examining committee who disagree with the outcome may submit separate reports to the Dean.
   iii. A student who fails an oral examination has the right to appeal and may consult with the Dean of Graduate Studies regarding the appropriate procedures.
   iv. Under exceptional circumstances, upon the advice of one or more committee members and of the head of the student's home academic unit the Dean of Graduate Studies may set aside the determined Outcome of "Fail" and sign the Thesis Approval Form and the Letter of Recommendation on behalf of the Primary Supervisor.
   v. A student who is not recommended for the degree by the examining committee is ineligible for readmission to a graduate program in the same academic unit and will receive a failing grade.

Results of oral examinations (research master's with project)

After the examination, the committee shall recommend one of the following results:

1. **That the independent research work is acceptable and the oral defence is acceptable.**
   In this case the Chair of the academic unit and the student's primary supervisor shall sign the academic unit's Letter of Recommendation.

2. **That the independent research work is acceptable subject to minor revision and the oral defence is acceptable.**
   In this case, all members of the examining committee except the primary supervisor shall sign the Letter of Recommendation and at the end of the examination, work together to draw up a list of revisions and establish a time limit for the completion of these revisions. The primary supervisor will approve the independent research work when it has been amended to her/his satisfaction.
3. **That the independent research work is acceptable subject to major revision and the oral defence is acceptable.**
   After consultation with the candidate, the maximum length of time permitted for the revision shall be set by majority vote of the committee, but shall not exceed one year from the date of the oral examination. A detailed and complete list of the necessary revisions shall be set by majority vote of the examining committee and given to the student at the conclusion of the examination. The primary supervisor shall oversee the revision of the project. If the primary supervisor finds the revisions have met the requirements agreed at the examination, the primary supervisor shall distribute the project it to the rest of examining committee. If it is acceptable to the committee, the primary supervisor shall sign the Letter of Recommendation.
4. **That the examination be "adjourned".**
   This result should not be confused with failure (see 5. Failure, below). Adjournment may be called for two different types of circumstances:
   a. A sudden Illness or emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the exam to be prematurely terminated (such as fire alarm, power failure or natural disaster); or when the technology being used breaks down and cannot be repaired in time to continue the examination.
      When an examination is adjourned for these types of circumstances, the chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The date for reconvening shall be no later than six months from the date of the first examination.
   b. Where the written work is acceptable but the student has failed the oral defence.
      When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.
5. **Failure**
   If two members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the committee shall make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination outlining the reasons for this decision. A student who fails the oral examination has the right to appeal and should consult with the Dean of Graduate Studies.
   A candidate who is not recommended for the degree by the examining committee is ineligible for continuation or readmission to a graduate program in the same academic unit and will receive a failing grade.

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: November 18, 2026

Subject: Governance Framework for Faculty Grading Policies

The Vice-President Academic and Provost's Procedures on Grading establish expectations respecting grading practices and contemplate the existence of grading policies at the faculty or unit level. Faculties have developed and implemented grading policies in reliance on this framework, typically through approval by Faculty Council.

There is no indication that the current framework has resulted in operational difficulties. Faculties require flexibility to address disciplinary and pedagogical considerations, and faculty grading policies provide a mechanism to establish expectations that are responsive to local academic contexts. The current framework, however, raises a governance question concerning the relationship between faculty grading policies, university procedures, and Senate's responsibility for academic standards.

At its meeting on November 16, 2026, the Senate Committee on Academic Standards approved a recommendation to Senate to adopt a brief Academic Calendar statement clarifying the relationship among Senate regulations, university procedures, and faculty-level grading policies.

Recommended Motion:

That Senate approve the proposed language for the academic calendars regarding Faculty Grading Policies, effective May 1, 2027.

Background:

Grading is closely connected to the assessment of academic performance, progression, academic standing, and graduation requirements. As such, grading practices intersect with matters that are generally understood to fall within Senate's jurisdiction over academic standards and regulations.

While faculties may appropriately develop faculty-specific grading policies, the institutional framework does not currently appear to expressly articulate:

- The relationship between faculty grading policies and Senate’s academic regulations;
- the scope of matters that may appropriately be addressed through faculty grading policies;
- the relationship between faculty grading policies and Senate regulations; or
- the relationship between faculty grading policies and the Vice-President Academic and Provost's procedures.

As the number and scope of faculty-specific grading policies evolve over time, the absence of an explicit governance framework may create uncertainty regarding the status of such policies and the extent to which variation among faculties is intended.

The issue is not whether faculties should continue to establish grading policies. Rather, it is whether Senate should provide a clear governance foundation that recognizes the role of faculties while affirming Senate's responsibility for academic standards.

One approach would be for Senate to adopt a brief statement within the Academic Calendar that articulates the relationship among Senate regulations, university procedures, and faculty grading policies. Such an approach would not require reconsideration of existing faculty grading policies or amendments to the substantive requirements currently contained in the Vice-President Academic and Provost's procedures. Instead, it would clarify the governance framework within which those instruments operate.

Faculty grading policies are approved through Faculty Council, ensuring appropriate academic governance review and that policy changes are considered through established governance processes. The University Secretary's Office routinely receives approved policies and is therefore able to identify potential inconsistencies with Academic Calendar regulations for referral to the Senate Committee on Academic Standards, where appropriate. This approach promotes transparency, supports alignment with Senate regulations, and preserves faculty flexibility to address disciplinary and pedagogical considerations.

A statement in the Academic Calendar would provide a readily accessible and authoritative reference point, establish a clear governance framework, assist faculties in understanding the parameters within which faculty-specific grading policies may be developed, and support transparency by ensuring that any approved variations from Academic Calendar regulations are appropriately reflected in the Calendar.

Proposed Academic Calendar Statement to be added as a new subsection within the Grading section of the undergraduate and graduate academic calendars:

> **Faculty Grading Policies**
> Senate is responsible for establishing academic standards and regulations governing the evaluation of student academic performance. Subject to Senate regulations and applicable university policies and procedures, faculties may establish faculty-specific grading policies relating to their academic programs and courses. Faculty grading policies require Faculty Council approval, must comply with applicable university procedures, and must not conflict with Senate regulations or university policy.

Respectfully submitted,
2026/2027 Senate Committee on Academic Standards
Cedric Littlewood (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health

Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

SENATE

SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate

From: Senate Committee on Agenda and Governance

Date: November 18, 2026

Subject: 2025/2026 Senate Evaluation Report Summary

A total of 29 Senators completed the 2025/2026 Senate Evaluation survey. Overall the results present a nuanced picture of Senate effectiveness. Respondents expressed strong confidence in Senate's core mandate, the work undertaken by Senate Standing Committees, and the support provided by the Office of the University Secretary. At the same time, respondents identified a number of areas for improvement, particularly relating to Senate culture, meeting conduct, procedural clarity, and the management of debate and discussion.

Three dominant themes emerged:

1. Confidence in Senate's governance structures, committees, and support services.
2. Concerns regarding Senate culture, collegiality, and the conduct of meetings.
3. A desire for clearer procedural guidance, stronger meeting facilitation, and enhanced orientation and training opportunities for Senators.

The following report summarizes the results of the evaluation by outlining the major findings associated with each survey section and identifying recurring themes raised in both quantitative and qualitative responses. For reference, Appendix A contains the full list of survey questions that were presented to Senators as part of the 2025/2026 evaluation process.

Section 1: Senate Effectiveness

Understanding Senate's Role
There was very strong understanding of Senate's mandate with 24 of 29 respondents strongly agreed they understand the role of Senate and the remaining 5 agreed.

Senate's Overall Effectiveness
Views were considerably more divided regarding effectiveness. Most respondents agreed Senate discharges its responsibilities effectively. However, a substantial minority disagreed. Similar divisions appeared regarding Senate's oversight of academic policy and regulation.

Academic Approval Processes
Responses suggest concerns regarding efficiency. Most respondents viewed approval processes as either slow or only moderately effective. Numerous comments referenced delays in bringing proposals forward, repeated returns to committee, and uncertainty about procedural requirements.

Transparency and Decision-Making
Respondents generally agreed that Senate deliberations are reasonably transparent. Decisions are intended to focus on the interests of the University as a whole and are generally informed by institutional priorities. However, many comments questioned whether some proposals arrive at Senate with sufficient information, consultation, or responsiveness to concerns raised by Senators.

Section 2: Participation and Inclusion

Ability to Participate
Most respondents reported they are comfortable expressing views, asking questions, and contributing to discussion. However, responses were notably polarized as several respondents strongly agreed they feel able to participate while others strongly disagreed and reported feeling marginalized or unable to contribute meaningfully.

Feeling Valued
Responses on whether Senators feel valued were mixed. Positive responses outweighed negative responses nonetheless, a significant group did not feel their contributions were valued.

Key Qualitative Themes
Respondents frequently suggested:

- more equitable speaking opportunities,
- stronger meeting management,
- reduced procedural disruption,
- greater accountability for respectful behaviour,
- better support for student Senators.

Section 3: Senate Priorities and Future Improvements

Procedural Reform
The most common recommendation was the development of clearer rules of procedure, better definitions of points of order, stronger chairing of meetings, and greater consistency in meeting conduct.

Training and Orientation
Respondents requested additional training on Senate mandate and scope, governance responsibilities, committee work, academic approval processes, interpreting institutional data, and respectful debate and discussion.

Senate Culture
A large number of comments described Senate as increasingly polarized, adversarial, acrimonious, factionalized, or overly focused on procedural disputes. Many respondents called for a "reset" in Senate culture and improved collegiality.

Section 4: Orientation and Onboarding

Meeting Frequency
There was overwhelming agreement that Senate's current schedule of monthly meetings from October to May is appropriate (26 of 29 respondents).

Orientation
Most respondents found orientation useful. Responses were generally positive with some respondents requesting a more robust orientation program focused on rules, mandate, and governance responsibilities.

Additional Training
Many respondents indicated interest in additional training related to governance, academic approval processes, academic data interpretation.

Mentorship
Support existed for a mentorship or buddy system, particularly for students and new Senators, though some respondents cautioned against creating ideological alignment through mentorship.

Section 5: Office of the University Secretary

This was the strongest performing section of the survey. Respondents overwhelmingly agreed that the Office of the University Secretary provides excellent service, that staff are knowledgeable and responsive about governance, meetings are well organized, agendas and materials are accessible, minutes are accurate, and the website is useful.

Several comments explicitly commended the University Secretary and staff for their professionalism during a difficult year.

Section 6: Senate Committees

Understanding of Committee Roles
There was very strong understanding of Senate committees with 27 of 29 respondents who either agreed or strongly agreed they understood committee roles.

Committee-Senate Balance
Most respondents indicated that the overall balance between committee work and Senate work is appropriate. A minority felt too much work is being done by Senate, or too much work is being done by committees.

Confidence in Committee Reports
Confidence in committee proposals was moderate. Most respondents indicated reports are "sometimes" or "always" well-researched and ready for Senate consideration. A few respondents expressed full confidence in all reports and recommendations.

Suggested Improvements
Respondents recommended:

- stronger evidence and analysis in reports,
- more responsiveness to committee feedback,
- better communication of rationale,
- improved consultation processes.

Section 7: Senate Culture

This was the weakest performing area of the evaluation. Results indicate substantial concerns regarding respectful conduct, constructive debate, psychological safety, collective decision-making, and equitable participation.

Particularly notable:

- More respondents disagreed than agreed that discussions are conducted respectfully.
- More respondents disagreed than agreed that debate is constructive.
- More respondents disagreed than agreed that Senators consistently act in the University's collective interest

Common Cultural Concerns
Respondents repeatedly referenced:

- excessive procedural disputes,
- misuse of points of order,
- secret ballot requests,
- perceived factions or caucusing,
- tension between administration and Senators,
- lack of trust,
- disrespect toward students and colleagues,
- domination of discussion by a small number of participants.

Consistent Recommendation
The most consistent recommendation across the survey was for stronger procedural guidance, firmer chairing, clearer expectations for behaviour, and efforts to rebuild trust and collegiality.

Overall Conclusion

The 2025/2026 Senate evaluation reveals a Senate community that remains committed to academic governance and confident in the fundamental role of Senate, its committees, and the support provided by the Office of the University Secretary.

At the same time, respondents expressed significant concern about the current culture of Senate meetings, particularly around decorum, procedural disputes, trust, and the tone of debate. Many Senators described the past year as unusually difficult and called for renewed attention to governance education, meeting procedure, respectful engagement, and effective chairing.

In summary, respondents appear to believe that the governance structures themselves are broadly sound, but the manner in which Senate business is conducted has become a significant challenge that should be a priority for improvement in 2026/2027.

Respectfully submitted,
2026/2027 Senate Committee on Agenda and Governance
Rhonda McEwen, Chair, President and Vice-Chancellor
Robin Hicks, Vice-Chair, Faculty of Graduate Studies
Carrie Andersen, University Secretary
Mahmoud Chick Zaouali, Student Senator
Jason Colby, Faculty of Humanities
Elizabeth Croft, Vice-President Academic and Provost
Rob Hancock, Faculty of Social Sciences
Inba Kehoe, Libraries
Mark Laidlaw, Faculty of Science
Geoff Loomer, Faculty of Law
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

Appendix A: Senate Evaluation Survey Questions

The 2025/2026 Senate Evaluation survey was organized into the following thematic areas. Responses were collected using a combination of Likert-scale ratings, multiple-choice questions, and open-ended comment fields. The questions listed below were included in the survey.

A. Senate Effectiveness

- I understand the role of Senate.
- Senate discharges its responsibilities effectively.
- Senate debate is managed to allow equitable participation.
- Senate effectively oversees academic policy and regulation.
- Senate's processes for reviewing and approving academic program proposals support effective academic oversight.
- Academic approval processes are timely.
- Senate deliberations are transparent.
- Senate decisions focus on the interests of the University as a whole.
- Senate decisions are informed by the University's vision and strategic plans.
- I am comfortable expressing views during Senate meetings.
- I am comfortable asking questions during Senate meetings.
- Senate members have the opportunity to contribute.
- I feel valued for my contributions as a member of Senate.
- In what ways could Senate better fulfill its role?
- Are there things that Senate or its committees are not currently doing that you believe they should be doing?
- Generally speaking, the time flow of securing approvals through the Faculty Council-Senate Committee-Senate process is:
- Are there particular issues or priorities Senate should consider in the next year?
- Are there topics for presentations at Senate that would support Senators in fulfilling their roles?
- Please share any other comments on your overall contributions and effectiveness as a member of Senate.

B. Orientation, Training, and Onboarding

- Senate currently meets monthly from October to May. In your view, this number of meetings is:
- The Senate orientation provided me with a clear understanding of Senate's mandate and responsibilities.
- I would benefit from additional governance training.
- I would benefit from additional training on academic program approval processes.
- I would benefit from training on interpreting academic data and reports.
- I know where to go when I have questions about Senate procedures.
- Experienced Senators are approachable and willing to help newer members.
- I feel confident in my ability to fulfill my responsibilities as a Senator.
- A mentorship or buddy system for new Senators would improve onboarding.
- Suggestions for future orientation sessions or materials.

C. Assessment of Senate Materials and Support

Respondents were asked whether meeting materials and information provided were:

- Appropriate
- Too much
- Not enough
- Easily accessible
- Clear
- Timely

- Whether Senators were provided with everything needed to be an effective Senate member

D. Office of the University Secretary

- I am satisfied with the service provided to Senate.
- The Office is knowledgeable about university governance.
- The Office is responsive to requests for information.
- Meetings of Senate and its committees are well organized.
- Meeting materials and agendas are accessible.
- Meeting materials and agendas are clear.
- Senate minutes are accurate.
- Senate minutes include appropriate detail.
- The University Secretary's website is a useful source of information.
- Additional comments for the Office of the University Secretary to know.

E. Senate Standing Committees

- Please identify the Senate Standing Committee(s) you have served on.
- I understand the role of the Senate committees.
- Based on your experience, to what extent do you believe the balance between work done by Senate Standing Committees and work done by Senate is appropriate?
- How confident are you that the reports and recommendations brought before Senate are well-researched and ready for Senate consideration?
- Would you suggest changes to the number, type, or composition of Senate committees?
- Additional comments regarding Senate Standing Committees.

F. Senate Culture and Climate

- Senate meetings foster an environment where members feel safe expressing differing viewpoints.
- Senate discussions are conducted respectfully, even when members disagree.
- Debate at Senate is constructive and contributes to better decision-making.
- Senate members act in the collective interest of the University rather than individual units.
- Senate processes are transparent and easy to understand.
- All members have equitable opportunities to contribute during Senate meetings.
- Additional comments regarding Senate culture.
- Additional comments or reflections that may not have been captured in this evaluation.

Total survey questions/prompts: 60, including rating-scale items, multiple-choice questions, and open-ended response opportunities.

SENATE

SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate

From: Senate Committee on Agenda and Governance

Date: November 20, 2026

Subject: Appointments to the 2026/2027 Senate standing committees

The Senate Committee on Agenda and Governance nominations sub-committee met on November 20, 2026 to consider several appointments to the 2026/2027 Senate standing.

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, 2026 to June 30, 2029. Ex-officio designates/nominees and student members appointed for one-year terms from July 1, 2026 to June 30, 2027.

Recommended Motion:

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

Respectfully submitted,
2026/2027 Senate Committee on Agenda and Governance
Rhonda McEwen, Chair, President and Vice-Chancellor *
Robin Hicks, Vice-Chair, Faculty of Graduate Studies *
Carrie Andersen, University Secretary
Mahmoud Chick Zaouali, Student Senator *
Jason Colby, Faculty of Humanities
Elizabeth Croft, Vice-President Academic and Provost
Rob Hancock, Faculty of Social Sciences*
Inba Kehoe, Libraries *
Mark Laidlaw, Faculty of Science
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary *
Kathy MacDonald, (Recording Secretary), Senator Coordinator *

*members of the Nominations Sub-committee

2026- 2027 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Cedric Littlewood (NS) (Chair)	Graduate Studies	2029 (2026)
Dennine Dudley (S)	Fine Arts	2027 (2024)
Irina Paci (NS)	Science	2027 (2024)
Estair van Wagner (NS)	Law	2029 (2026)
Ben Pin-Yun Wang (NS)	Humanities	2027 (2025)
Rob Hancock (S)	Social Sciences	2027 (2021)
Brian Leacock (S)	Peter B. Gustavson School of Business	2029 (2026)
Laura Vizina (NS)	Continuing Studies	2029 (2023)
Tim Pelton (NS) *(Tim Anderson replacing Tim Pelton while he is on leave July 1, 2026 to June 30, 2027)*	Education	2028 (2022)
Yang Shi (NS)	Engineering and Computer Science	2028 (2022)
Hector Caruncho (NS)	Health	2028 (2025)
Hannah DiGiuseppe (S)	Student Senator	2027 (2028)
Ben Knight (S)	Student Senator	2027 (2028)
Evan Maher (S)	Student Representative (UVSS)	2027 (2026)
Ama Ouchen (NS)	Student Representative (GSS)	2027 (2026)
Kelly Diether (S)	Convocation Senator	2027 (2026)
Vacancy	Vice-President Academic and Provost or designate	2027 (2026) (ex officio)
Michelle Lawrence (NS)	**President's nominee**	**2027 (2026) (ex officio)**
Karima Ramji (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex-officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Ashley de Moscoso (NS)	Associate Registrar	(ex officio)
David Medler (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Updated: November 17, 2026

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Ralf St. Clair (NS) (Chair)	Education	2029 (2023)
Michael Zastre (NS) (Vice-Chair)	Engineering & Computer Science	2029 (2023)
Sara Humphreys (S)	Humanities	2029 (2026)
Adam Krawitz (S)	Social Sciences	2029 (2026)
Mark Laidlaw (S)	Science	2028 (2025)
Leigh Anne Swayne (S)	Health	2028 (2025)
Claudia Smith (NS)	Peter B. Gustavson School of Business	2028 (2025)
Ajtony Csaba Szakacs (NS)	**Fine Arts**	**2029 (2026)**
Taylor McManus (S)	Student Senator	2027 (2026)
Cohen Cheetham (S)	Student Senator	2027 (2025)
Donovan Wood-Gaines (NS)	Student Representative (UVSS)	2027 (2026)
Erin McGuire (NS)	President's nominee	2027 (2026) (ex officio)
David Medler (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Tricia Best (NS)	Director, International Centre for Students	(ex officio)
Vacancy	Director or equivalent of an Advising Centre	2027 (2026) (ex officio)
Ai-Lan Chia (NS)	Associate Director, Counselling Services	(ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Vacancy	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Zane Robison (Secretary)	Associate Registrar	
Aimee Draper (Recording Secretary)	Central Services, OREM	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

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

(S) – Senator
(NS) – non Senator

Senate Committee on 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	2029 (2023)
Daniela Constantinescu (NS)	Engineering and Computer Science	2028 (2025)
Melia Belli (NS)	Fine Arts	2029 (2026)
Brock Smith (S)	Peter B. Gustavson School of Business	2028 (2022)
Tania Muir (NS)	Continuing Studies	2029 (2026)
April Nowell (S)	Social Sciences	2027 (2024)
Lynne Marks (S)	Humanities	2027 (2021)
Vacancy	Health	2029 (2026)
Tim Richards (NS)	Law	2028 (2025)
Evan Maher (S)	Student Senator	2027 (2026)
Mahmoud Chick Zaouali (S)	Student Senator	2027 (2026)
Acorn Wasserman (NS)	Student Representative (UVSS)	2027 (2026)
Lauren Wyler (NS)	**Student Representative (UVSS)**	**2027 (2026)**
Sarah Roberts (NS)	Student Representative (GSS)	2027 (2026)
Linnea Leist (NS)	Alumni Association	2028 (2025)
Tina Bebbington (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2028 (2026)
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Courtney Lundrigan (NS)	University Librarian's designate	2027 (2025) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Karima Ramji (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	Associate Vice-President Academic Programs	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2027 (2021)
Breanna Lawrence (NS)	Education	2027 (2024)
Kristin Semmens (NS)	Humanities	2027 (2024)
Erin Campbell (S)	Fine Arts	2029 (2026)
Scott Watson (NS)	Social Sciences	2028 (2025)
Tim Hopper (S)	Health	2028 (2025)
Ilamparithi Thirumarai-Chelvan (NS)	Engineering and Computer Science	2028 (2025)
Patricia Cochran (S)	Law	2029 (2026)
Vacancy	Science	2029 (2026)
Martin Farnham (S)	Graduate Studies	2029 (2026)
Miranda Angus (NS)	Continuing Studies	2029 (2026)
Pascalle Sabine Ricard (S)	Student Senator	2027 (2026)
Ame Sillars (NS)	**Student Representative (UVSS)**	**2027 (2026)**
Annalee Lepp (S)	Dean (except for Grad Studies, nominated by the Deans)	2028 (2022)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Shailoo Bedi (NS)	Vice-President Academic and Provost's designate	2027 (2025) (ex officio)
Fraser Hof (NS)	Vice-President Research and Innovation's designate	2027 (2024) (ex officio)
Stuart Snaith (NS)	President's nominee	2027 (2025) (ex officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Karima Ramji (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Viverly Litan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

SENATE

SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate

From: Senate Committee on Agenda and Governance

Date: November 18, 2026

Subject: Revisions to the Senate Rules and Procedures

This memo responds to requests for clarification regarding amendments to Senate's Rules and Procedures approved by Senate on October 2, 2026. The memo summarizes the amendment approved by Senate, outlines concerns raised by members of Senate regarding its implementation, and assesses whether those concerns identify issues requiring amendment to the Rules and Procedures or whether they concern matters appropriately addressed through the Chair's administration of Senate meetings.

Recommended Motion:

That Senate approve the proposed amendment to Section 26 of the Senate Rules and Procedures respecting challenges to procedural rulings of the Chair.

Summary of the Previously Approved Amendment

As Senators will recall, the amendment to Section 38 was proposed as part of a broader revision of Senate's Rules and Procedures intended to strengthen Senate's deliberative processes. The rationale presented to Senate indicated that the amendment was proposed to support orderly discussion, encourage broad participation, make effective use of meeting time, and provide guidance for the management of debate.

As approved, the amendment establishes several high-level principles:

- Members must be recognized by the Chair before speaking.
- The Chair may maintain a speakers list.
- Members wishing to speak a second time are normally heard only after those wishing to speak for the first time have had an opportunity to do so.
- The mover of a motion or amendment is afforded a final opportunity to speak before debate concludes.

The amendment was intended to provide a framework for managing debate and does not establish detailed procedures governing every type of intervention that may arise during discussion.

Requests for Clarification

Following Senate's October 2026 approval of the amendment, questions were raised regarding the practical application of the new debate-management provisions. These questions can be summarized as follows:

- Whether questions directed to movers or presenters count toward a Senator's speaking opportunities.
- Whether questions directed to other Senators count toward a Senator's speaking opportunities.
- Whether the mover's concluding remarks count as one of the mover's speaking opportunities.
- Whether clarifications of misunderstandings are exempt from speaking limits.
- Whether corrections of factual inaccuracies are exempt from speaking limits.
- How Senators may indicate a desire to make clarifications or factual corrections that would not otherwise fit within the speakers list.

The concern underlying these questions is that, without additional guidance, the amendment may inadvertently discourage questions, limit opportunities to clarify misunderstandings, or impede the correction of inaccurate information during debate.

A separate concern was also raised regarding procedural rulings of the Chair. Specifically, it was suggested that procedural rulings may have substantive effects on Senate's ability to consider certain matters and that the Rules and Procedures do not expressly describe a mechanism through which Senate may challenge or overturn such rulings.

Assessment of the Requests

Scope of the Approved Amendment:
The amendment adopted by Senate is relatively narrow in scope. Its purpose is to support orderly and effective debate by establishing broad procedural principles for how discussion is managed. The amendment does not create a comprehensive code governing every form of participation that may arise during debate. Nor does it expressly define what constitutes a speaking opportunity, distinguish between debate and questions, or establish special procedures for clarifications, factual corrections, or other forms of intervention. Instead, the amendment establishes a framework for deliberation while leaving the day-to-day administration of debate to the Chair.

In considering these questions, the Committee also noted that Senate conducts its proceedings in accordance with its own Rules and Procedures rather than *Robert's Rules of Order*. While parliamentary authorities may provide useful context in some circumstances, Senate's procedures are determined by the rules adopted by Senate itself. Accordingly, the Committee's assessment focuses on the language and intent of Senate's own Rules and Procedures.

Questions, Clarifications, and Corrections:
Many of the questions raised concern circumstances that were not specifically addressed in the amendment approved by Senate. The amendment neither requires nor prohibits treating questions, requests for clarification, or factual corrections differently from other forms of participation. Similarly, it does not specify whether the mover's final opportunity to speak should be considered part of the mover's speaking opportunities or treated separately. These questions arise because the amendment intentionally articulates broad principles rather than detailed

procedural rules. As approved, the amendment leaves significant flexibility to the Chair in managing discussion, responding to the circumstances of a particular debate, and balancing orderly process with the need for informed deliberation.

In this respect, the requests largely seek procedural specificity beyond that contemplated by the amendment approved by Senate. Providing detailed direction on these matters would represent a policy choice that goes beyond clarifying the existing provision.

Consequently, the concerns raised do not necessarily suggest that the amendment itself is deficient. Rather, they identify matters that were not intended to be codified and that remain within the Chair's discretion in administering debate.

Procedural Rulings of the Chair:
The concern regarding procedural rulings raises a different issue. The amendment to Section 38 was not intended to alter the authority of the Chair or the respective roles of the Chair and Senate in determining matters of process and order. Nor was it intended to grant the Chair any new substantive authority over Senate's jurisdiction or decision-making.

However, the concern identifies a broader governance question regarding whether Senate's Rules and Procedures should expressly provide a mechanism by which procedural rulings of the Chair may be challenged, reviewed, or overturned by Senate. While distinct from the management-of-debate provisions adopted by Senate, the Committee concluded that additional clarification on this issue would be beneficial.

Recommendation

The Senate Committee on Agenda and Governance recommends that no amendments to Section 38, *Management of Debate*, are required at this time. The questions raised regarding speaking opportunities, questions, clarifications, factual corrections, and the mover's final opportunity to speak concern matters that were not expressly addressed in the amendment approved by Senate and do not appear to reveal a deficiency in the approved language. Rather, these matters were left to the Chair's discretion in the administration of debate and are consistent with the amendment's intended purpose of establishing broad principles for the management of discussion rather than a comprehensive procedural code.

The Committee further recommends additional clarity regarding procedural rulings of the Chair. The ability of Senate to sustain or overrule a procedural ruling of the Chair has been reflected in the *Practical Tips for Senators* orientation materials. As a result, the proposed amendment would not represent a substantive change in Senate practice, but rather the codification of an existing procedural understanding. It is therefore recommended to add the following provision to Section 26: *Agenda and Order of Business*, immediately following the section describing the Chair's authority to provide procedural guidance and make procedural rulings:

> Agenda and Order of Business
> 26.00 The Chair is responsible for ensuring that Senate meetings proceed efficiently, fairly, and in accordance with established rules. In fulfilling this responsibility, the Chair provides procedural guidance to members and makes procedural rulings on matters of process, order, and the interpretation of Senate rules and procedures. Procedural questions that arise are resolved through a ruling by the Chair. Any such

ruling may be challenged. A ruling of the Chair shall be sustained unless overturned by a majority vote of Senate.

Such a provision would provide greater procedural clarity and transparency without altering the intended operation of Section 38 or diminishing the Chair's authority to conduct meetings in an efficient and orderly manner. It would instead clarify that procedural rulings remain accountable to Senate as a whole.

Conclusion

The Committee carefully considered the questions raised following Senate's approval of the amendment to Section 38, *Management of Debate*. The Committee concluded that the issues identified, including questions regarding speaking opportunities, clarifications, factual corrections, and the mover's final opportunity to speak, do not reveal a deficiency in the language approved by Senate. Rather, these matters were not expressly addressed by the amendment and remain subject to the Chair's discretion in the conduct of meetings, consistent with the amendment's intended purpose of establishing broad principles for the management of debate rather than a comprehensive procedural code.

Accordingly, the Committee concludes that no further amendment to Section 38 is required at this time. However, in considering the discussion, the Committee identified an opportunity to provide additional clarity regarding the process by which Senate may sustain or overturn procedural rulings of the Chair. As a result, the Committee recommends that Senate amend Section 26 of the Senate Rules and Procedures to expressly provide a mechanism by which Senate may sustain or overturn a ruling of the Chair.

Respectfully submitted,
2026/2027 Senate Committee on Agenda and Governance
Rhonda McEwen, Chair, President and Vice-Chancellor
Robin Hicks, Vice-Chair, Faculty of Graduate Studies
Carrie Andersen, University Secretary
Mahmoud Chick Zaouali, Student Senator
Jason Colby, Faculty of Humanities
Elizabeth Croft, Vice-President Academic and Provost
Rob Hancock, Faculty of Social Sciences
Inba Kehoe, Libraries
Mark Laidlaw, Faculty of Science
Geoff Loomer, Faculty of Law
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

UVIC UNIVERSITY OF VICTORIA

SENATE RULES AND PROCEDURES

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RULES AND PROCEDURES

1.00 These Rules and Procedures have been established in accordance with the *University Act*. In the event of a conflict the *University Act* will prevail.

2.00 The *University Act* sets out the powers of Senate.

3.00 The Senate Committee on Agenda and Governance will consider and make recommendations to Senate on any matters relating to rules and procedures that are not otherwise covered by these Rules and Procedures.

MEMBERSHIP

4.00 Senate membership is established in accordance with section 35(2) of the *University Act*. The current membership is set out in Appendix A.

Chair and Vice-Chair

5.00 The President will serve as Chair of Senate.

6.00 Senate will elect one of its members to serve as Vice-Chair. The Vice-Chair will serve as Chair in the absence of the President. The Vice-Chair will serve for a term of one year and until replaced, and may not serve more than two consecutive terms.

Leaves and Vacancies

7.00 Any elected member of Senate is entitled to a leave of absence for no more than three consecutive regular meetings of Senate. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the resignation of the member.

8.00 If a vacancy in any position arises on Senate before the next regular election, the Senate secretary will report this to Senate at its next meeting and will enter a declaration of vacancy in the minutes of that meeting.

8.01 If the vacancy is an elected faculty member, professional librarian or continuing sessional, a by-election will be conducted in accordance with the *Rules to Govern Elections to the Board of Governors and the Senate*.

8.02 If the vacancy is a student or convocation member, the Senate secretary will consult the list of alternates from the immediate past election. If there is a suitable alternate, the candidate will be declared elected if the candidate received a percentage of votes at least equal to the percentage of participation in the election. If there is no alternate, the Senate secretary will issue a call for nominations, which will specify the Senate meeting at which an election on the floor of Senate will be held.

Duties

9.00 Senate members must carry out their functions with integrity, independence, good faith, and prudence of a reasonable individual.

10.00 Each member of Senate has a duty with other Senate members to act in the best interests of the University. Members of Senate may also bring the perspective of their colleagues and may articulate the interests of their home department and faculty.

Confidentiality

11.00 Senate members are expected to maintain the confidentiality of closed Senate deliberations and documents forever. Senate committee members are expected to maintain the confidentiality of confidential committee deliberations and documents forever.

MEETINGS

Participation

12.00 Members of Senate may only participate in Senate in person. Attendance or vote by proxy is not permitted.

12.01 Ex officio members of Senate may assign a delegate to attend an open session on their behalf in order to respond to questions that may arise.

12.02 Remote attendance at Senate is permitted when a member of Senate is prevented from attending the physical meeting location.

i) Senate members attending remotely ensure their full names are visible and cameras are turned on during the open and closed meetings of Senate.

ii) Senate members are expected to participate in the oral discussion of Senate irrespective of their mode of attendance. Messaging functions available with various software platforms are disabled.

Regular Meetings

13.00 Senate holds regular meetings each month from October to May. Regular meetings will normally be held on the first Friday of the month at 3:30 p.m. in the Senate and Board Chambers. Meetings may be scheduled on alternate dates and times to accommodate major events or notable dates.

14.00 A regular meeting may be cancelled by the Chair of Senate on recommendation of the Senate Committee on Agenda and Governance if the committee determines there is insufficient business to justify holding a meeting.

Special Meetings

15.00 Between June and September the Chair may call a special meeting if there is business that cannot be postponed until the next regular meeting. At any other time, a special meeting may be held at the discretion of the Chair, or at the request of at least eight members of Senate.

16.00 The notice for a special meeting will clearly specify the purpose of the meeting and will be circulated to Senate at least three days before the meeting.

17.00 At a special meeting, only the matter or matters specified in the notice may be considered.

Emergency Protocol

18.00 The *Emergency Protocol for Senate Operations* outlined in Appendix B is intended for use by Senate in case of emergencies or significant disruptions to academic program delivery.

18.01 In response to an emergency and in accordance with the *Emergency Protocol for Senate Operations*, Senate may delegate authority to the Senate Committee on Agenda and Governance or the Vice-President Academic and Provost.

Open and Closed Sessions

19.00 Meetings of Senate include an open and closed session, as necessary. The closed session is used for the discussion of business deemed by the Chair to be confidential.

20.00 The open session of a meeting is open to members of the public. Attendance is limited to the seating capacity of the visitors' gallery.

21.00 Normally, only members of Senate, and non-voting invitees with speaking rights as determined by Senate from time to time, may be present during the closed session.

22.00 The Chair, at his/her discretion, may invite non Senators to attend the closed session where their attendance supports the agenda.

23.00 The Chair, at his/her discretion, may have the visitors' gallery cleared or ask anyone who is interfering with the orderly conduct of the Senate's business to leave the visitors' gallery.

Quorum

24.00 The quorum required for all meetings of Senate will be fifteen members, at least eight of whom must be elected members.

25.00 For special meetings, at least five of the members required for quorum must be elected faculty members.

Agenda and Order of Business

26.00 The Chair is responsible for ensuring that Senate meetings proceed efficiently, fairly and in accordance with established rules. In fulfilling this responsibility, the Chair provides procedural guidance to members and makes procedural rulings on matters of process, order, and the interpretation of Senate rules and procedures. Procedural questions that arise are resolved through a ruling by the Chair. Any such ruling may be challenged. A ruling of the Chair shall be sustained unless overturned by a majority vote of Senate.

27.00 The agenda for regular meetings is reviewed by the Senate Committee on Agenda and Governance, normally a minimum of 14 days prior to the scheduled meeting date.

28.00 Any member of Senate may request in writing that an item be added to the agenda of the next regular meeting. The request must be submitted to the Senate Committee on Agenda and Governance at least two days prior to its meeting to review the agenda.

29.00 The agenda for regular meetings will normally be circulated to members of Senate at least six days before the meeting is scheduled to take place.

30.00 There will be agendas for the open and the closed sessions. The open agenda will be made public.

31.00 The order of agenda items for regular open meetings will normally be:

1. Approval of the agenda
2. Minutes of the last meeting
3. Business arising from the minutes
4. Remarks from the Chair
5. Correspondence
6. Proposals and reports from Senate committees
7. Proposals and reports from faculties and other divisions
8. Proposals and reports from the Vice-President Academic and Provost
9. Other business
10. Adjournment

32.00 In exceptional circumstances, any urgent matter not on the agenda of a regular meeting may, at the request of a member of Senate and the discretion of the Chair, be added to the agenda under "other business".

33.00 The Chair will receive proposals at the beginning of a regular meeting for other changes to the agenda.

34.00 When the agenda is modified at a meeting, the Chair will declare it approved as amended, unless there is a call for a formal vote to approve the agenda. When there are

no additions or changes to the agenda, the Chair will declare the agenda approved as circulated.

35.00 An item on the agenda of the open session may be placed into the closed session at any time prior to or during discussion of the item by successful motion to have it so placed.

36.00 For each agenda item, the Chair may develop a speakers list. Members must wait to be recognized by the Chair before speaking, avoid cross-talk, and adhere to time limits set by the Chair. A member of Senate may speak a second time on a particular item only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment will have the final opportunity to speak.

Voting

37.00 Voting will normally be by show of hands. Alternatively, one or more secret ballots shall be held at the meeting by the open request of fourteen members of Senate.

38.00 Voting for the purpose of elections conducted on the floor of Senate will be by secret ballot.

39.00 Secret ballots by Senate members who attend remotely will be conducted via email to the University Secretary. This vote will be confidential but not anonymous.

40.00 The Chair will have the same right of a single vote as other members of Senate.

41.00 In the case of an equality of votes for and against a motion, the Chair will declare that the question is resolved in the negative.

42.00 The Chair will formally announce the outcome of each vote and this outcome will be recorded in the Senate minutes. Any member of Senate may ask that the vote count or the member's individual vote or abstention be recorded in the Senate minutes.

Recording

43.00 Senate proceedings may not be recorded or reported on using cameras or other electronic equipment unless approved at the discretion of the Chair prior to the meeting.

Minutes

44.00 The minutes shall be the official record of a Senate meeting.

45.00 The minutes of each meeting will be circulated in draft form to members of Senate for approval at the next regular meeting. Draft minutes of a previous open session will be approved by Senate during the open session. Draft minutes of a previous closed session will be approved by Senate at the closed session.

46.00 Once approved, the minutes of an open session will be sent to the offices of Departments and Schools, the offices of senior officers of the university, the University of Victoria Students' Society, and the Graduate Students' Society.

Approval by Email

47.00 In exceptional circumstances, the Chair, after consultation with the Senate Committee on Agenda and Governance, may request voting on the motion of an item by mail or email with a report to Senate at the next meeting.

SENATE COMMITTEES

48.00 Senate will establish such standing and *ad hoc* committees it deems necessary and Senate will determine the terms of reference, membership and the method of appointing or electing members to those committees.

49.00 The following Senate standing committees have been established by Senate:

- Senate Committee on Academic Standards
- Senate Committee on Admission, Re-registration and Transfer
- Senate Committee on Agenda and Governance
- Senate Committee on Appeals
- Senate Committee on Awards
- Senate Committee on Continuing Studies
- Senate Committee on Curriculum
- Senate Committee on Honorary Degrees and Other Forms of Recognition
- Senate Committee on Learning and Teaching
- Senate Committee on Libraries
- Senate Committee on Planning
- Senate Committee on University Budget

Terms of Reference

50.00 The terms of reference of Senate standing or *ad hoc* committees are as determined by Senate. The terms of reference for the Senate standing committees are set out in Appendix C.

51.00 A Senate standing or *ad hoc* committee may consider any item that falls within its terms of reference, or items referred to it by the Senate Committee on Agenda and Governance.

52.00 A Senate standing committee may consider items that fall outside its terms of reference if it:

52.01 notifies and works in conjunction with any other Senate standing or *ad hoc* committee that has authority to consider the item as provided by its terms of reference; and

52.02 seeks the approval of the Senate Committee on Agenda and Governance.

53.00 Senate standing and ad hoc committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

Reports from Senate Committees

54.00 The Senate standing committees will submit an annual report to Senate. *Ad hoc* committees of Senate will submit annual reports to Senate during the time that those committees are active.

54.01 Annual reports will include information about meeting dates, actions taken and issues considered by a committee over the course of the year. Annual reports may also identify issues recommended by the committee for consideration by Senate.

55.00 The schedule for submission of annual reports to Senate by Senate standing committees is as follows:

- January: Senate Committee on Agenda and Governance – nominations sub-committee, Senate Committee on Admission, Re-registration and Transfer
- April: Senate Committee on Learning and Teaching, Senate Committee on University Budget
- May: Senate Committee on Planning, Senate Committee on Appeals, Senate Committee on Honorary Degrees and Other Forms of Recognition, Senate Committee on Libraries
- October: Senate Committee on Continuing Studies; Senate Committee on Curriculum
- November: Senate Committee on Awards, Senate Committee on Academic Standards

56.00 Each report to Senate from a Senate standing or *ad hoc* committee shall include the names of all members of the committee.

57.00 At the request of Senate, representatives of Senate on outside bodies may be invited to report to Senate on the activities of those bodies.

Composition of Senate Standing Committees

The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of

Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

58.00 In all other Senate standing committees, membership will include, where practicable and appropriate, at least two members of Senate, one of whom should normally be the Chair of the committee.

59.00 The Chairs of Senate standing committees will be appointed by Senate for a one year term. The Chair of a standing committee will be eligible for re-appointment, but may not serve for a period longer than his or her maximum term on the committee.

60.00 Normally an ex officio member of a Senate standing committee will not be appointed Chair of that committee.

61.00 The President or nominee will be an ex officio member of all Senate committees except the Senate Committee on Appeals. If the President appoints a nominee, this appointment shall be a continuing appointment and it shall be made after consultation with the Senate Committee on Agenda and Governance; however, such a nominee may be withdrawn at any time by the President. Other ex officio members of the Senate standing committees will follow the same process for appointing a nominee.

62.00 Any Senate standing committee other than the Senate Committee on Appeals may co-opt non-voting members, in consultation with the Senate Committee on Agenda and Governance. Any Senate standing committee may appoint *ad hoc* sub-committees whenever necessary.

Appointment to Senate Standing Committees

63.00 Members of Senate standing committees will be appointed for a period of up to three years. A member of a standing committee will be eligible for re-appointment, but none may serve for more than six consecutive years.

64.00 In accordance with its terms of reference, the Senate Committee on Agenda and Governance will normally be responsible for preparing recommendations on the membership of Senate standing and *ad hoc* committees for consideration by Senate at its May and October meetings, or as necessary. Further nominations may be made by the members of Senate present at the meeting at which nominations are considered, provided consent of the nominee has been obtained. In such case, an election will be held to determine the committee membership.

Leaves and Vacancies

65.00 A member of a Senate standing committee, whether they are a member of Senate or not, will be entitled to a leave of absence for no more than three consecutive regular meetings of the committee. Unless granted an extension by the Chair, any absence

beyond that will lead to a request for the member's resignation from the Senate standing committee.

66.00 A member of a Senate standing committee who is on leave will normally be replaced for the duration of his/her leave and return to the committee upon return from leave. In exceptional cases, a member may wish to continue serving on the Senate standing committee while on leave and this may be allowed, subject to the appropriate approvals.

67.00 Vacancies on Senate standing committees that arise during the year will be filled by appointment by Senate upon recommendation of the Senate Committee on Agenda and Governance.

68.00 If vacancies arise during the year for the members of the Senate Committee on Agenda and Governance elected to the committee on the floor of Senate, these will be filled through an election carried out on the floor of Senate.

69.00 Vacancies that arise on the Senate Committee on Admission, Re-registration and Transfer or the Senate Committee on Appeals will be filled without delay by the Senate Committee on Agenda and Governance, subject to ratification by Senate at its next meeting.

AMENDMENTS TO RULES AND PROCEDURES

70.00 Any proposal to amend or change the Senate Rules and Procedures, including a request to establish a new Senate standing committee or changes to the terms of reference of an existing Senate standing committee, will be presented in the form of one of the following:

70.01 a notice signed by at least one-fourth of the members of Senate;

70.02 a notice from a Senate standing committee;

70.03 a notice from an *ad hoc* committee appointed by Senate to examine the Senate Rules and Procedures; or

70.04 a notice made by a member of Senate during the course of a Senate meeting and approved by a majority of those present at the meeting.

71.00 A notice to amend or change the Senate Rules and Procedures must specify the amendment or change proposed. The proposal will be included in the agenda of the next regular meeting of Senate, or will be considered at a special meeting called for that purpose. Following the receipt by Senate of such notice, the Senate Committee on Agenda and Governance will study the proposed amendment or change, will seek advice, as deemed appropriate by the committee, and will report its opinion or findingsto the person(s) or committee proposing the amendment or change and to Senate in time

for the ordinary or special meeting at which the amendment or change will be considered.

71.01 A notice to amend or change the Senate Rules and Procedures submitted by the Senate Committee on Agenda and Governance may be considered at Senate at the first meeting at which it is submitted.

72.00 An amendment or change to the Senate Rules and Procedures will be considered passed if it is approved by at least two-thirds of the members of Senate present at the meeting.

Revisions approved by Senate on:
November 4, 1981
May 20, 1981
December 1, 1982
November 7, 1984
January 7, 1987
May 4, 1988
January 11, 1989
April 4, 1990
April 1, 1992
November 7, 2001
May 6, 2005
May 5, 2006
May 6, 2011
December 6, 2013
April 6, 2015
November 3, 2023
December 6, 2024
May 2, 2025
October 2, 2026

SENATE

SENATE COMMITTEE ON AWARDS

To: Senate

From: Senate Committee on Awards

Date: November 17, 2026

Subject: New and Revised Awards

The Senate Committee on Awards met on November 9 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:

- Andrew Sheret LTD Citizenship Award (New)
- Dr. Rey Scholarship in Molecular Life Sciences (New)
- Eli Pasquale Memorial Award* (Revised)
- Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)
- Francis Woods Memorial Scholarship (Revised)
- Geraldine Van Gyn Undergraduate Award (New)
- Anthropology Undergraduate Excellence Scholarship* (Revised)
- John W. Paden Memorial Scholarship (New)
- William Scott Memorial Award* (Revised)
- William Scott Memorial Travel Award* (Revised)
- Mary Catherine and Gloria Marshall Memorial Award* (Revised)
- Michele Pujol Award in Gender Studies* (Revised)
- Pamela Elder Scholarship in Applied Linguistics* (New)
- Paul Robert Leitch Memorial Award (New)
- Petch Award in Gender Studies* (Revised)
- Undergraduate Student Experiential Learning Scholarship* (Revised)
- Prasanna Ranganathan Award in Law for Students with Disabilities (New)
- Purves-Cordonier Prize* (Revised)
- Rebecca Brigham Lowe and Barry Lowe Scholarship (New)
- Roy E. L. Watson Graduate Scholarship* (Revised)
- Stacey Reginald Ball Entrance Scholarship* (New)

***** *Administered by the University of Victoria Foundation*

Respectfully submitted,
2026/2027 Senate Committee on Awards
Maureen Ryan (Chair), Faculty of Health
Jane Butterfield, Faculty of Science
Leslee Francis Pelton, Faculty of Graduate Studies
Lori Hunter, Director, Student Awards and Financial Aid
Timothy Iles, Faculty of Humanities
Cedric Littlewood, Associate Dean, Faculty of Graduate Studies
Alyssa Manankil, Alumni Association
Victor Marrugat Arnal, GSS Representative
Donja Roberts, Scholarship Officer, Faculty of Graduate Studies
Gerald Singh, Faculty of Social Sciences
Wendy Taylor, Registrar
Amanda Thornborough (Secretary), Student Awards and Financial Aid

APPENDIX 1

Scholarships, medals and prizes

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

AWARDS

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

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

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

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

BURSARIES

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

Detailed information about the online bursary application process is available on the SAFA website.

APPENDIX 2

TERMS FOR NEW AND REVISED AWARDS

Additions are underlined

Deletions are ~~struck through~~

NEW AND REVISED TERMS OF REFERENCE

ANDREW SHERET LTD CITIZENSHIP AWARD (NEW)

Two awards of $5,000 each are given to continuing undergraduate or graduate students who participate in the Vikes Men's or Women's Cross Country/Track program at the University of Victoria. One award will be awarded to a woman student-athlete and one award will be awarded to a man student-athlete. Eligible students must meet all U SPORTS eligibility requirements.

Award nominees will be selected on the basis of their positive contribution to team culture, respect for teammates, coaches, and competitors, commitment to supporting others before self and consistent effort toward personal athletic development and improvement regardless of performance outcomes. Preference given to student-athletes from British Columbia or Western Canada. Recipients will be selected by the Director, Varsity Performance Sport in consultation with the Head Coach. Approval of recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

DR. REY SCHOLARSHIP IN MOLECULAR LIFE SCIENCES (NEW)

One scholarship of $2,000 is awarded to an academically outstanding continuing or transferring second-year undergraduate student in the School of Molecular Life Sciences who demonstrates financial need.

ELI PASQUALE MEMORIAL AWARD* (REVISED)

One or more awards ~~up to a maximum of $1,000~~ are given to undergraduate and graduate students who participate in the Vikes Men's Basketball program at the University of Victoria and have Canadian citizenship or permanent resident status. Eligible students must meet all U SPORTS eligibility requirements. Award ~~recipients~~ nominees will be selected on the basis of work ethic, commitment and performance criteria by the ~~Senior~~ Director~~, of Athletics and Recreation~~ Varsity Performance Sport in consultation with the ~~Varsity~~ Head Coach ~~and the Director, Varsity Performance Sport~~. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

ELIZABETH (BETTY) VALENTINE PRANGNELL SCHOLARSHIP* (REVISED)

Up to two ~~A~~ scholarships ~~will be~~ are awarded to ~~two~~ academically outstanding First Nations, Métis and/or Inuit undergraduate and/or graduate students majoring in Visual Arts. Preference will be given to students with an interest in Indigenous visual art.

In the case of an undergraduate student, approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

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

FRANCIS WOODS MEMORIAL SCHOLARSHIP (REVISED)

One or more scholarships are awarded to academically outstanding graduate students in the Department of History, with preference for students with financial need. Further preference is for students who are ~~Canadian-born~~ First Nations, Métis and/or Inuit ~~p~~Peoples.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of History.

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

GERALDINE VAN GYN UNDERGRADUATE AWARD (NEW)

One award of $2,500 annually is given to an entering, continuing or transferring undergraduate student in the Faculty of Health. Preference is for students with demonstrated financial need.

~~*GRAND POST OF NATIVE SONS OF B.C. - BRUCE MCKELVIE SCHOLARSHIP*~~ *ANTHROPOLOGY UNDERGRADUATE EXCELLENCE SCHOLARSHIP** (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate students in third year in the Department of Anthropology who achieved a high standing ~~A scholarship is awarded to a third year Anthropology student with the highest standing~~ in a course relating to Anthropology in B.C. The student must be a Canadian citizen and must return to the University of Victoria in the next regular session. Approval of the recipient~~(s)~~ will be made by the Senate Committee on Awards upon the recommendation of the Department of Anthropology.

JOHN W. PADEN MEMORIAL SCHOLARSHIP (NEW)

A scholarship of $2,000 is awarded to an academically outstanding undergraduate student studying Biology in the Faculty of Science, with an interest in Mycology.

~~MAO TSE TUNG~~ WILLIAM SCOTT MEMORIAL AWARD* (REVISED)

One or more awards are ~~An award is~~ given to ~~a~~ undergraduate student~~s~~ who ~~has~~ have completed at least 3 courses on China and/or Overseas Chinese studies. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Pacific and Asian Studies.

~~MAO TSE TUNG~~ WILLIAM SCOTT MEMORIAL TRAVEL AWARD* (REVISED)

One or more awards are ~~An award is~~ given to ~~a~~ undergraduate student~~s~~ who ~~has~~ have completed at least 4 courses on China and/or Overseas Chinese Studies and who ~~is~~ are undertaking a study tour of China. ~~The general University requirement that the award recipient must return to the University of Victoria in the next regular session and enroll in a full program does not apply to this travel award.~~ Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Pacific and Asian Studies.

MARY CATHERINE AND GLORIA MARSHALL MEMORIAL AWARD* (REVISED)

One or more awards are given to graduate students in the Counselling Psychology ~~Graduate~~ Program or Indigenous Communities Counselling Psychology Program and whose research is directed at improving the lives of youth and their families. The student will be selected on the basis of a short written statement (maximum 500 words) describing their research (thesis or non-thesis) and intended outcomes. Students must apply to the Counselling Psychology ~~Graduate~~ Program or Indigenous Communities Counselling Psychology Program (ICCP) by September 1st.

Approval of the recipient~~(s)~~ will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Health.

MICHELE PUJOL ~~BURSARY~~ AWARD IN GENDER STUDIES* (REVISED)

One or more awards are given ~~A bursary is awarded~~ to women undergraduate ~~a woman 3rd or 4th year~~ student~~s~~ in the Department of Gender Studies with demonstrated financial need~~. Preference will be given to a lesbian, woman of a visible minority or an aboriginal woman.~~ Preference will be given to Indigenous students (inclusive of all Indigenous Peoples locally and globally), persons with a visible disability, and/or persons of marginalized sexual orientations, gender identities and gender expressions. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Gender Studies.

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

PAMELA ELDER SCHOLARSHIP IN APPLIED LINGUISTICS* (NEW)

One or more scholarships of at least $2,000 each are awarded to academically outstanding graduate students who are enrolled in the Applied Linguistics Program. Part-time students (registered in a minimum of 1.5 units per term) are eligible. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Languages, Linguistics and Cultures.

PAUL ROBERT LEITCH MEMORIAL AWARD (NEW)

An award is given to an undergraduate student entering the Faculty of Law who is a first generation Canadian and who demonstrates financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

PETCH ~~BURSARY~~ AWARD IN GENDER STUDIES* (REVISED)

One or more awards are given ~~bursaries will be awarded~~ to undergraduate students in Gender Studies with demonstrated financial need, with preference given to students with a declared major in this program.

~~PETT AWARD IN ARCHAEOLOGY~~ UNDERGRADUATE STUDENT EXPERIENTIAL LEARNING SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate ~~A scholarship is awarded to a~~ students who ~~is a~~ are Canadian citizens and who ~~has~~ have successfully completed at least one course in Archaeology at the University of Victoria, in order to assist the recipients to do field or laboratory work in British Columbia archaeology. ~~The approval is made by the Senate Committee on Awards upon the recommendation of the senior instructor in Archaeology in the Department of Anthropology.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Anthropology.

PRASANNA RANGANATHAN AWARD IN LAW FOR STUDENTS WITH DISABILITIES (NEW)

An award is given to an undergraduate student entering the Faculty of Law who is a person with visible and/or invisible (physical and/or mental) disabilities.

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

PURVES-CORDONIER PRIZE* (REVISED)

A prize is awarded to an undergraduate student in the Faculty of Humanities demonstrating high academic achievement in ~~the field of 17th and 18th Century~~ English Literature. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of English.

REBECCA BRIGHAM LOWE AND BARRY LOWE SCHOLARSHIP (NEW)

A scholarship of $2,000 is awarded to an academically outstanding undergraduate student in the Faculty of Science. Preference is for students who are single parents.

ROY E. L. WATSON GRADUATE SCHOLARSHIP* (REVISED)

A scholarship will be awarded to an academically outstanding student in the graduate program in Sociology. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards ~~c~~Committee upon the recommendation of the Department of Sociology. ~~In the event the scholarship is not awarded in one year, an additional scholarship will be awarded in a subsequent year.~~

STACEY REGINALD BALL ENTRANCE SCHOLARSHIP* (NEW)

One scholarship is given to an academically outstanding undergraduate student from Alberta entering the Faculty of Law with demonstrated financial need. Preference will be given to a student from Southern Alberta. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 18, 2026

Subject: Proposal to establish Indigenous Studies (IS) Department

At its meeting on November 4, 2026, the Senate Committee on Planning considered the proposal to establish Indigenous Studies (IS) Department.

Indigenous Studies (IS) has existed as a minor at UVic since 2001 and as a major since 2018. The program has steadily increased its enrolments, student declarations, and graduates.

The proposed change to departmental status will formally recognize the importance of IS by aligning its status with that of other autonomous departments within the University and at peer institutions across the province and the country. It will also recognize the importance of IS to the university's Indigenous Plan, reflecting the expansion of the program since the program's inception. Since 2018, IS majors and minors have increased from 59 in 2018-19 to 144 in 2025-26, and course enrolments have grown from 148 in 2012-13 to 731 in 2026-27.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish the Department of Indigenous Studies (IS), as described in the document "Department of Indigenous Studies".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Patricia Cochran, Faculty of Law
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities

Karima Ramji, Executive Director, Co-op. Education & Career Services
Pascalle Sabine Ricard, Student Senator
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Ame Sillars, UVSS Representative
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

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

Department of Indigenous Studies

Submitted by:	**Name and title**	**Email**
Dean (or designate) or administrative authority	Annalee Lepp Dean, Faculty of Humanities	deanhums@uvic.ca
Academic unit, department, or school	Lisa Kahaleole Hall Director, Indigenous Studies Program	isdirector@uvic.ca
Name, title, and email of contact person	Lisa Surridge, Associate Dean Academic, Faculty of Humanities	humsada@uvic.ca

Anticipated start date	**May 2027**

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	**July 31, 2023**
Dean of Graduate Studies, (required if new school, department or faculty will offer graduate level degrees, diplomas, certificates etc.)	**N/A**
Departmental/School approval	**August 28, 2023**
Resource requirements approval (by Dean)	**July 17, 2026**
*Faculty Council approval (or indicate equivalent Faculty voting body)	**January 16, 2024**
FGS Graduate Executive Committee (GEC) approval	**N/A**

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

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	**September 4, 2026**	**Y**
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).	**October 6, 2026**	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**September 1, 2026**	**Y**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	**September 8, 2026**	**Y**
External and Internal Consultation (letters of support as per section F)	**Sept-Nov 2026**	**Y**

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

Provide a summary of the proposed new academic unit (department/school or faculty), rationale/need and clearly articulate how the new unit aligns with current institutional plans and priorities (maximum 1 page).

The proposed unit will formalize Indigenous Studies (IS) as a department, responding to students' growing demand for this area of study and the discipline's timeliness in providing a means by which undergraduate students can learn from, about, and with Indigenous peoples.

The change to departmental status will be important in formally recognizing IS's importance through according it the same status as other autonomous departments on campus, provincially, and nationally. As noted in the program's 2025 External Review Report, "The immediate transition from a program to a department will have a significant impact on the morale of the faculty members, and it will shift how they are situated and understood within the UVic community … [and] by those external to it …" It will also recognize the importance of IS to the university's Indigenous Plan, reflecting the rapid expansion of the program since 2018 when it first became a major. Since 2018, IS majors and minors have increased from 59 in 2018-19 to 144 in 2025-26, and course enrolments have grown from 148 in 2012-13 to 731 in 2026-27.

IS explores the social, political, cultural, and historical contexts that shape and have shaped the lives of and resistance to colonial incursions on Indigenous peoples—on Vancouver Island, in BC, Canada, and around the world. Our courses provide foundational knowledge of colonial events and practices that shape the before and after of contemporary Indigenous lives, and, more importantly, highlight the creativity and persistence of modes of cultural maintenance, resistance, and resurgence from Indigenous points of view and in the service of Indigenous peoples. The education offered by the IS faculty and curriculum enables undergraduates to learn from, about, and with Indigenous peoples. With members of local First Nations and long-standing relationships with local Nation members (Elders, Knowledge Keepers; etc.), the unit exposes students to the breadth and depth of Indigenous resistance, resurgence, and reconciliation through diverse disciplines (politics, gender, history, law, ecology, anthropology, etc.) and modes (critical theory, collective learning, land/water-based learning, experiential learning, etc.). Our teaching, research, and relationships centre the diversity of Indigenous nations across the globe, with a focus that honours and tasks students with the responsibility to respect local Nations and their laws, protocols, and cultures.

The core objectives of IS reflect, align with, and encompass UVic's institutional values, interests, plans, and priorities, including those found within the current *Strategic* and *Indigenous Plans*. The unit aligns with the Strategic Plan*, Distinctly UVic*, in having always already based its teaching, research, and fundamental values in (ʔetal nəwəl | ÁTOL, NEUEL, or "Respecting the rights of one another and being in right relationship with all things"), a value that the new plan identifies as significant across the university. IS brings with it existing practices that honour, fulfill, and uphold these responsibilities and will continue to work toward these priorities.

The intentions and practices that encompass IS are connecting with ancestors, fulfilling responsibilities on Lekwungen and W̱SÁNEĆ territories, and honouring relationships with local Nations, lands, and waters. This is what the *Indigenous Plan* describes as héʔək'ʷ al tθə čəléŋən łtə/HÁEQ ŁTE OL TŦE ĆELÁṈEN ŁTE or "remember our ancestors and birthright." IS undertakes teaching and research that work toward the education, healing, and rejuvenation of Indigenous cultures, politics, and laws—on Vancouver Island and across the globe. This is what the *Indigenous Plan* recognizes as a priority that ensures that students, staff, and faculty will be Leʔt šxʷ helə ʔə cə məkʼ ʷ sčeʔi səʔ S,HOL EṮ MEQ EN ENÁ SE SĆǼ or "prepared for all the work to come."

Outline the goals of the proposed new academic unit and indicate how it is aligned with or distinct from related academic units at UVic and trends at other post-secondary institutions.

IS has existed as a minor at UVic since 2001 and as a major since 2018. Before becoming a major, the minor steadily increased its enrolments, student declarations, and graduates throughout its 17-year history. Since becoming a major, the unit has seen steadily increasing graduation rates:

Year	Number of Graduating Majors
2018	0
2019	0
2020	0
2021	5
2022	13
2023	20
2024	18
2025	21
2026- only 202601 & 202605	30

IS prepares students to understand the collision of colonial and Indigenous histories of people and place that have created the current conditions in which they live and to work for a more just future that supports the flourishing of human and other-than-human life. It is unique among UVic academic units in its focus on addressing the development of undergraduate students' knowledge base and critical consciousness of Indigenous issues. Through core courses that incorporate multiple forms of knowledge—land-based, critical theory-based, and arts-based—IS teaches students how to situate themselves and their own histories and life experiences in relation to knowledges that are shared with them and, through that relational knowledge building, to develop an ethic of responsibility toward this knowledge and its continued dissemination.

IS prepares undergraduate students for careers in non-profit organizations, government agencies, and more. Its foundation in social and critical analysis serves them well in graduate and professional programs. Recent UVic Indigenous Studies graduates have been admitted to law schools, taken positions in university student services and friendship houses, and been hired by First Nations councils and community organizations.

While remaining distinct to this place and this island, the IS program is aligned with Canadian post-secondary institutional development. The following U15 institutions have established departments or faculties of Indigenous Studies/ Native Studies

1. University of Alberta – Faculty of Native Studies
   https://www.ualberta.ca/undergraduate-programs/bachelor-of-arts-in-native-studies-native-studies.html

2. University of Manitoba – Indigenous Studies Department
   https://umanitoba.ca/explore/programs-of-study/indigenous-studies-ba

3. McMaster University – Department of Indigenous Studies
   https://indigenous.socsci.mcmaster.ca/

4. University of Saskatchewan – Department of Indigenous Studies
   https://admissions.usask.ca/indigenous-studies.php

Three universities in BC outside the U15 have established Indigenous Studies/First Nation Studies Departments

1. Simon Fraser University – Department of Indigenous Studies
   https://www.sfu.ca/indg.html

2. University of Northern British Columbia – First Nations Studies Department
   https://www2.unbc.ca/first-nations-studies

3. University of the Fraser Valley – Indigenous Studies Department
   https://www.ufv.ca/indigenous-studies/

A. What are the areas of specialization, undergraduate and graduate programs within the proposed new academic unit and evidence of adequate faculty complement to support the unit?

IS faculty members' areas of specialization include Indigenous resurgence and climate change, community-based Indigenous cultural production, Indigenous internationalisms, land restoration, Indigenous conceptions of justice and their intersections with projects of reconciliation, Indigenous coastal governance, Indigenous relationality, Indigenous storytelling, and Indigenous legal orders with the more than human.

Our faculty members' relationships with Island nations enable us to offer a unique class hosting and highlighting local knowledge holders that is open to campus and community, IS 100. A suite of core courses for the major and minor covers Indigenous histories and identities in Canada and beyond, critical Indigenous theory, Indigenous methodologies, and land-based work:

- IS 100: Responsibilities to Coastal Indigenous Peoples and Lands
- IS 101: Indigenous Foundations
- IS 201: Introduction to Indigenous Studies
- IS 300: Community-based Cultural Production
- IS 301: Critical Indigenous Theory
- IS 350: Methods, Ethics, Protocols
- IS 400: Research Seminar in Indigenous Studies
- IS 450: Indigenous Studies in the Field
- IS 490: Directed Studies

Special-topics courses enable us to offer courses in areas of faculty expertise:

- IS391A - Topics in Arts, Literatures and Languages
- IS391B - Topics in Histories, Politics, Laws and Lands
- IS391C - Topics in Indigenous Education, Health and Healing
- IS391D - Topics in Community and Land-Based Learning
- IS491A - Seminar in Arts, Literatures and Languages

- IS491B - Seminar in Histories, Politics, Laws and Lands
- IS491C - Seminar in Education, Health and Healing
- IS491D - Seminar in Community and Land-Based Learning

Our current faculty complement enables us to meet the demands of the unit. Our hirings of Assistant Teaching Professors Tracy Underwood and Mick Scow have both strengthened our teaching capacity and enabled the offering of our unique service course, IS 100, thanks to the addition of their local knowledge and relationships. The subsequent hirings of Assistant Professors Rachel George and Pamela Spalding have enhanced our research strengths in plants, Indigenous legal orders and coastal kinship, as well as enabled us to offer upper-level courses in these areas.

The LE, NONET courses offer research apprenticeships and community internships that are limited to Indigenous students by application and are staffed and overseen by the Office of Indigenous Academic and Community Engagement.

IS incorporates four breadth requirements in addition to our own core courses (see below). We are fortunate to include a wide array of approved courses from across the university, offering students a rich interdisciplinary experience that recognizes the intersectionality of Indigenous issues and other areas of academic studies, reflecting how these issues play out in the world and in the lived experience of Indigenous Peoples:

- *Arts, Literatures and Languages*
  - Art History and Visual Studies, English, Gender Studies, Anthropology, and the School of Languages, Linguistics and Cultures.
- *Histories, Politics, Laws, and Lands*
  - Anthropology, Economics, Environmental Studies, Geography, History, Indigenous Governance, and Political Science
- *Education, Health, and Healing*
  - Indigenous Education, the School of Public Health and Social Policy, and Environmental Studies
- *Community and Land-Based Learning*
  - Field schools, culture camps, experiential learning projects, etc.
  - Anthropology, Environmental Studies, Geography, Gender Studies, Indigenous Education, the School of Public Health and Social Policy, the School of Languages, Linguistics and Cultures.

For the foreseeable future, UVic IS will focus on undergraduate programming.

B. Describe the governance structure for the proposed new academic unit.

Since 2020, the governance structure for the Indigenous Studies program has followed that in the Collective Agreement for academic departments, so there would be very few changes.

The unit already has an RPT Committee and Hiring Committee. It holds regular program meetings that will become department meetings. The program will continue to develop IS unit standards. The title of the unit would change from the “Indigenous Studies program” to the “Department of Indigenous Studies.” The position of “Director of the Indigenous Studies program” would be renamed as “Chair of the Department of Indigenous Studies.” The committee and decision-making structures within the

department would remain the same, as would the lines of authority within the Faculty of Humanities and the larger university.

C. Describe the enrolment plan for the proposed new academic unit and the student financial support plan for both undergraduate and graduate students.

From 2018 to 2023, a period of rapid expansion for the unit, waitlists outstripped our faculty capacity. However, with a stabilization of enrollments and recent faculty hirings, we are now able to meet the needs of the unit.

IS now plans for moderate growth to support student needs as follows:

1. To expand majors and minors as student demand rises; a growing percentage of Indigenous students in the university-age cohort as well as need from those seeking careers in government, education, and social services in an era of reconciliation may also drive demand.
2. To meet the needs of students (both Indigenous and non-Indigenous) outside IS who are committed to reconciliation and who wish to bring knowledge of Indigenous histories and current realities to their future lives and careers;
3. To meet waitlisted need in IS 101 Indigenous Foundations;
4. Increase enrollments in 300- and 400-level courses;
5. To regularize special topics courses within IS to meet the needs of declared students;
6. To expand land and water-based learning; and
7. to expand exchange opportunities.

In terms of student financial support, IS undergraduate students are supported through regular UVic channels. Indigenous undergraduates in IS have the additional possibility of bursaries through IACE and/or band funding. It is a Faculty of Humanities priority to establish awards (in addition to the current bursaries) in IS in order to recognize academic excellence and promote students' careers.

We have neither graduate courses nor plans to support graduate students in the foreseeable future.

D. Does the proposed new academic unit have an impact on current students? If yes, please provide details. How will this be communicated to the campus community? Provide a detailed communication plan.

IS students will benefit from the increased visibility provided by departmentalization, which will formalize the structure in place. Students will be assured by email and on social media that there will be neither a change in programming nor any disruption to courses.

The Communications Officer in Humanities will publicize and celebrate this important milestone on social media, faculty listservs, and websites, and will work with Central Communications to convey the news to the wider communities, in consultation with local Nations.

E. Any other relevant information not included above.

Space: Indigenous Studies has already been allocated office and meeting space through a larger Faculty of Humanities space reallocation.

Library: We have support from a dedicated University librarian and tech support through the Faculty of Humanities contract with the Help Desk.

Staff: When the major was established in 2018, the program had a .5 FTE (pay band 6) CUPE staff person, which was increased to .8 FTE in 2021. In 2025, this position was increased to 1.0 FTE with a higher pay band (9). These increased supports for a staff position enable greater capacity to support budget planning, community engagement, curriculum revision, increase faculty and student support, and enhance promotion of courses and programs.

F. Provide evidence of consultation with related academic units at UVic participating in or affected by the proposed academic unit (emails/letters of support in an appendix). Describe how you incorporated feedback in the proposal.

See Appendix A.

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: 1 May 2027 (cycle 1)
Proposal type (new, revise or discontinue program): Revised program	
Academic unit, department, or school: Departmentalization of Indigenous Studies	
Name, title, and email of contact person: Lisa Khaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: October 6, 2026	
Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor	SharePoint Internal Consultations
Feedback provided (please add feedback only in this section)	
OREM is very supportive of this proposal. A department name change form (https://www.uvic.ca/registrar/faculty-staff/dept-name-code-changes/change-dept-code/index.php) will be required if changes from the current code (ISST/1261 - Indigenous Studies) to "Department of Indigenous Studies" is needed.	
How was the feedback provided incorporated into the proposal?	

Signature: _____ 

Date: _____October 6, 2026

UNIVERSITY OF VICTORIA
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Appendix A
Coop Education consultation

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Kahaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: October 5, 2023	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Andrea Giles, Executive Director of Co-operative Education Program and Career Services	Email consultation – IS proposal attached *Feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
Feedback Part 1: This is a great program exposing students to a wide array of learning. The goals and learning outcomes of this department are both unique and timely. As you note in your submission, Indigenous Studies can prepare undergraduate students for careers in non-profits, government and more. This is evident in the strong placement numbers so early in the establishment of this department. Co-op and Career is pleased to help IS students in their career journeys and look forward to continuing to work together with the Faculty of Humanities on this. Feedback Part 2: Thanks for reaching out for the consultation process for proposal to formalize the Indigenous Studies program as a department. You are correct that this formalization does not directly impact COOP as this program has been acting as a department for many years. As a department (or currently, a program) in the	

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Faculty of Humanities, our Humanities and Fine Arts Co-op program has been placing IS students for several years. In the past three year, we have placed 15 IS students in work term opportunities:

Year	Co-op Program	Work experience Program
2022-23	3	
2021-22	3	4
2020-21	2	3
Total	8	7

This is a great program exposing students to a wide array of learning. The goals and learning outcomes of this department are both unique and timely. As you note in your submission, Indigenous Studies can prepare undergraduate students for careers in non-profits, government and more. This is evident in the strong placement numbers so early in the establishment of this department.
Co-op and Career is pleased to help IS students in their career journeys and look forward to continuing to work together with the Faculty of Humanities on this.

How was the feedback provided incorporated into the proposal?

Signature: Karima Ramji

Date: September 1, 2026

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IACE Elder- in- Residence consultation - Gerry Ambers

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Khaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: November 20, 2023	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Gerry Ambers, Elder in Residence at the First Peoples House	Email
Feedback provided (please add feedback only in this section)	
My name is Gerry Ambers, and I am a Kwakwaka'wakw artist and activist from the 'Namgis Nation in Alert Bay and an Elder in Residence at the First Peoples House. I work with art galleries, Indigenous organizations, and post-secondary institutions on Vancouver Island as an Elder, mentor and healing worker. I write to support the transition of the Indigenous Studies program to departmental status. In a time of truth and reconciliation, the Indigenous Studies Program offers the knowledge to dispel ignorance, violence and racism. The lack of knowledge by settler populations about Indigenous history, Indigenous cultures, and the ongoing histories is worrisome. Knowledge about the past helps us understand today, and will help us approach the future in better ways. The knowledge-base of Indigenous Studies is the foundation for the University of Victoria to continue the awareness and understanding of Indigenous relations, including in truth and reconciliation, nation-to-nation relations, and the sovereignty of Indigenous nations locally and globally. UVic is	

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shaped by the knowledge of Elders, and it only makes sense for the Program to be a Department to continue their good work. The Program has vibrant faculty, who are community voices who represent many nations locally and internationally. The new course offering, IS 100, represents the valuable and necessary contributions that Indigenous Studies consistently has provided at UVic with local communities. This course is transformative, because it honors, upholds and uplifts local Indigenous people's own science, knowledge, law, medicinal and healing practices that are integral to Indigenous Studies and Indigenous communities. These values and teachings by the Program reflect deep connections with local communities, something that is so important for amplifying Indigenous knowledge in good ways. It is wise to learn other ways of seeing the world, and Indigenous Studies offers these valuable perspectives. Not only does Indigenous Studies offer these perspectives from territories far from here, but also many perspectives locally. The Indigenous Studies Program deserves to be a department so it can advance these vibrant practices for settler and Indigenous students and faculty, but also for Indigenous nations. I fully support Indigenous Studies to become a department at UVic.
How was the feedback provided incorporated into the proposal?

Signature: Jerry Amber
6 Sept, 2026

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Faculty of Human and Social Development consultation

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify: Faculty of Human and Social Development
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Khaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: October 4, 2023	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Maureen M Ryan, Associate Dean Academic, Faculty of Human and Social Development	Email Consultation – IS proposal attached *Feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
I read through your proposal and found it to be a well written, timely and has my full support. see the growth of Indigenous studies to be vital to the growth of U Vic. I appreciate that you located the purpose within the aspirations of the University strategic plan and the Indigenous strategic plan. You have my support.	
How was the feedback provided incorporated into the proposal?	

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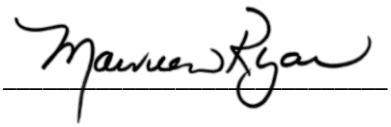
Signature: 

Date: _____September 1, 2026_____

IACE consultation

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☒IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Khaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: September 20, 2023	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Kundoqk, Jacquie Green, Executive Director of IACE	Email consultation – IS proposal attached *Feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
See IACE Consult Form below.	
How was the feedback provided incorporated into the proposal?	

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Signature: _____ _____

Date: _____

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 review is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Please submit completed forms to iaceconsultations@uvic.ca.

Part I: Background Information

Department/School/Faculty: Faculty of Humanities
Name of Program: Indigenous Studies
☒ Credit ☐ Non-credit
Credential Level:
☐ Certificate/Diploma
☒ Undergraduate
☐ Grad Certificate/Diploma ☐ Master's ☐ Doctoral
Type of Proposal:
☐ New Degree ☐ New Program ☐ Revision of Program ☐ Discontinuance of Program
☐ Micro-certificate ☒Other

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words):
The proposal formalizes Indigenous Studies' status (IS) as a department. Indigenous Studies has been a program acting as a department since its inception in 2018. Due to this there are no curricular, material resources, or governance changes involved.

Rationale for the proposal (approximately 200 words):
The change to departmental status will formally recognize IS's importance to the university through according it the same status as other autonomous departments on campus, provincially, and nationally. The change will be a visible response to students' growing demand for this area of study providing a means by which undergraduate students can learn from, about, and with Indigenous peoples.
It will also recognize the importance of IS to the university's Indigenous Plan.

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?
N/A

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)

IS prepares Indigenous and non-Indigenous undergraduate students for careers in non-profit organizations, government agencies, and more. Its foundation in social and critical analysis serves them well in graduate and professional programs. Moving the IS program to departmental status is a natural progression which acknowledges IS contributions to the student experience and UVic.

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

The entirety of the IS curriculum engages with Indigenous communities, nations, and organizations and is taught by Indigenous faculty

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

The faculty members of IS are all Indigenous. As noted in the program's 2025 External Review Report, "The immediate transition from a program to a department will have a significant impact on the morale of the faculty members, and it will shift how they are situated and understood within the UVic community … [and] by those external to it …"

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

IS is unique among UVic academic units in its focus on addressing the development of undergraduate students' knowledge base and critical consciousness of Indigenous issues. Through core courses that incorporate multiple forms of knowledge—land-based, critical theory-based, and arts-based—IS teaches students how to situate themselves and their own histories and life experiences in relation to knowledges that are shared with them and, through that relational knowledge building, to develop an ethic of responsibility toward this knowledge and its continued dissemination.

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

The intentions and practices that encompass IS are connecting with ancestors, fulfilling responsibilities on Lekwungen and W̱SÁNEĆ territories, and honouring relationships with local Nations, lands, and waters. This is what the *Indigenous Plan* describes as héʔək'ʷ al tθə čəlélŋən ɬtə/HÁEQ ŁTE OL TŦE ĆELÁN̓EN ŁTE or "remember our ancestors and birthright."
Our faculty members' relationships with Island nations enable us to offer a unique class hosting and highlighting local knowledge holders that is open to campus and community, IS 100.

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

Historically Indigenous IS students have benefited from the supports of IACE through the Elders-in-Residence Program, LE, NONET Program, Campus Cousins, Drop-in Supports, the Native Students Union and Co-op program. IS faculty ask for classroom space in FPH and book Elders for ceremony through IACE.

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

The core objectives of IS reflect, align with, and encompass UVic's institutional values, interests, plans, and priorities, including those found within the current *Strategic* and *Indigenous Plans*. The unit aligns with the Strategic Plan*, Distinctly UVic*, in having always already based its teaching, research, and fundamental values in (ʔetal nəwəl | ÁTOL, NEUEL, or "Respecting the rights of one another and being in right relationship with all things"), a value that the new plan identifies as significant across the university. IS brings with it existing practices that honour, fulfill, and uphold these responsibilities and will continue to work toward these priorities.

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.



04-SEP-26

_____ _____

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

Date

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

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

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

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Indigenous Education consultation

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify: Department of Indigenous Education
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Kahaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: November 16, 2023	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jean-Paul Restoule, Professor and Chair, Department of Indigenous Education	Email Consultation – IS proposal attached *Feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
I am writing to support Indigenous Studies (IS) becoming a department at UVIC. It is a good time for Indigenous Studies to make this move to department, aligning as its mandate does with UVIC's Indigenous Plan, Strategic Framework and BC's DRIPPA and the Truth and Reconciliation Commission's Calls to Action. Acting as it has for several years as a quasi-department, it seems only right to formalize the status as a department and allow Indigenous Studies to continue to grow and develop with greater certainty about its governance and organizational structure. Speaking for the Department of Indigenous Education, as a relatively new department at UVIC, it has been critical for us to define our scholarly activity for the purposes of performance evaluation, and for review of promotion and tenure. Having greater autonomy in our decisions regarding curriculum, hiring, and budgeting have also been important to demonstrating Indigenous perspectives in our work. As a guest lecturer in one of the IS 2nd year courses a few years ago, I was impressed by the students who demonstrated critical thinking, passion for social justice and deep commitment to supporting Indigenous resurgence. The quality of the instruction, the opportunity to study perspectives and examples from the local to	

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the global, and with a focus on strengths, while not ignoring painful traumatic truths, make the major and minor in IS essential programs for UVIC. Providing IS with departmental status will streamline decision making and resource planning that helps enhance student experience and faculty well-being. Some years ago, Indigenous Studies was identified by Vice President, Academic and Provost, Dr. Valerie Kuehne as a program, among several, functioning as nascent departments. Indigenous Education was incorrectly named as one of those nascent departments (we already had department status at the time), and Indigenous Governance, now a School, was also named. It's time for Indigenous Studies to also have department status, acting as it has for several years now as though it were a department. Indigenous Studies has experienced growth in student enrolment over the last 20 years and this growing body of students would best be served by a full-fledged department of Indigenous Studies. I conclude that establishing a Department of Indigenous Studies would be a good way to demonstrate in action the principles that are espoused in UVIC's strategic plans. I fully endorse this proposal and urge you to support the creation of this department. I look forward to seeing the positive impact that an Indigenous Studies Department will undoubtedly have at UVIC.
How was the feedback provided incorporated into the proposal?

Signature: _____JPR_____

Date: ____September 1, 2026_____

Indigenous Governance consultation

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify: School of Indigenous Governance
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Khaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: October 26, 2023	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Hokulani K. Aikau, Director, School of Indigenous Governance	Email consultation – IS proposal attached *Feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
I am writing on behalf of the School of Indigenous Governance (IGOV) to express our strong support for establishing Indigenous Studies (IS) as a department at the University of Victoria. The proposed IS department is rooted in academic necessity and aligns with institutional priorities. IS has been integral to UVic's academic landscape since 2001, evolving from a minor to a major program in 2018, experiencing substantial growth in student interest and enrolment. This proposal is a natural next step in the evolution of the Indigenous studies. Providing a unique and much needed course of study, IS students are exposed to diverse Indigenous experiences, from local contexts to global perspectives, providing a deep understanding of historical, cultural, political, and social dimensions while emphasizing Indigenous and creativity and persistence. The faculty, staff, and community partners fosters a unique learning environment where students engage with Indigenous communities and individuals. IS's commitment to strong relationships with local First Nations, including Indigenous Elders and Knowledge	

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Keepers, aligns with UVic's values and Strategic Plan, notably the core value of 7etal nawal I ATOL,NEUEL. This commitment advances reconciliation and Indigenous engagement. The proposed department aligns with UVic's "Distinctly UVic" objectives, emphasizing Indigenous perspectives and decolonization. IS brings its established practices and dedication to fulfilling these responsibilities, reinforcing alignment with institutional priorities. IS's principles-honouring ancestral connections, fulfilling responsibilities on Indigenous territories, and maintaining respectful relationships with local Indigenous nations, lands, and waters-are echoed in the Indigenous Plan and resonate with the UVic community. In conclusion, the School of Indigenous Governance supports establishing Indigenous Studies as a department. It addresses the growing demand for Indigenous Studies and aligns with UVic's strategic objectives and commitment to reconciliation, benefiting students and advancing broader academic and societal goals at the University of Victoria.
How was the feedback provided incorporated into the proposal?

Signature: Hokulani Aikau

Date: 3 September 2026

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Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐ IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Khaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: Sept 8, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Justin Harrison, Humanities and Social Sciences Librarian Jonathan Bengston, University Librarian	Email Consultation – IS proposal attached *feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
Thanks for consulting with the library on this proposed new department. The library has recently hired an Indigenous Initiatives librarian as well as an Indigenous Studies librarian. Thus in the context of supporting the increased enrolment going forward, the library is well resourced to support student/faculty research needs. In terms of the collection, the library has been very actively collecting material relating to indigenization for several years, and will continue to be attentive in acquiring relevant materials as they are published going forward. So, in light of the above and the fact this is effectively a formalizing of an existing arrangement, I see the library as well prepared to support this new department.	
How was the feedback provided incorporated into the proposal?	

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Signature: 

Date: Sept. 8, 2026

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TEMPLATE FOR NEW ACADEMIC UNIT (SCHOOL/DEPARTMENT, FACULTY)

Media Studies Program Consultation

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify: Media Studies Program
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies Program	
Name, title, and email of contact person: Lisa Kahaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jentery Sayers, Director, Media Studies Program	Email Consultation – IS proposal attached *feedback now transferred to consult form
Feedback provided (please add feedback only in this section)	
I'm just writing to express my support of the proposal to formalize Indigenous Studies as a department. Let me know if you need anything else for now	
How was the feedback provided incorporated into the proposal?	

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

Signature: _____ _____

Date: ___1 September 2026_____

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

SOCIAL SCIENCE DEAN CONSULATION

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:

- OEice of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Execu3ve Director, iaceconsulta3ons@uvic.ca, and submit with proposal.

Name of program: Indigenous Studies Program	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Departmentalization of Indigenous Studies	
Academic unit, department, or school: Indigenous Studies	
Name, title, and email of contact person: Lisa Kahaleole Hall, Program Director – isdirector@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, Dean, Faculty of Humanities	
Consultation date: September 2nd, 2026	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Elisabeth Gugl Acting Associate Dean Academic and Undergraduate Studies, Social Sciences	Read proposal, filled in form	See below

The proposal to departmentalize Indigenous Studies is well thought out and fits with the University's strategic plan and Indigenous plan. As noted in the proposal, the program already functions like a department. The formal recognition of Indigenous Studies as a unit is consistent with UVic's commitment to its Indigenous plan and a logical next step in the maturing and growing of the Indigenous Studies program.

Signature:_____

Date: _____September 2, 2026

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 18, 2026

Subject: Proposal to update Pacific and Asian Studies (PAAS) Master of Arts Program

At its meeting on November 4, 2026, the Senate Committee on Planning considered the proposal to update Pacific and Asian Studies (PAAS) Master of Arts Program.

The proposed revisions to the PAAS MA program are in response to recommendations from its recent external program review that identified Renewing the MA program as one of the five strategic priorities for the department. The proposed revisions are aimed at streamlining the program structure and eliminating the short-thesis option and bringing the program Calendar description in alignment with current practice.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposed revisions to the Pacific and Asian Studies (PAAS) Master of Arts Program, as described in the document "Updating PAAS MA Program to Reflect Current Practice".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Patricia Cochran, Faculty of Law
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Pascalle Sabine Ricard, Student Senator
Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities
Ame Sillars, UVSS Representative
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
GRADUATE

Updating PAAS MA Program to Reflect Current Practice

SUBMITTED BY	NAME/TITLE	EMAIL
Dean or designate	Adrienne Williams Boyarin - Humanities Associate Dean Research	humsadr@uvic.ca
Academic unit, department, or school	Pacific and Asian Studies	paaschair@uvic.ca
Name, title, and email of contact person	Richard Fox, PAAS Chair	paaschair@uvic.ca
Anticipated start date of proposed program: September 1, 2027 ***Note – the program must not be advertised/offered until all approvals are finalized.***		

REQUIRED APPROVALS	DATE
Pre-consultation with the AVPAP **and** the Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca) (by contact person and Dean/designate) ***It is highly recommended that this consultation take place at the onset, prior to template completion.**	June 16, 2026
Departmental/School approval	December 2, 2025
Resource requirements approval (signed by the Faculty Dean) ***Please complete the New and Revised Academic Program Resource Requirement template and submit to the VPAC office a minimum of eight (8) weeks prior to submitting this proposal to the Senate Committee on Planning.**	N/A (no new resource requirements)
Faculty Curriculum Committee approval Humanities HCASC	September 15, 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 22, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	October 5, 2026

CONSULTATIONS **Internal Consultations must be initiated at least eight (8) weeks before the GEC submission deadline via the SCP Consultations MS Teams channel.** ***Complete a consultation form for each consultation and submit with the proposal.**	DATE OF CONSULTATION	CONSULTATION DOCUMENTATION ATTACHED (Y/N)
Office of the Registrar and Enrolment Management - Registrar wtaylor@uvic.ca *****Due to a high volume of requests, early consultation with OREM is recommended in order to receive feedback well ahead of proposal submission deadline.**	**August 25, 2026**	**YES**
Co-operative Education and Career Services – Executive Director - cooped@uvic.ca	**August 26, 2026**	**YES**
Libraries – University Librarian - ulo@uvic.ca	**August 26, 2026**	**YES**
Indigenous Academic and Community Engagement – Executive Director - iaceconsultations@uvic.ca *****Consultation must be submitted using the IACE Consultation template.**	**August 27, 2026**	**YES**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
GRADUATE

External and Internal Departmental Consultations (letters of support as per section I use SCP consultations template for all internal consultations)	**June 30, 2026**	**YES**
NON-STANDARD TUITION		
Proposed program involves non-standard tuition ☐ **YES** ☒ **NO** ***If you answered YES, complete the UVic Non-standard Tuition Template and submit it to the AVPAP separately.**		

Interim update to MA in Pacific and Asian Studies

Purpose:
To implement interim updates that align the Calendar description with current practice and lay the groundwork for a more substantive program renewal planned over the next 18 to 24 months.

Brief description of the proposed changes to the Calendar:
We propose four Calendar changes to bring the formal description of the program into line with current practice. These changes are:

1. Unify the two streams of the MA (*viz. Literary and Textual Studies Stream* and *Regional Studies Stream*) into a single stream.[1]
2. Sunset four classes (PAAS 500, 520, 501, 521) associated with the existing two streams.[2]
3. Create two new classes within the new, single stream that meet the current, existing learning objectives for the program.
4. Eliminate the short-thesis option, leaving the single, currently existing 'long thesis' option.

Rationale: Unifying the program
Given constraints on teaching capacity, it has been several years since we have been able to run independent classes for each of the two streams of our MA. The upshot has been that a single instructor teaches two classes as a cross-listed course (500+501; 520+521) that is designed in such a way that it meets the learning objectives for both streams. Formalizing the *de facto* unification of the streams – by creating two classes, where there had been four[3] – will reduce confusion for students and enable us to work within the constraints of the Unit's existing teaching capacity.[4]

[1] The new single stream does not require a name, as it will simply be how one completes the MA in Pacific and Asian Studies.
[2] When we first ran the classes in this way, it was in response to exigent need (limits on teaching capacity in light of enrolment minima). We had planned to make the changes – with MX notes, etc. – with a program change, but out external review took precedence. And we are only now able to address the issue. The paired courses have been scheduled concurrently and taught together by a single instructor, with students registered under the course appropriate to their stream. The seminars were designed to meet the learning objectives of both courses. This was an interim response to teaching-capacity constraints and enrolment minima. The present proposal regularizes that practice and eliminates the need to maintain parallel registrations, while addressing student complaints regarding the disjoint between the Calendar entries and the program we are actually able to deliver.
[3] See previous note.
[4] PAAS: PAAS 520 and 521 will have been sunsetted when PAAS 525 is introduced, so the old and new courses will not be offered concurrently. So, there is no continuing scheduling relationship among them that requires an MX relationship. Some thematic continuity between earlier offerings of PAAS 520 or 521 and later offerings of PAAS 525 is possible and intended: PAAS 525 carries forward the combined academic scope of both courses. Actual duplication, however, would depend on the specific topic offered rather than the course number. Given the nature of the program, there is no situation in which a student would have taken one of the prior courses and now wish to take the new course—or, for that matter, repeat. The examples included in the PAAS 525 description are illustrative rather than a set syllabus. They articulate the combined scope of the two predecessor courses and do not introduce new program learning outcomes. Moreover, these classes are taken once, and only once, in our program. The possibility of needing an additional 3 units is obviated by the elimination of the Short Thesis option.

Rationale: Eliminating the 'short thesis'

The "short-thesis" option was originally created to support students with weaker research and writing skills, though it appears to have been used only once or twice in the Program's history. This option requires an additional 3 units of coursework; but it has become increasingly difficult to identify courses that meaningfully advance the learning outcomes for our Program. Its continued presence in the Calendar has also generated confusion for students and added work for supervisors and staff. Removing the option will resolve these issues.[5]

Context: Looking ahead

Renewing our MA program is one of the five strategic priorities identified in the recent External Review of PAAS. A comprehensive update is now underway, led by a departmental Task Force that will develop new learning outcomes, revise program structure and supervisory expectations, and introduce para-curricular professionalization and career-development elements. As with our recent undergraduate overhaul, this broader renewal will require extensive consultation. In the interim, unifying the program and eliminating the short-thesis option will address pressing issues repeatedly raised by students and bring current practice into clearer alignment. These steps also position us for a more seamless transition when the full renewal is put forward for approval.

[5] To our knowledge, no students are currently planning to complete the short-thesis option. However, even if they were, the proposed changes do not in any way compromise the ability of a currently enrolled student from doing so.

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

No.

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

No.

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

No. Although the proposal consolidates four existing Calendar entries into two, it does not alter the substance of the curriculum. The existing learning objectives are retained, and the revised Calendar entries formalize current teaching practice rather than introducing new curricular content. The elimination of the short-thesis option further simplifies the program structurally, for the reasons discussed above.

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

No. We are saving substantive changes – including these opportunities – for the future, more-thoroughgoing renewal of the program.

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

No.

E. Does the proposed change affect opportunities for experiential learning (e.g., co-op, community-engaged and research-enriched learning), integration of Indigenous perspectives,

decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

No.

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

It does not change the program's alignment or distinction.

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

No.

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

The proposal will provide greater clarity for students by aligning the Calendar with the program as it is currently delivered. It will simplify program planning, reduce confusion regarding streams and thesis options, and will not affect students' ability to meet the existing learning outcomes.

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

Development of this proposal has been informed by consultation undertaken through the Department's MA Renewal Task Force, established in response to the 2025 External Review. In preparing its recommendations, the Task Force consulted with current graduate students, sought

input from departmental colleagues, and undertook a review of comparable MA programs at other institutions. The resulting recommendations were subsequently approved by the Department in a minuted faculty vote. The present proposal reflects the interim recommendations of that process, limited to those changes required to bring the Calendar into alignment with current practice. In addition, the proposal has been circulated to Chairs and Graduate Program Advisors of related graduate programs at UVic for comment. The evidence of consultation is appended. Given the limited scope of these interim changes, which do not alter the program's learning outcomes, admissions requirements, or overall academic direction, broader consultation with external institutions and professional bodies was not warranted at this stage. Such consultation will instead form part of the comprehensive MA renewal now underway.

UVIC | Indigenous Academic and Community Engagement

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 review is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Please submit completed forms to iaceconsultations@uvic.ca.

Part I: Background Information

Department/School/Faculty: Dept of Pacific and Asian Studies

Name of Program: MA in Pacific and Asian Studies

☐ Credit ✓ Non-credit

Credential Level:

~~☐ Certificate/Diploma ☐ Undergraduate ☐ Grad Certificate/Diploma~~ ✓ Master's ~~☐ Doctoral~~

Type of Proposal:

~~☐ New Degree ☐ New Program~~ ✓Revision of Program ~~☐ Discontinuance of Program~~
~~☐ Micro-certificate~~

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)
This proposal makes four interim changes to the MA in Pacific and Asian Studies in order to align the Calendar description with current practice. First, it unifies the existing Literary and Textual Studies and Regional Studies streams into a single MA stream. Second, it sunsets PAAS 500, 501, 520 and 521, the four courses associated with the two-stream structure. Third, it replaces those four entries with two consolidated courses that retain the existing learning objectives while formalizing how the material is currently taught. Fourth, it eliminates the short-thesis option, leaving a single long-thesis route through the degree. The proposal does not change admission requirements, program learning outcomes or anticipated enrolment, and it requires no additional faculty, staff, space or library resources. It is intended as an interim update while the Department undertakes a more comprehensive renewal of the MA program over the next 18 to 24 months.

Rationale for the proposal (approximately 200 words)
The current Calendar no longer accurately reflects how the MA in Pacific and Asian Studies is delivered. Given existing teaching capacity, the Department has for several years been unable to run separate courses for the two MA streams; instead, pairs of courses have been taught together in ways that meet the learning objectives of both streams. Formalizing a single-stream structure and consolidating four course entries into two will reduce confusion for students while bringing the Calendar into line with established practice. The short-thesis option has been used only rarely, requires an additional three units of coursework and has become increasingly difficult to support with courses that meaningfully advance the program's learning outcomes. Its continued presence also creates unnecessary complexity for students, supervisors and staff. These changes respond to immediate issues identified through the Department's MA Renewal process and recent External Review while preserving the program's existing academic direction, learning outcomes and admissions requirements pending a fuller renewal.

2 / 3

For program revisions or discontinuances, how many Indigenous students are currently enrolled?
0

For new programs, how many Indigenous students do you envision enrolling?
With increasing interest in work that engages with Indigenous communities, it is our hope that we might begin to see more applications from Indigenous students. We usually receive between 15 and 21 applications for the MA each year, and accept between 3 and 6 students onto the program. However, we do not have evidence to support an estimate of how many Indigenous students we might reasonably envisage enrolling.

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)

  This round of interim changes is directed to updating the Calendar so that it accurately reflects the program we are able to deliver given constraints on faculty compliment. We will be working to develop a more thoroughgoing renewal of the program in the next 18 to 24 months.

- 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)

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 round of interim changes is directed to updating the Calendar so that it accurately reflects the program we are able to deliver given constraints on faculty compliment. We will be working to develop a more thoroughgoing renewal of the program in the next 18 to 24 months.

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.



15-SEP-26

_____ _____

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 eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

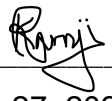
****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Pacific and Asian Studies Grad Program	Anticipated start date:
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: Pacific and Asian Studies	
Name, title, and email of contact person: Richard Fox	
Dean (or designate) or administrative authority: Annalee Lepp	
Consultation date: August 26, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Karima Ramji, Executive Director, Co-operative Education Program and Career Services	Email and proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to provide my input. I am supportive of these changes and appreciate the value of streamlining the program in this way.	
How was the feedback provided incorporated into the proposal?	

Senate Committee on Planning
Required Internal Consultations

N/A

Signature: 

Date: Aug 27, 2026

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

RPF: ALL CONSULTATIONS FOR THE PROPOSED CHANGES WERE COMPLETED IN THE FORMAT SPECIFIED BY THE OFFICE OF THE AVP ACADEMIC PLANNING

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: MA, Pacific & Asian Studies	Anticipated start date: Sept 1, 2027
Proposal type (new, revise or discontinue program): revise	
Academic unit, department, or school: Pacific and Asian Studies	
Name, title, and email of contact person: Prof Richard P. Fox, PhD (Chair, paaschair@uvic.ca)	
Dean (or designate) or administrative authority: Adrienne Williams Boyarin (ADR, HUMS)	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian (Response from Ying Liu was copied to Jonathan Bengtson)	Emailed copy of program changes
Feedback provided (please add feedback only in this section)	
From: Ying Liu <yingliu@uvic.ca> **Date:** Thursday, August 27, 2026 at 8:51 PM **To:** Richard as PAAS Chair <paaschair@uvic.ca> **Subject:** RE: PAAS Grad Program update Thank you, Richard. You are very welcome. Ying	

From: Richard as PAAS Chair <paaschair@uvic.ca>
Sent: August 27, 2026 3:39 PM
To: Ying Liu <yingliu@uvic.ca>; Jonathan Bengtson <bengtson@uvic.ca>
Subject: Re: PAAS Grad Program update

Dear Ying,

Thank you for getting back to me so quickly, and especially for the expression of support—

It's very much appreciated!

With very best,

Richard

From: Ying Liu <yingliu@uvic.ca>
Date: Tuesday, August 25, 2026 at 9:58 PM
To: Richard as PAAS Chair <paaschair@uvic.ca>, Jonathan Bengtson <bengtson@uvic.ca>
Subject: RE: PAAS Grad Program update

Dear Richard,
It is great to hear from you and thanks for the message about the grad-program change proposal in Asian Studies. I am now at UCLA library for a one-week training on Critical pedagogy of using East Asian primary sources.

For the four proposed changes you included in the email and the attachment, it is more streamlining the MA programs rather than changing the research topics or subject interests. The Asian Studies collection in the library will continue to support the single stream grad-program after the change. Although four 500 courses will be replaced by two new courses, the library collection is built consistently to support the senior undergraduate and graduate research methods courses. For specific topics, the instructors are always encouraged to reach me early possible to evaluate the resource need for the topics. The Asian studies librarian will help the graduate students to discover, identify, access or interlibrary loans relevant sources.

This is to confirm that the program change will not impact greatly on the scope and topics of library collections on Asian Studies. The collections will continue to function well in supporting the MA program needs after the change.

Thanks,
Ying

From: Richard as PAAS Chair <paaschair@uvic.ca>
Sent: August 25, 2026 5:20 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Cc: Ying Liu <yingliu@uvic.ca>
Subject: PAAS Grad Program update

Dear Jonathan,

I am writing to consult with the library on a set of grad-program changes we're proposing in Pacific and Asian Studies.

The four changes include:

1. Unifying the two streams of our MA (viz. 'Literary and Textual Studies' and 'Regional Studies') into a single stream;
2. Sunsetting four classes (PAAS 500, 520, 501, 521) associated with the existing two streams;
3. Creating two new classes within the new, single stream that meet the learning objectives for the program; and
4. Eliminating the short-thesis option, leaving a single 'long thesis' option.

A more detailed description, together with the rationale for these changes, is attached.

In short, these are not intended as substantive changes. And there are no additional resources required. Rather, we are bringing the Calendar entry for our MA program into line with the program we can deliver (and have delivered for the past several years) given the Department's existing faculty complement. This also paves the way for a more substantive review and update of the program, which we intend to conduct over the next 18 to 24 months.

If you have any questions or concerns, please don't hesitate to let me know—

I'd be grateful for your support in moving ahead with these changes.

For this I would need a short email confirming the support.

With thanks, and kind regards,

Richard

*****

Dr. Richard Fox (he/him)
Professor & Chair of Pacific and Asian Studies
Director, Canadian Southeast Asian Studies Initiative
University of Victoria (BC, Canada)

www.cseasi.ca
www.berubah.org

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

How was the feedback provided incorporated into the proposal?

N/A. The feedback did not provide information or suggestions pointing to any changes required in the proposal.

Signature: 

Date: October 5, 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: PAAS MA Program Change	Anticipated start date: September 1'27
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: Pacific and Asian Studies	
Name, title, and email of contact person: Richard Fox, Chair paaschair@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp	
Consultation date: September 10'26	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Consultation Team in OREM	SCP Teams Channel
Feedback provided (please add feedback only in this section)	
Comment (OREM): PAAS500, 501, 520 and 521 do not currently feature cross-listings or the mandatory MX notes associated with cross-listed courses. Can the unit please clarify how this has been managed? PAAS: The term "cross-listed" was used descriptively rather than to indicate that formal MX relationships had been established. The paired courses have been scheduled concurrently and taught together by a single instructor, with students registered under the course appropriate to their stream. The seminars were designed to meet the learning objectives of both courses. This was an interim response to teaching-capacity constraints and enrolment minima. The present proposal regularizes that practice and eliminates the need to maintain parallel registrations, while addressing student complaints regarding the disjoint between the Calendar entries and the program we are actually able to deliver.	

Senate Committee on Planning
Required Internal Consultations

Comment (OREM): Current proposals for new courses (PAAS505, 525) do not feature any formerly notes, despite the rationales indicating that the new courses "unifiy two deleted courses".
There is added complexity due to PAAS 525 being a variable topic course. The unit is combining two existing variable topic courses into a new variable topic course. What benefit does this solution provide?
PAAS: Neither proposed course is a one-to-one renumbering of an existing course. Each consolidates two stream-specific courses into a single interdisciplinary course serving the unified, streamless MA. A 'formerly' note would consequently be misleading: PAAS 505 is not simply the continuation of either PAAS 500 or PAAS 501, and PAAS 525 is not simply the continuation of either PAAS 520 or PAAS 521. The new numbers are deliberate. They make clear that neither former stream, and neither stream-specific course, survives as the default into which the other has been absorbed. Retaining PAAS 520 and expanding its title and description would instead present the former Regional Studies course as the continuing course while folding PAAS 521 into it. It would also place two substantially different scopes under the same course number before and after the transition, creating avoidable ambiguity in transcripts and repeat-credit decisions. PAAS 525 provides a clean and even-handed successor to both courses, parallel to the role of PAAS 505 in relation to PAAS 500 and 501. For these reasons, we do not support the suggested alternative of revising PAAS 520 and retiring only PAAS 521.
Comment (OREM): Is content overlap possible between the topics of 520 and 525, or 521 and 525? Topic overlap and/or management of MX relationships could be challenging. Recommend adjusting the title/description of PAAS520 and retiring 521.
PAAS: PAAS 520 and 521 will be retired when PAAS 525 is introduced, so the old and new courses will not be offered concurrently. There is therefore no continuing scheduling relationship among them that requires an MX relationship. Some thematic continuity between earlier offerings of PAAS 520 or 521 and later offerings of PAAS 525 is possible and intended: PAAS 525 carries forward the combined academic scope of both courses. Actual duplication, however, would depend on the specific topic offered rather than the course number. Given the nature of the program, there is no situation in which a student would have taken one of the prior courses and now wish to take the new course—or, for that matter, repeat. The examples included in the PAAS 525 description are illustrative rather than a set syllabus. They articulate the combined scope of the two predecessor courses and do not introduce new program learning outcomes. Moreover, these classes are taken once, and only once, in our program. The possibility of needing an additional 3 units is precluded by the elimination of the Short Thesis option.
Joint undergraduate and graduate delivery
Comment (OREM): [as above]
PAAS: PAAS 505 and 525 are academically distinct graduate courses. Their occasional delivery alongside an undergraduate course is a contingent scheduling arrangement rather than a fixed course-to-course equivalency or MX relationship. In any joint offering, graduate students will continue to have appropriately differentiated expectations and assessment.
The relevant undergraduate courses already indicate that they may be offered jointly with a graduate class. We do not consider the possibility of joint delivery to require any change to the proposed titles, descriptions or course architecture. If OREM confirms that the corresponding generic Calendar note must also appear on the graduate entries as a matter of house style, that can be treated as an administrative notation rather than a substantive amendment to the proposal.

Senate Committee on Planning
Required Internal Consultations

Comment (OREM): While it is indicated that this option has not been used often, can we confirm whether there are any students currently completing the short-thesis? PAAS: I do not believe we currently have anyone completing the Short-Thesis option, and have checked in with my Grad Advisor to confirm. In the meantime, I would simply note that, were anyone completing the Short-Thesis option, their ability to do so is in no way affected by the proposed changes. **Comment (OREM):** General note: some of the formatting used in the memo made it somewhat difficult to follow. PAAS: The version circulated for consultation was a working copy designed to show the relationship between the proposed courses and the four existing entries. The final Word submission will conform to the standard template and present the appendix more clearly.
How was the feedback provided incorporated into the proposal?

Signature: _____

Date: October 6, 2026_____

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 18, 2026

Subject: Proposal to discontinue the PhD Program in Greek and Roman Studies

At its meeting on November 4, 2026, the Senate Committee on Planning considered the proposal to discontinue the PhD Program in Greek and Roman Studies.

The Department of Greek and Roman Studies launched its PhD program in 2013. Since then, the program has admitted only two students, one in 2014 and one in 2015. The first transferred to the Department of History in 2016 and completed their PhD there in 2023. The second did not successfully complete the candidacy examinations and subsequently withdrew from the program.

No students have been admitted to the program since 2015, and there are currently no students enrolled. Consequently, discontinuing the PhD program will have no impact on current students and will allow the department to focus its resources on its highly successful MA program.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the PhD Program in Greek and Roman Studies, as described in the document “Discontinuation of PhD program in Greek and Roman Studies”.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Patricia Cochran, Faculty of Law
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Pascalle Sabine Ricard, Student Senator
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Ame Sillars, UVSS Representative
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUANCE
GRADUATE

Discontinuation of PhD program in Greek and Roman Studies

SUBMITTED BY	NAME/TITLE	EMAIL
Dean or designate	Adrienne Williams Boyarin	humsadr@uvic.ca
Academic unit, department, or school	HUMS, Greek and Roman Studies	grsadmin@uvic.ca
Name, title, and email of contact person	Tracy Sobotkiewicz, grad sec/Admin Assistant	grsadmin@uvic.ca
Anticipated effective date of proposed program discontinuance: we plan to submit this entry in Kuali for C1 2027; so effective date would be May 1, 2027.		

REQUIRED APPROVALS	DATE
Pre-consultation with the AVPAP **and** the Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca) (by contact person and Dean/designate) ***It is highly recommended that this consultation take place at the onset, prior to template completion.**	AVPAP: Jan.28, 2025 FGS: July 6, 2026
Departmental/School approval	Jan. 14, 2025
Faculty Curriculum Committee approval	September 15, 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 22, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	October 5, 2026

CONSULTATIONS		
Internal Consultations must be initiated at least eight (8) weeks before the GEC submission deadline via the SCP Consultations MS Teams channel. ***Complete a consultation form for each consultation and submit with the proposal.**	**DATE OF CONSULTATION**	**CONSULTATION DOCUMENTATION ATTACHED (Y/N)**
Office of the Registrar and Enrolment Management - Registrar wtaylor@uvic.ca *****Due to a high volume of requests, early consultation with OREM is recommended in order to receive feedback well ahead of proposal submission deadline.**	**Aug. 17, 2026**	**Y**
Co-operative Education and Career Services – Executive Director - cooped@uvic.ca	**Aug.28, 2026**	**Y**
Libraries – University Librarian - ulo@uvic.ca	**Aug.5, 2026**	**Y**
Indigenous Academic and Community Engagement – Executive Director - iaceconsultations@uvic.ca *****Consultation must be submitted using the IACE Consultation template.**	**July 27, 2026**	**Y**
Consultations with related programs and academic units participating in or affected by the program discontinuation	**NA**	

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

The Department of Greek and Roman Studies launched its PhD program in 2013. Since then, the program has admitted only two students: one in 2014 and one in 2015. The first transferred to the Department of History in 2016 and completed their PhD there in 2023. The second did not successfully complete the PhD candidacy examinations and subsequently withdrew from the program. No students have been admitted since 2015, and there are currently no students enrolled in the PhD program. Consequently, discontinuation of the program will have no impact on current students.

Following our 2021 Academic Program Review, and subsequent discussions with the Dean of Humanities, the Dean of the Faculty of Graduate Studies, and the Associate Vice-President Academic Programs, the Department placed the PhD program in abeyance in 2025. We remain convinced that this was the appropriate decision and now request formal approval to discontinue the PhD program in Greek and Roman Studies.

Our assessment is that the Department does not currently possess the faculty complement, supervisory capacity, or financial resources necessary to sustain a viable and thriving doctoral program. Instead, we have chosen to focus our efforts on strengthening our MA program, which has consistently prepared graduates for admission to leading PhD programs in Canada, the United States, and the United Kingdom.

Each year, we receive only one or two inquiries or applications from prospective doctoral students. Most applicants are not adequately prepared for doctoral work in Greek and Roman Studies/Classics. On the rare occasions when we receive applications from exceptionally qualified candidates, they typically regard UVic as a secondary option and ultimately accept offers from larger, research-intensive institutions with broader faculty expertise and greater resources. While we are highly successful in preparing our own MA students for doctoral study, we have long believed that they are best served by pursuing their PhDs at departments with larger graduate programs, more extensive supervision opportunities, and stronger research infrastructures.

We also recognize that the academic employment landscape has changed considerably since the program was established. The demand for graduates with PhDs in Greek and Roman Studies in Canada has declined, while competition for the limited number of tenure-track positions has intensified. The experiences of recent colleagues entering the profession demonstrate the challenges faced even by graduates of highly ranked doctoral programs. Although our department remains strong in undergraduate and master's education, we do not believe that we can currently provide the breadth of doctoral training, supervision, and research opportunities necessary to enable our PhD graduates to compete successfully with candidates from larger doctoral-granting institutions. Concentrating our resources on maintaining an outstanding MA program therefore represents the most responsible and sustainable path forward for the Department.

B. How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program (e.g., student evaluation, supervision, oral examinations)?

There are no current students. There will be no impact.

C. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

There are no students currently in the program and there will be no impact on faculty, staff appointments and space.

D. Provide evidence of consultation with related programs and UVic departments/faculties participating or affected by the program discontinuation (emails/letters of support in an appendix).

UVIC | Indigenous Academic and Community Engagement

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 review is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Please submit completed forms to iaceconsultations@uvic.ca.

Part I: Background Information

Department/School/Faculty: Greek and Roman Studies

Name of Program: Graduate Program

☐ x Credit ☐ Non-credit

Credential Level:

☐ Certificate/Diploma ☐ Undergraduate ☐ Grad Certificate/Diploma ☐ Master's ☐ x Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☐ Revision of Program ☐ x Discontinuance of Program
☐ Micro-certificate

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Following our 2021 Academic Program Review, and subsequent discussions with the Dean of Humanities, the Dean of the Faculty of Graduate Studies, and the Vice-President Academic and Provost, the Department placed the PhD program in abeyance in 2025. We remain convinced that this was the appropriate decision and now **request formal approval to discontinue the PhD program in Greek and Roman Studies**. Our assessment is that the Department does not currently possess the faculty complement, supervisory capacity, or financial resources necessary to sustain a viable and thriving doctoral program.

Rationale for the proposal (approximately 200 words)

The Department of Greek and Roman Studies launched its PhD program in 2013. Since then, the program has admitted only two students: one in 2014 and one in 2015. The first transferred to the Department of History in 2016 and completed their PhD there in 2023. The second did not successfully complete the PhD candidacy examinations and subsequently withdrew from the program. No students have been admitted since 2015, and there are currently no students enrolled in the PhD program. Consequently, discontinuation of the program will have no impact on current students.

We also recognize that the academic employment landscape has changed considerably since the program was established. The demand for graduates with PhDs in Greek and Roman Studies in Canada has declined, while competition for the limited number of tenure-track positions has intensified. The experiences of recent colleagues entering the profession demonstrate the challenges faced even by graduates of highly ranked doctoral programs. Although our Department remains strong in undergraduate and master's education, we do not believe that we can currently provide the breadth of doctoral training, supervision, and research opportunities necessary to enable our PhD graduates to compete successfully with candidates from larger doctoral-granting institutions. Concentrating our resources on maintaining an outstanding MA program therefore represents the most responsible and sustainable path forward for the Department.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?
none

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

Part III: Proposal Information

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

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

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

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

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

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

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

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.



27-JUL-26

_____ _____

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)

Template last updated April 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: PhD graduate program	Anticipated end date: May 2027
Proposal type (new, revise or discontinue program):discontinue program	
Academic unit, department, or school: Humanities, Greek and Roman Studies	
Name, title, and email of contact person: Tracy Sobotkiewicz (grsadmin@uvic.ca), grad sec/Admin Assistant	
Dean (or designate) or administrative authority: Adrienne Williams Boyarin, HUMS Assoc. Dean Research	
Consultation date: July 22, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Michael Lines, Greek and Roman Studies Librarian Jonathan Bengtson, University Librarian	Email; standard template with completed detailed summary and rationale for proposed discontinuation
Feedback provided (please add feedback only in this section)	
As the program has had little traffic there are no impacts on library budget, capacity, remote access, or other factors that discontinuance would trigger.	
How was the feedback provided incorporated into the proposal?	

Signature: _____

Date: __August 5, 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: PhD graduate program	Anticipated end date: May 2027
Proposal type (new, revise or discontinue program):discontinue program	
Academic unit, department, or school: Humanities, Greek and Roman Studies	
Name, title, and email of contact person: Tracy Sobotkiewicz (grsadmin@uvic.ca), grad sec/Admin Assistant	
Dean (or designate) or administrative authority: Adrienne Williams Boyarin, HUMS Assoc. Dean Research	
Consultation date: Aug. 26, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Karima Ramji, Executive Director, Co-op Education Program and Career services	Email; standard template with completed detailed summary and rationale for proposed discontinuation
Feedback provided (please add feedback only in this section)	
I am supportive of this proposal for discontinuation of PhD program in Greek and Roman Studies. Karima Ramji	
How was the feedback provided incorporated into the proposal?	



Signature: _____

Date: August 28, 2026

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: *Greek and Roman Studies*	Anticipated start date: May 1, 2027
Proposal type (new, revise or discontinue program): Discontinuance	
Academic unit, department, or school: HUMS, Greek and Roman Studies	
Name, title, and email of contact person: Tracy Sobotkiewicz	
Dean (or designate) or administrative authority: Adrienne Williams Boyarin	
Consultation date: August 17, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar	Email; standard template with completed detailed summary and rationale for proposed discontinuation
Feedback provided (please add feedback only in this section)	
There are no concerns regarding the discontinuation of the PhD program. We recognize that this decision has not been made lightly.	
How was the feedback provided incorporated into the proposal?	

Signature: 

Date: _____August 17, 2026

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: November 18, 2026

Subject: Proposal to add a concentration in International Politics

At its meeting on November 4, 2026, the Senate Committee on Planning considered the proposal to add a concentration in International Politics.

The proposed change aligns with the Department's strategic goal of enhancing student recruitment and retention. The Department's most recent external review recommended the introduction of such a concentration, noting its widespread availability and strong demand at comparable institutions across Canada. In addition, the University's recruitment team has consistently identified student interest in opportunities for focused study in International Politics, and departmental surveys have also demonstrated strong student demand for a concentration that would be formally recognized on students' academic transcript.

The proposed concentration will provide students with the opportunity to specialize in International Politics and have this area of specialization formally acknowledged on their academic transcript.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to add a concentration in International Politics in the Department of Political Science, as described in the document "Concentration in International Politics".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Patricia Cochran, Faculty of Law
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Pascalle Sabine Ricard, Student Senator
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Ame Sillars, UVSS Representative
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

Concentration in International Politics

SUBMITTED BY	NAME/TITLE	EMAIL
Dean or designate		
Academic unit, department, or school	Political Science	
Name, title, and email of contact person	Scott Watson, Professor	sdwatson@uvic.ca
Anticipated start date of proposed program: Sept 2027 ***Note – the program must not be advertised/offered until all approvals are finalized.***		

REQUIRED APPROVALS	DATE
Pre-consultation with AVPAP (by contact person and Dean/designate) ***It is highly recommended that this consultation take place at the onset, prior to template completion.**	**June 26, 2026**
Departmental/School approval	**March 17, 2026**
Resource requirements approval (signed by the Faculty Dean) ***Please complete the New and Revised Academic Program Resource Requirement template and submit to the VPAC office a minimum of eight (8) weeks prior to submitting this proposal to the Senate Committee on Planning.**	**Aug 20, 2026**
Faculty Curriculum Committee approval	**October 16, 2026**
*Faculty Council approval (or indicate equivalent Faculty voting body)	**TBD**

CONSULTATIONS		
Internal Consultations must be initiated at least eight (8) weeks before the SCP submission deadline via the SCP Consultations MS Teams channel. *Complete a consultation form for each consultation and submit with the proposal.	**DATE OF CONSULTATION**	**CONSULTATION DOCUMENTATION ATTACHED (Y/N)**
Office of the Registrar and Enrolment Management - Registrar wtaylor@uvic.ca *****Due to a high volume of requests, early consultation with OREM is recommended in order to receive feedback well ahead of proposal submission deadline.**	**August 27, 2026**	**Y**
Co-operative Education and Career Services – Executive Director - cooped@uvic.ca	**July 9, 2026**	**Y**
Libraries – University Librarian - ulo@uvic.ca	**August 5, 2026**	**Y**
Indigenous Academic and Community Engagement – Executive Director - iaceconsultations@uvic.ca *****Consultation must be submitted using the IACE Consultation template.**	**July 27, 2026**	**Y**
External and Internal Departmental Consultations (letters of support as per section J – use SCP consultations template for all internal consultations)	**Sept, 16, 2026**	**Y**

NON-STANDARD TUITION
Proposed program involves non-standard tuition ☐ **YES** ☒ **NO** ***If you answered YES, complete the UVic Non-standard Tuition Template and submit it to the AVPAP separately.**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

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

The Department of Political Science proposes to add a concentration in International Politics. International Politics already forms one of the core areas of the Discipline of Political Science, and is in high demand from students. The concentration in IP will entail completing 7.5 units of IP courses, including POLI 240 (Conflict and Cooperation in International Politics) and 6.0 units from existing IP courses (326, 328, 329, 340, 341, 343, 344, 345, 346, 348, 383, 440, 441, 442, 444).

The concentration does not alter the Political Science program or require additional resources, but allows students to concentrate their studies in this field, and to have this noted on their transcript.

The proposed change aligns with the Department's plan to increase student recruitment and retention. The demand for this concentration is supported in numerous ways. The Department's last external review recommended such a concentration as it is in high demand in similar institutions across the country. The University's recruitment officers have repeatedly emphasized student demand for focused study in the area of International Politics; and our student surveys have demonstrated high student interest in a concentration in IP that would be recorded on their university transcript.

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

No, the proposed concentration draws on existing resources only.

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

No, it will have no impact on admission requirements.

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

- The only curriculum change involved is to add the concentration to the University calendar as a program option. It draws only on existing courses and will not require any additional courses to be added to the curriculum.

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

No, it does not affect the current program learning outcomes.

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

No, the proposed change does not affect these opportunities. Our existing IP courses already offer these opportunities, and this will not change with the addition of the concentration.

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

Both SFU and UBC offer standalone, interdisciplinary programs in International Relations (UBC) and International Studies (SFU); in addition to Political Science programs that include International Politics or

International Relations in its Political Science program. Our concentration will bring us into closer alignment with UBC and SFU in recognizing the high demand for International Politics, but without establishing a standalone program. Our recruitment efforts suggest that the concentration will attract students who were considering UVic but did not see an opportunity to focus their studies on International Politics.

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

Yes, we expect a modest increase in enrolment in the Political Science program, and in IP courses in particular.

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

We do not expect that the proposed change will have any impact on students.

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

We have consulted with the Department of History, with whom our unit shares subject matter on international relations, in addition to sharing two faculty members and a number of cross listed courses. That email correspondence is included in an appendix.
The feedback from History was mixed, with some support for the existing concentration and others expressing an interest in establishing an interdisciplinary minor in Global Studies, given the inherently interdisciplinary nature of international relations.
In response to this feedback, combined with feedback from the Registrar's office, we have changed the name of the concentration to International Politics, to clearly indicate that the subject matter falls within the discipline of Political Science.
We have also agreed to continue discussion on the possibility of establishing an interdisciplinary minor or option at a future time. Our unit is hesitant to commit to another interdisciplinary minor, which tend to be resource intensive and whose sustainability is unclear. We are open to a potential interdisciplinary option that could be sustained by participating units without requiring additional resources, and will continue discussions on this possibility.

UVIC | Indigenous Academic and Community Engagement

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 review is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Please submit completed forms to iaceconsultations@uvic.ca.

Part I: Background Information

Department/School/Faculty: Political Science

Name of Program:

x Credit ☐ Non-credit

Credential Level:

☐ Certificate/Diploma x Undergraduate ☐ Grad Certificate/Diploma ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program x Revision of Program ☐ Discontinuance of Program
☐ Micro-certificate

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

> The Department of Political Science proposes to add a concentration in International Relations. International Relations already forms one of the core areas of the Discipline of Political Science, and is in high demand from students. The concentration in IR will entail completing 7.5 units of IR courses, including POLI 240 (Conflict and Cooperation in International Politics) and an additional 6.0 units from existing IR courses (326, 328, 329, 340, 341, 343, 344, 345, 346, 348, 383, 440, 441, 442, 444).

The concentration does not alter the Political Science program or require additional resources, but allows students to concentrate their studies in this field, and to have this noted on their transcript

Rationale for the proposal (approximately 200 words)

Demand for a concentration in International Relations has been demonstrated in a variety of ways. In Spring 2024, the Department of Political Science conducted a survey of their undergraduate students, including a question about potential concentrations. 43% of students indicated that IR is their primary field of interest and 48% of respondents indicated that an option or concentration is important or very important to them. Demand for the concentration has also been documented by student recruitment officers in the Faculty of Social Science who report frequent inquiries regarding the availability of such a concentration. Lastly, the unit's last external academic recommended a concentration in IR due to high demand for such programs across the country.

2 / 3

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

The Department of Political Science currently has 27 self-identified Indigenous students declared in the program.

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

Unknown. Many of the Indigenous students in our program focus on our Indigenous Politics offerings more than International Relations, although many Indigenous students also express interest in International Relations. The new concentration will include POLI 383 (Global Indigenous Nationalism) which brings together these two subfields, but whether Indigenous students will enroll in the new concentration is unknown.

Part III: Proposal Information

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

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

As noted, the concentration will include POLI 383 (Global Indigenous Nationalism), and the vast majority of the other courses included in the concentration also contain Indigenous content.

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

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

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

POLI 383 draws directly, and predominantly, on Indigenous knowledge and ways of knowing and being. All other courses in the concentration also include some Indigenous content; some substantially. For example, POLI 341 (The UN and Global Issues) focuses on Global Processes of Decolonization and on the creation of UNDRIP. POLI 326 (The Arctic in Global Politics) incorporates Indigenous knowledges from across the Arctic region in the course material.

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

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

As this is a program revision that draws on existing resources and course offerings, it does not offer additional support to institutional plans related to Indigenous initiatives. However, the course offerings included in the proposed concentration are all committed to Indigenization and decolonization through the inclusion of Indigenous knowledge and non-Western perspectives that have historically been marginalized in the field of International Relations.

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.



27-JUL-26

_____ _____

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 eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Concentration in International Relations	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): Revise	
Academic unit, department, or school: Political Science	
Name, title, and email of contact person: Scot Watson	
Dean (or designate) or administrative authority: Elizabeth Gugl, Acting Associate Dean	
Consultation date: July 9, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Karima Ramji, Executive Director Co-operative Education & Career Services	Email proposal
Feedback provided (please add feedback only in this section)	
Thank you for sharing this proposal. I am supportive of the Department of Political Science's initiative to establish a concentration in International Relations. The proposed concentration aligns well with demonstrated student interest, recruitment objectives, and the growing importance of international perspectives in today's interconnected world. From the perspective of Co-operative Education and Career Services, this concentration presents valuable opportunities to further integrate academic learning with experiential education. International Relations students are often highly interested in developing global competencies through work-integrated learning experiences, and this proposed concentration would help create a clearer pathway for students seeking careers in diplomacy, international development, public policy, global governance, non-governmental organizations, and related fields.	

Senate Committee on Planning
Required Internal Consultations

I would welcome discussions on the international opportunities that Co-op & Career currently offers and how these could support students in the proposed concentration by complementing their studies with relevant international experiences. I would also welcome opportunities to collaborate with the Department of Political Science to identify and develop additional international or international-relations-focused and SDG focussed work-integrated learning opportunities that would further enhance student learning, career readiness, and global engagement. Overall, I believe this concentration will strengthen the student experience and provide a valuable framework for connecting academic study in International Relations with meaningful experiential and career development opportunities
How was the feedback provided incorporated into the proposal?
The Deparment welcomes the opportunity to work wtih Co-Op and Career on expanding international opportunities for students in the concentration, but at this point there is no need to incorporate this into the proposal.

Signature:



July 9,2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

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

☒Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
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☐Academic unit Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

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Proposal type (new, revise or discontinue program): Revise	
Academic unit, department, or school: Political Science	
Name, title, and email of contact person: Scot Watson	
Dean (or designate) or administrative authority: Elizabeth Gugl, Acting Associate Dean	
Consultation date: Summer 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar	Email; standard template with completed detailed summary and rationale for proposed discontinuation
Feedback provided (please add feedback only in this section)	
My team is supportive of this proposal and has one item for consideration and two points of clarification for the proposal below: *"The only curriculum change involved is to add the concentration to the University calendar as a program option. It draws only on existing courses and will not require any additional courses to be added to the curriculum."* An item for consideration by the unit: would it be beneficial to identify "*International Relations*" courses similarly to the "*Professional Communication*" courses offered by ENSH? Each "PC" course contains a note stating: "*This is a Professional Communication course.*" As the proposal	

Senate Committee on Planning
Required Internal Consultations

indicates that "*International Relations*" is of high interest to students, this may be a way to highlight this area of study for students not enrolled in the concentration but still interested in IR. If the unit feels this information would be useful within the notes of each IR course, course proposals would be required through Senate Committee on Curriculum.

"The Department of Political Science proposes to add a concentration in International Relations. International Relations already forms one of the core areas of the Discipline of Political Science, and is in high demand from students. The concentration in IR will entail completing 7.5 units of IR courses, including POLI 240 (Conflict and Cooperation in International Politics) and an additional 6.0 units from existing IR courses (326, 328, 329, 340, 341, 343, 344, 345, 346, 348, 383, 440, 441, 442, 444)."

Points of clarification –

1. Does this mean 7.5 units total of which 1.5 units are from POLI 240 and the remaining 6.0 units are from the list of existing IR courses? If so, recommend removing 'an additional' from the sentence to avoid the misinterpretation of 7.5 units plus 6.0 units.
2. Will "Group IV: International Politics" be renamed "Group IV: International Relations" in the Political Science program description in the calendar? The list of courses appears to match the current Group IV courses.

How was the feedback provided incorporated into the proposal?

The department has amended its proposal in response to this feedback. First, we have altered the name of the concentration to International Politics, to remain consistent with existing language in our program and calendar. In the discipline of Political Science, International Politics and International Relations are generally used interchangeably, so this has no significant impact on the proposal or its attractiveness to students.
The second change is to remove the clause "an additional" for clarity. The proposal now reads "*The concentration in IP will entail completing 7.5 units of PR courses, including POLI 240 (Conflict and Cooperation in International Politics) and 6.0 units from existing IP courses (326, 328, 329, 340, 341, 343, 344, 345, 346, 348, 383, 440, 441, 442, 444)".*
At the present time we are not moving forward with a note on each course, as these courses are already flagged as IP courses in the calendar, but remain open to the possibility in the future.

Signature: _____

Date: _____August 27, 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the submission deadline.**

Please complete a separate form for each of the following consultations, including the feedback provided, 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 Specify:
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Concentration in International Relations	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): Revise	
Academic unit, department, or school: Political Science	
Name, title, and email of contact person: Scott Watson	
Dean (or designate) or administrative authority: Elizabeth Gugl, Acting Associate Dean	
Consultation date: August 5, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Michael Lines, Political Science Librarian Jonathan Bengtson, University Librarian	Email proposal
Feedback provided (please add feedback only in this section)	
The proposed concentration in International Relations (IR) does not present immediate impacts for library budget, except for better access to the Financial Times, which is a is a key, and expensive, IR resource. Multiple professors have repeatedly asked for it. There may be some opportunities for expanded research instruction if the concentration is well subscribed, and potential consequences for collections and instruction if more graduate students pursue IR topics. There are few likely impacts for remote access, or other areas of work, since there are no new courses planned.	

Senate Committee on Planning
Required Internal Consultations

How was the feedback provided incorporated into the proposal?
The feedback notes that no immediate impacts on Library resources, with the possible exception of increased demand for access to Financial Times (FT). We do not anticipate that enrolment in this concentration will impact demand for FT.

Signature: _____

Date: August 5, 2026

MEMO

UVIC

To:	Senate
From:	Helga Hallgrímsdóttir, Deputy Provost & Jane Potentier, Associate Vice-President Alumni and Development
CC:	Elizabeth Croft, Vice-President Academic and Provost
Date:	November 13, 2026
Subject:	Draft Revised Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100)

We are seeking Senate's review, feedback and advice on the proposed revisions to the Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100) prior to seeking approval.

Background

Policy AC1100 guides the establishment and designation of endowed or term chairs and professorships to advance the university's goals and objectives. The Vice-President Academic and Provost (VPAC) is noted as the Designated Executive Officer, Procedural Authority and Procedural Officer. Approval authority rests with the Board of Governors on recommendation of Senate.

Policy AC1100 was last updated in 2011. The Alumni and Development office, with the Offices of the Vice-President Academic and Provost and Research and Innovation, are collaborating on the revisions. The aim of our review is to ensure this high-level, principles-based policy reflects current strategic direction, is aligned with other policies (i.e. no contradictions or redundancy), and has associated procedures that provide clarity and useful direction.

To date, consultations with campus partners and stakeholders have included Deans' Council, Associate Deans Research, General Counsel and Executive Council. We are currently consulting the Faculty Association.

Summary of proposed changes

The policy and procedures review has reframed the policy's focus from "endowed" and "term" categories and created a broader framework for all chairs and professorships, whether university-funded or donor-funded. The proposed revisions reaffirm UVic's commitment to chairs and professorships as mechanisms for attracting, retaining, and recognizing academic and research excellence. The update is intended to modernize the policy by introducing clearer governance,

stronger accountability, greater financial sustainability, and consistent oversight across both university-funded and donor-funded positions, while reinforcing UVic's commitment to academic freedom and institutional independence.

Further, the proposed revisions update the definitions of "chair" and "professorship," standardize appointment terms and renewals and, for donor-funded positions, establish clearer requirements for funding levels, financial viability, use of funds and applicability of indirect costs. A key change is that the university will normally provide the base salary and benefits for these positions, while donor funding will support the associated research or research program. This is to provide continuity internally while prioritizing funding to support research aspirations. As endowed chairs are rare, we want to avoid recruiting on term appointments, which will help to ensure the financial sustainability of the chair.

We also wish to clarify that donors cannot create chairs for specific people (i.e., they cannot give money to fund a new research chair for a specific faculty member), as this would contravene the Canada Revenue Agency's definition of a gift, which must be arm's-length.

A table of proposed changes is attached, summarizing revisions and their rationale. Please note that this is provided in lieu of a track-changes draft; the edits to language are significant enough that a document showing edits would not provide material value or support understanding of the changes.

Impact

The revised policy will establish a more consistent, transparent and sustainable approach to university- and donor-funded chairs and professorships. It will clarify expectations for establishing, appointing, renewing and reviewing positions, while strengthening alignment with institutional priorities and academic planning. The changes will also enhance UVic's ability to demonstrate the academic, research and broader community impact of these positions and support effective, well-stewarded relationships with donors.

To minimize risk, the policy will apply to donor-funded positions established after its effective date; however, there may be circumstances in which amendments to existing donor agreements are appropriate or desirable to bring them into greater alignment with the revised policy.

Next steps

We will be pleased to answer any questions and receive feedback from Senators, either at our December meeting or via email at vpac@uvic.ca. Following this final round of consultations, we will bring the revised Policy back to Senate for approval. We are aiming for the Board of Governors to provide final approval in March 2027, on Senate's recommendation.

Attached:

- Table of Proposed Changes
- Draft Revised AC1100 Policy

Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100)

Table of Changes

Notes:

Policy changes primarily introduce a modern governance framework focused on institutional authority, academic independence, accountability, funding sustainability, donor relations, and standardized appointment terms. It reframes the policy's focus from "endowed" and "term" categories and creates a broader framework for all Chairs and Professorships.

Procedure changes are much more extensive. The former two-step approval procedure has been expanded into a full administrative framework governing proposal development, fundraising, funding requirements, appointments, renewals, reporting, donor stewardship, and records management throughout the lifecycle of a Chair or Professorship.

Clause/Policy Section #	Existing Text	Revised Text	Rationale
Policy Title	Policy for the Establishment of Endowed and Term Chairs	Policy for University Funded and Donor Funded Chairs and Professorships	Changed to reflect the reframing of the policy into a broader framework for all Chairs and Professorships.
Purpose			
1.00	This policy guides the establishment and designation of Endowed or Term Chairs and Professorships. The purpose of Chairs and Professorships are to advance the university's academic goals and objectives, to recognize and support faculty members of exceptional academic distinction, and to assist the university in its efforts to attract and/or retain outstanding scholars.	1.00 The purpose of this policy is to establish the academic, financial, governance and stewardship framework for University Funded and Philanthropically Funded Chairs and Professorships.	Rewritten for clarity and to reflect the reframing of the policy into a broader framework for all Chairs and Professorships.

Scope			
2.00	Government funding agency programs that provide research chair funding to individuals are not covered by this policy.	2.00 This policy applies to the establishment, funding, administration and stewardship of University Funded and Philanthropically Funded Chairs and Professorships. It does not govern academic appointment processes except where specifically referenced. Government funding agency programs that provide research chair funding to individuals are not covered by this policy.	Added first sentence for clarity/to reflect changed scope
Definitions	N/A	**Definitions**	
	NEW	3.00 For the purposes of this policy, the following definitions apply: **Academic Unit** means faculty, department or school.	Added for clarity and to define terminology used within the policy
3.00	**Chairs**: The Chair appointment is one of distinction, made to advance the academic programs of the University and to enhance teaching and research in an area within the university. The appointments may be for a fixed term. There shall be two categories of Chairs:	**Chair** is typically a designation of distinction for a mid- to senior-level academic with a focus on research. A Chair will bring distinction to the academic unit and the University. Normally, Chairs are to enhance teaching, training and research excellence in their academic unit to advance its academic goals and objectives.	Revised for clarity and moved the reference to appointment term to new section: Term of Appointment and Renewal (20.00 & 21.00). Clause number removed - definitions all fall under 3.00.
	NEW	**Donor** means any individual, organization, corporation or entity that provides a Gift to the University.	Added for clarity and to define terminology used within the policy
3.01	**Endowed Chairs**: The establishment of an endowed Chair implies a continuing commitment to the position and the discipline. A Chair should bring distinction to an academic unit and a Chair-holder will be a distinguished scholar. The appointment will normally be full-time, at the rank of Professor, and may carry tenure. Chair-holders are expected to contribute to academic programs through research, teaching, and service. Endowed Chairs will be established through the generosity of benefactors. In the case where there are infrastructure costs associated with the establishment of a Chair position, a portion of the initial endowment may be used, with the approval of the donor(s), to cover such costs.	Omit 3.01	Omitting text; endowed position references included in applicable clauses for Philanthropically funded positions (Policy 11.00 and Procedure 8.00(a) and 12.00(a)).
	NEW	**Gift** means a voluntary donation or transfer of property without direct benefit to the Donor or any specific individual or property, and which qualifies as a charitable gift under the Income Tax Act (Canada) and Canada Revenue Agency (CRA) guidelines.	Added for clarity and to define terminology used within the policy

3.02	**Term Chairs**: Term Chairs may also be established from an expendable, as opposed to endowed, source of funds. The funding may come from internal University resources and/or from benefactors. Related terms of appointment are identical to those for Endowed Chairs. Appointments will be made for a limited term and may, after a review, be renewed by the university.	Omit 3.02	Omitted and moved the reference to term positions to new section: Term of Appointment and Renewal (20.00 & 21.00)
	NEW	**Philanthropically Funded Position** is a Chair or Professorship position established or supported, in whole or in part, through a Gift.	Added for clarity and to define terminology used within the policy
4.00	**Professorships:** The Professorship appointment is made to advance the academic programs of the university and to enhance teaching and research in an area within the university. The appointments may be for a fixed term. There shall be two categories of Professorships:	**Professorship** is typically a designation recognizing a mid- to senior-level career academic with a focus on teaching. Normally, those holding Professorships are to advance the academic program of their academic unit and enhance teaching excellence in their area(s) of expertise.	Revised for clarity and moved the reference to appointment term to new section: Term of Appointment and Renewal (20.00 & 21.00). Clause number removed - definitions all fall under 3.00.
4.01	Endowed Professorships: An Endowed Professorship is an appointment of distinction supported by supplemental funds provided by a benefactor. The purpose of an endowed Professorship is to provide supplemental funds for an existing position to allow the university to attract or retain outstanding people to such positions. The expendable income generated from an endowment may be used to contribute to the salary of the holder, provide support for their graduate students and/or research associates, and to supplement research or travel funds. Endowed Professorships are normally restricted to tenured academics holding the rank of Associate or Full Professor.	Omit 4.01	Same rationale as noted above for chairs (term and endowed)
4.02	Term Professorships: A Term Professorship is an academic appointment where funds are provided by a benefactor to support a new or existing position; funding may also come from internal resources. These appointments may be made at any rank and, where appropriate, may be made under the grant tenure provisions of the Framework Agreement.	Omit 4.02	Same rationale as noted above for chairs (term and endowed)
	NEW	**University Funded Position** is a Chair or Professorship position established and supported through university funds.	Added for clarity and to define terminology used within the policy

Policy		Policy	
5.00	The principal criterion governing the establishment of endowed or sponsored positions is that they advance the university's academic goals and objectives. A major goal of establishing these positions is to recognize and support faculty members of exceptional academic distinction. Endowed or Term Chairs and Professorships assist the university in its efforts to attract and/or retain outstanding scholars.	<u>General</u> 4.00 Chairs and Professorships are established to advance the University's academic mission, enhance its reputation, impact and leadership, and support the recruitment, recognition and retention of outstanding faculty members, while ensuring financial viability, academic integrity, and institutional autonomy.	Updated and revised for clarity
	NEW	5.00 Chairs and Professorships at the University of Victoria are governed by the following principles: (a) They must advance the University's scholarly, teaching and research objectives. (b) They must respect academic freedom and the independence of teaching, research, and scholarly inquiry, and institutional independence. (c) They will be established only where there is a plan for long-term academic and financial sustainability and where the proposed funding model supports the University's academic objectives and stewardship responsibilities. (d) They must comply with applicable University policies, collective agreements and legislative requirements. (e) They must be administered transparently, with clear accountability to the University community and, where applicable, to Donors and the public.	Added for clarity/to address policy gap
	NEW	<u>Authority to Establish Chairs and Professorships</u> 6.00 Chairs and Professorships are established only upon recommendation by the Senate and approval by the Board of Governors and in accordance with the Procedures for the Establishment and Administration of Chairs and Professorships.	Added for clarity/to address policy gap
	NEW	<u>Appointments and Accountability</u> 7.00 Establishment of a Chair or Professorship is a distinct and separate process from appointment to that position. Appointments are subject to funding and the processes set out in the associated Procedures.	Added for clarity/to address policy gap

	NEW	8.00 Chairs and Professorships are appointed to Academic Units. Centres and institutes are not eligible as Academic Units for these appointments.	Added for clarity/to address policy gap
6.00	The holder of such a Chair or Professorship will receive and hold an academic appointment. They are expected to advance knowledge in a field of interest through teaching and research. University policies on academic appointments will be followed.	9.00 Individuals appointed to a Chair or Professorship must hold an academic appointment at the university and are expected to meet standards for academic appointments and renewals as defined in university policies and the Faculty Association Collective Agreement.	Revised for clarity to bring together statements about holding an academic appointment and meeting standards; added reference to Faculty Association Collective Agreement; moved statement about advancing knowledge to Policy 10.00
		10.00 Individuals appointed to a Chair or Professorship are expected to advance knowledge in a field of interest through teaching and research.	Revised to separate from clause about academic appointment
	NEW	11.00 The designation of a Chair or Professorship confers recognition, responsibilities and accountability. Responsibilities and accountabilities of the position holder are defined in the terms of reference for the Chair or Professorship and additionally, for Philanthropically Funded Positions, in the agreement with Donor. The university and the position holder share responsibility for stewardship of the Gift that establishes and supports the Philanthropically Funded Position.	Added to address policy gap about principles of responsibilities and accountabilities
	NEW	<u>Funding Framework</u> 12.00 Chairs and Professorships can be supported through university funds, Gifts, or a combination of the two.	Added to address policy gap and to reflect the reframing of the policy into a broader framework for all Chairs and Professorships (clauses 12.00 – 18.00)
	NEW	13.00 Funds supporting a Chair or Professorship may be used to: (a) support the scholarly, research and/or teaching activities of the holder;	As noted above in clause 12.00

	(b) provide supplemental resources to attract or retain outstanding faculty; and (c) support related scholarly, research and academic activities consistent with the purpose of the Chair or Professorship.	
NEW	14.00 University-Funded Positions are established and supported through institutional resources, normally for fixed terms determined at the time of approval.	As noted above in clause 12.00
NEW	15.00 Philanthropically Funded Positions can be supported by: (a) fully expendable Gifts that fund a position for a fixed term of not less than five years; or (b) endowed Gifts administered by the University of Victoria Foundation and invested in perpetuity.	As noted above in clause 12.00
NEW	16.00 For a Philanthropically Funded Position, (a) In most circumstances, the University will provide the salary and benefits, while the Gift supports the research, enhanced activities, associated course release, programming, student support, and other objectives associated with the Chair or Professorship. (b) Where a Gift is sufficient to support the full costs of the position, including salary, benefits, associated academic activities, and anticipated cost escalation over the term of appointment, the University may approve the establishment of a fully Philanthropically Funded Position.	As noted above in clause 12.00
NEW	17.00 For all Philanthropically Funded Positions: (a) minimum funding levels are established by the Vice President Academic and Provost, in consultation with the Vice President External Relations or delegate, and the Vice President Finance and Operations or delegate, to ensure financial viability and equity; and (b) funding requirements may vary depending on the nature of the position.	As noted above in clause 12.00

	NEW	18.00 The continuation of a Chair or Professorship is contingent on the availability of sufficient funding.	As noted above in clause 12.00
7.00	A Chair or Professorship may be named as requested by the donor(s), provided that the name is acceptable to the university.	Omit 7.00	Omitted and replaced with Procedure 17.00, which references the applicable policy for donor recognition
8.00	The Donor(s) may participate with the Vice-Presidents and Deans in establishing the terms of reference for the Endowed Chair or Professorship. In other regards, the donor(s) may advise only on guidelines for the use of funds, area of appointment and, in the case of fixed term appointments, length of appointment.	<u>Donors and Academic Independence</u> 19.00 Donors may not participate in, or seek to influence, hiring, appointment, renewal, evaluation, or academic decision-making related to a Chair or Professorship.	Revised for clarity
	NEW	<u>Term of Appointment and Renewal</u> 20.00 Appointments to a Chair or Professorship are normally for a fixed term of five (5) years and may be renewed once, subject to applicable procedures and standards. Exceptions may be approved in only exceptional circumstances and with explicit approval, as set out in the associated Procedures.	Consolidated all principles of terms, appointment and renewals into this section; explicitly added language on renewals to address policy gap.
	NEW	21.00 When a position holder's term as Chair or Professorship concludes, their use of the designation will cease.	Added for clarity and to address policy gap
	NEW	<u>Retroactivity</u> 22.00 This Policy applies to all Philanthropically Funded Positions established on, or after, the effective date of this Policy. Chairs and Professorships established before the effective date will continue to be governed by the terms under which they were established.	Added for clarity and to address a policy gap
9.00	The funding for Endowed Chairs will normally be sufficient to provide for all of the costs of the Chair, without the requirement of funds from the university's operating budget.	Omit 9.00	Consolidated all principles of funding into Funding Framework section (12.00 – 18.00)

10.00	The funding for Term Chairs must be of sufficient value to support the Chair for the length of the term.	Omit 10.00	Consolidated all principles of funding into Funding Framework section (12.00 – 18.00)
11.00	The funding for Endowed Professorships will be used to supplement funds allocated from the university's operating budget.	Omit 11.00	Consolidated all principles of funding into Funding Framework section (12.00 – 18.00)
12.00	The funding for Term Professorships must be of sufficient value to support the Professorship for the length of the term. For professors appointed pursuant to the grant tenure provisions of the Framework Agreement, funding must meet the criteria set out in that Agreement.	Omit 12.00	Consolidated all principles of funding into Funding Framework section (12.00 – 18.00)
13.00	The Vice-President Academic and Provost, and the Vice-President External Relations must be consulted about the current level of funding required for any of the endowed positions referred to in this policy.	Omit 13.00	Revised and included within the principles of the Funding Framework section (17.00 (a & b))
Relevant Legislation	University Act	Unchanged	
Related Policies and Documents	Framework Agreement	University of Victoria Faculty Association Collective Agreement Indirect Costs of Research Policy (FM5400) Release from Teaching Responsibilities (Course Release) – VP, Academic and Provost policy Conflict of Interest and Confidentiality (GV0201) Gift Acceptance Policy (ER4105) Fundraising Policy (ER4110)	Replaced Framework Agreement with Faculty Association Collective Agreement and added other applicable policies

See related procedure – next page

Procedural Authority: Vice-President Academic and Provost
Procedural Officer: Vice-President Academic and Provost

Clause/Policy Section #	Existing Text	Revised Text	Rationale
TITLE:	**PROCEDURE FOR THE ESTABLISHMENT OF ENDOWED AND TERM CHAIRS AND PROFESSORSHIPS**	**PROCEDURE FOR UNIVERSITY FUNDED AND DONOR FUNDED CHAIRS AND PROFESSORSHIPS**	Revised title aligns with revised policy title
	NEW	Initiation of a Chair or Professorship 1.00 A proposal to establish a University Funded or Philanthropically Funded Position may be initiated by: (a) A Dean, or (b) A Vice-President	Added to address procedural gap
	NEW	2.00 The proposal for the position must: (a) articulate how the position will advance the University's scholarly, teaching and research objectives; (b) confirm alignment with institutional and academic unit priorities; and (c) affirm the financial viability.	Added to address procedural gap
	NEW	3.00 For Philanthropically Funded Positions, the proposal (Appendix A) must involve consultation with the relevant Dean(s), Vice-President Academic and Provost, other relevant Vice-Presidents, and Alumni and Development. This consultation must occur before discussions with prospective Donors progress beyond exploratory conversations.	Added to address procedural gap
	NEW	Approval Process to Fundraise for a Chair or Professorship 4.00 The authority to fundraise for a proposed Chair or Professorship position resides with the Vice President Academic and Provost	Added for clarity and to address a procedural gap

1.00	Following the University Act, Vice-Presidents or Deans will propose the establishment of an Endowed or Term Chair or Professorship to the Senate through the office of the Vice President Academic and Provost.	5.00 The Vice-President or Dean will propose the establishment of a Chair or Professorship to the Senate through the office of the Vice President Academic and Provost	Revised slightly to omit reference to the University Act; the Act is listed in the policy under the heading. “Relevant Legislation”
2.00	Following Senate approval, the President will present the proposal to the Board of Governors for final approval.	6.00 Following Senate approval, the President will present the proposed position to the Board of Governors for final approval.	Unchanged
	NEW	7.00 For Philanthropically Funded Positions, confirmation of Donor funds is required to propose the establishment of the position to the Senate.	Added for clarity and to address a procedural gap
	NEW	8.00 Indirect costs of research and infrastructure costs are addressed in accordance with Indirect Costs of Research (and Associated Procedures) Policy (FM5400) and any approved funding arrangements. (a) For Philanthropically Funded Positions supported by Gifts that are endowed, applicable indirect costs of research will be recovered from the annual expendable income of the endowed fund.	Added for clarity and to address a procedural gap
	NEW	<u>Recruitment or Appointment</u> 9.00 Recruitment or appointment into Chair or Professorship positions will follow applicable recruitment or appointment procedures set out in the Faculty Association Collective Agreement.	Added for clarity and to address a procedural gap
	NEW	10.00 Chair and Professorship positions may be held by: (a) new faculty, recruited to hold the Chair or Professorship, following the processes and procedures of the Faculty and Librarian Collective Agreement; or (b) current faculty, following the process as determined by the Dean in consultation with the relevant Vice-President(s).	Added for clarity and to address a procedural gap

NEW	11.00 If an active position holder retires or transitions to emeritus status, they are no longer considered an active, full-time employee and must relinquish the position.	Added for clarity and to address a procedural gap
NEW	12.00 For Philanthropically Funded Positions, recruitment or appointments to: (a) an endowed position will not occur until the endowment is eligible to generate annual distributable income in accordance with University of Victoria Foundation Endowment Management Policy. (b) a term position will not occur until sufficient funds are received by the University to support the first year of the appointment term.	Added for clarity and to address a procedural gap
NEW	13.00 For An exception to 12.00 will only be made where: (a) a formal, executed gift or pledge agreement with the Donor is in place; (b) a documented payment schedule provides reasonable assurance of funding; and (c) the Vice President Academic and Provost has assessed and accepted the associated financial and reputational risk.	Added for clarity and to address a procedural gap
NEW	<u>Term Renewal</u> 14.00 Renewal of appointment will be led by the Dean of the Faculty for the appointment and is subject to (including but not limited to): (a) excellent performance; (b) continued financial viability; (c) compliance with the purpose of the Chair or Professorship; (d) applicable University standards; and (e) terms of the Chair or Professorship.	Added for clarity and to address a procedural gap
NEW	15.00 Extensions beyond two terms are exceptional and require explicit approval of the Vice President Academic and Provost.	Added for clarity and to address a procedural gap

NEW	Reporting and Accountability 16.00 Holders of Chairs and Professorships are required to: (a) Establish objectives for teaching, research and scholarly activity for the term of the appointment; and (b) Fulfill service obligations associated with the position	Added for clarity and to address a procedural gap
NEW	Donor Recognition 17.00 The University will recognize Donors who provide Gifts in support of Chairs or Professorships in accordance with the Fundraising Policy (ER4110).	Added for clarity and to address a procedural gap
NEW	Records 18.00 All records will be maintained in accordance with the Records Management Policy (IM7700).	Added for clarity and to address a procedural gap
NEW	**Appendix A** Template – Rationale for Chairs and Professorships 2026-11.docx	Added to address a procedural gap

University of Victoria

Policy for University Funded and Donor Funded Chairs and Professorships

University Policy No.: AC1100
Classification: Academic and Students
Approving Authority: Board on recommendation of Senate
Effective date: TBD
Supersedes: February 2011
Last Editorial Change:
Mandated Review:

Associated Procedures

Procedure for Chairs and Professorships

PURPOSE

1.00 The purpose of this policy is to establish the academic, financial, governance and stewardship framework for University Funded and Philanthropically Funded Chairs and Professorships.

SCOPE

2.00 This policy applies to the establishment, funding, administration and stewardship of University Funded and Philanthropically Funded Chairs and Professorships. It does not govern academic appointment processes except where specifically referenced. Government funding agency programs that provide research chair funding to individuals are not covered by this policy.

DEFINITIONS

3.00 For the purposes of this policy, the following definitions apply:

Academic unit means faculty, department or school.

Chair is typically a designation of distinction for a mid- to senior-level academic with a focus on research. A Chair will bring distinction to the academic unit and the University. Normally, Chairs are to enhance teaching, training and research excellence in their academic unit to advance its academic goals and objectives.

Donor means any individual, organization, corporation or entity that provides a Gift to the University.

Gift means a voluntary donation or transfer of property without direct benefit to the Donor or any specific individual or property, and which qualifies as a charitable gift under the Income Tax Act (Canada) and Canada Revenue Agency (CRA) guidelines.

Philanthropically Funded Position is a Chair or Professorship position established or supported, in whole or in part, through a Gift.

Professorship is typically a designation recognizing a mid- to senior-level career academic with a focus on teaching. Normally, those holding Professorships are to advance the academic program of their academic unit and enhance teaching excellence in their area(s) of expertise.

University Funded Position is a Chair of Professorship position established and supported through university funds.

POLICY

General

4.00 Chairs and Professorships are established to advance the University's academic mission, enhance its reputation, impact and leadership, and support the recruitment, recognition and retention of outstanding faculty members, while ensuring financial viability, academic integrity, and institutional autonomy.

5.00 Chairs and Professorships at the University of Victoria are governed by the following principles:

a) They must advance the University's scholarly, teaching and research objectives.
b) They must respect academic freedom and the independence of teaching, research, and scholarly inquiry, and institutional independence.
c) They will be established only where there is a plan for long-term academic and financial sustainability and where the proposed funding model supports the University's academic objectives and stewardship responsibilities.
d) They must comply with applicable University policies, collective agreements and legislative requirements.
e) They must be administered transparently, with clear accountability to the University community and, where applicable, to Donors and the public.

Authority to Establish Chairs and Professorships

6.00 Chairs and Professorships are established only upon recommendation by the Senate and approval by the Board of Governors and in accordance with the Procedures for the Establishment and Administration of Chairs and Professorships.

Appointments and Accountability

7.00 Establishment of a Chair or Professorship is a distinct and separate process from appointment to that position. Appointments are subject to funding and the processes set out in the associated Procedures.

8.00 Chairs and Professorships are appointed to Academic Units. Centres and institutes are not eligible as Academic Units for these appointments.

9.00 Individuals appointed to a Chair or Professorship must hold an academic appointment at the university and are expected to meet standards for academic appointments and renewals as defined in university policies and the Faculty Association Collective Agreement.

10.00 Individuals appointed to a Chair or Professorship are expected to advance knowledge in a field of interest through teaching and research.

11.00 The designation of a Chair or Professorship confers recognition, responsibilities and accountability. Responsibilities and accountabilities of the position holder are defined in the terms of reference for the Chair or Professorship and additionally, for Philanthropically Funded Positions, in the agreement with Donor. The university and the position holder share responsibility for stewardship of the Gift that establishes and supports the Philanthropically Funded Position.

Funding Framework

12.00 Chairs and Professorships can be supported through university funds, Gifts, or a combination of the two.

13.00 Funds supporting a Chair or Professorship may be used to:

a) support the scholarly, research and/or teaching activities of the holder;
b) provide supplemental resources to attract or retain outstanding faculty; and
c) support related scholarly, research and academic activities consistent with the purpose of the Chair or Professorship.

14.00 University-Funded Positions are established and supported through institutional resources, normally for fixed terms determined at the time of approval.

15.00 Philanthropically Funded Positions can be supported by:

a) fully expendable Gifts that fund a position for a fixed term of not less than five years; or
b) endowed Gifts administered by the University of Victoria Foundation and invested in perpetuity.

16.00 For a Philanthropically Funded Position,

a) In most circumstances, the University will provide the salary and benefits, while the Gift supports the research, enhanced activities, associated course release, programming, student support, and other objectives associated with the Chair or Professorship.
b) Where a Gift is sufficient to support the full costs of the position, including salary, benefits, associated academic activities, and anticipated cost escalation over the term of appointment, the University may approve the establishment of a fully Philanthropically Funded Position.

17.00 For all Philanthropically Funded Positions:

a) minimum funding levels are established by the Vice President Academic and Provost, or delegate in consultation with the Vice President External Relations or delegate, and the Vice President Finance and Operations or delegate, to ensure financial viability and equity; and
b) funding requirements may vary depending on the nature of the position.

18.00 The continuation of a Chair or Professorship is contingent on the availability of sufficient funding.

Donors and Academic Independence

19.00 Donors may not participate in, or seek to influence, hiring, appointment, renewal, evaluation, or academic decision-making related to a Chair or Professorship.

Term of Appointment and Renewal

20.00 Appointments to a Chair or Professorship are normally for a fixed term of five (5) years and may be renewed once, subject to applicable procedures and standards. Exceptions may be approved in only exceptional circumstances and with explicit approval, as set out in the associated Procedures.

21.00 When a position holder's term as Chair or Professorship concludes, their use of the designation will cease.

Retroactivity

22.00 This Policy applies to all Philanthropically Funded Positions established on, or after, the effective date of this Policy. Chairs and Professorships established before the effective date will continue to be governed by the terms under which they were established.

AUTHORITIES AND OFFICERS

Approving Authority: Board of Governors, on recommendation of Senate
Designated Executive Officer: Vice-President Academic and Provost
Procedural Authority: Vice-President Academic and Provost
Procedural Officer: Vice-President Academic and Provost

RELEVANT LEGISLATION

University Act

RELATED POLICIES AND DOCUMENTS

University of Victoria Faculty Association Collective Agreement
Indirect Costs of Research Policy (FM5400)
Release from Teaching Responsibilities (Course Release) – VP, Academic and Provost policy
Conflict of Interest and Confidentiality (GV0201)
Gift Acceptance Policy (ER4105)
Fundraising Policy (ER4110)

University of Victoria

Procedures for University-funded and Donor-funded Chairs and Professorships

Procedural Authority: Vice-President Academic and Provost
Procedural Officer: Vice-President Academic and Provost

Effective date: tbc
Supersedes: May 2008
Last editorial change: n/a

Parent Policy: Policy for the Establishment of Chairs and Professorships (AC1100)

PROCEDURE

Initiation of a Chair or Professorship

1.00 A proposal to establish a University Funded or Philanthropically Funded Position may be initiated by:
- a) a Dean, or
- b) a Vice-President.

2.00 The proposal for the position must:
- a) articulate how the position will advance the University's scholarly, teaching and research objectives;
- b) confirm alignment with institutional and academic unit priorities; and
- c) affirm the financial viability.

3.00 For Philanthropically Funded Positions, the proposal (Appendix A) must involve consultation with the relevant Dean(s), Vice-President Academic and Provost, other relevant Vice-Presidents, and Alumni and Development. This consultation must occur before discussions with prospective Donors progress beyond exploratory conversations.

Approval Process to Fundraise for a Chair or Professorship

4.00 The authority to fundraise for a proposed Chair or Professorship position resides with the Vice President Academic and Provost.

Approval to establish a Chair or Professorship

5.00 The Vice-President or Dean will propose the establishment of a Chair or Professorship to the Senate through the office of the Vice President Academic and Provost.

6.00 Following Senate approval, the President will present the proposed position to the Board of Governors for final approval.

7.00 For Philanthropically Funded Positions, confirmation of Donor funds is required to propose the establishment of the position to the Senate.

Indirect Costs of Research

8.00 Indirect costs of research and infrastructure costs are addressed in accordance with Indirect Costs of Research (and Associated Procedures) Policy (FM5400) and any approved funding arrangements.

a) For Philanthropically Funded Positions supported by Gifts that are endowed, applicable indirect costs of research will be recovered from the annual expendable income of the endowed fund.

Recruitment or Appointment

9.00 Recruitment or appointment into Chair or Professorship positions will follow applicable recruitment or appointment procedures set out in the Faculty Association Collective Agreement.

10.00 Chair and Professorship positions may be held by:

a) new faculty, recruited to hold the Chair or Professorship, following the processes and procedures of the Faculty Association Collective Agreement; or
b) current faculty, following the process as determined by the Dean in consultation with the relevant Vice-President(s).

11.00 If an active position holder retires or transitions to emeritus status, they are no longer considered an active, full-time employee and must relinquish the position.

12.00 For Philanthropically Funded Positions, recruitment or appointments to:

a) an endowed position will not occur until the endowment is eligible to generate annual distributable income in accordance with University of Victoria Foundation Endowment Management Policy.
b) a term position will not occur until sufficient funds are received by the University to support the first year of the appointment term.

13.00 An exception to 12.00 will only be made where:

a) a formal, executed gift or pledge agreement with the Donor is in place;
b) a documented payment schedule provides reasonable assurance of funding; and
c) the Vice President Academic and Provost has assessed and accepted the associated financial and reputational risk.

Term Renewal

14.00 Renewal of appointment will be led by the Dean of the Faculty for the appointment and is subject to (including but not limited to):

a) excellent performance;
b) continued financial viability;
c) compliance with the purpose of the Chair or Professorship;
d) applicable University standards; and
e) terms of the Chair or Professorship.

15.00 Extensions beyond two terms are exceptional and require explicit approval of the Vice President Academic and Provost.

Reporting and Accountability

16.00 Holders of Chairs and Professorships are required to:

a) Establish objectives for teaching, research and scholarly activity for the term of the appointment; and
b) Fulfill service obligations associated with the position.

Donor Recognition

17.00 The University will recognize Donors who provide Gifts in support of Chairs or Professorships in accordance with the Fundraising Policy (ER4110).

Records

18.00 All records will be maintained in accordance with the Records Management Policy (IM7700).

Appendix A

Template—Rationale for Chairs and Professorships 2026-11.docx

MEMO

UVIC

To: Senate
From: Helga Hallgrímsdóttir, Deputy Provost
CC: Elizabeth Croft, Vice-President Academic and Provost
Date: November 18, 2026
Subject: Revised Procedures for the Appointment and Reappointment of the University Librarian

We are seeking Senate's approval of the proposed revisions to the Procedures for the Appointment and Re-Appointment of the University Librarian (GV0410) prior to seeking approval by the Board of Governors.

Background

The procedures set out the process for the appointment, reappointment and, where necessary, appointment of an acting University Librarian. As well, the procedures establish the composition and responsibilities of the appointment committee, and outline search and review processes. The Vice-President Academic and Provost (VPAC) is noted as the Designated Executive Officer, Procedural Authority and Procedural Officer. Final approval rests with the Board of Governors on recommendation of Senate.

The current procedures were last updated in 2011. The proposed revisions are intended to modernize and strengthen the procedures, align them with current institutional commitments and practices, and provide greater clarity regarding committee governance, equity considerations, confidentiality, and appointment processes. Consultations on the proposed revisions were completed with University Libraries and the Faculty Association in late 2024; however, staffing shortages delayed finalizing the revisions and bringing the policy forward for approval. A copy of the procedures were also posted on the VPAC website for colleagues to provide feedback.

Summary of proposed changes

The proposed revisions update the Procedures for the Appointment and Re-Appointment of the University Librarian to reflect current institutional practices, governance structures, and commitments to equity, diversity and inclusion. The revisions are primarily intended to clarify existing processes, strengthen committee expectations, and modernize the procedures while maintaining the current governance framework for the appointment and review of the University Librarian.

A significant focus of the revisions is the enhancement of equity, diversity and inclusion provisions. The revised procedures place greater emphasis on equitable search practices, broadening applicant pools, and incorporating equity considerations throughout the appointment process. References to equity-deserving groups have also been updated to reflect current terminology.

The revisions strengthen expectations for committee members by requiring completion of designated training and the signing of confidentiality agreements before participating in committee work. In addition, new provisions clarify the process for convening the appointment committee and require written confirmation from individuals before they may be considered as candidates for the position.

Additional amendments improve clarity and consistency throughout the procedures. These include updating organizational terminology, correcting section references, and reducing the normal timeframe for a reappointment review from eight weeks to six weeks. Collectively, the revisions are intended to support a more transparent, equitable, and effective appointment and reappointment process.

A track-changes version of the procedures is attached to illustrate the proposed revisions and provide the rationale for discussion and feedback.

Impact

The revised procedures will provide clearer guidance for appointment and reappointment processes, strengthen consideration of equity, diversity and inclusion throughout recruitment and review activities, and clarify the responsibilities of committee members and institutional decision-makers. The revisions are expected to improve consistency, transparency and accountability while ensuring alignment with current university policies and governance practices.

Motion

That Senate approve, and recommend that the Board of Governors also approve, the revised *Procedures for the Appointment and Re-Appointment of the University Librarian* (GV0410).

Next steps

Subject to Senate's recommendation, materials will proceed to the Board of Governors for final approval.

Attached:

- Draft Revised GV0410 Policy
- Draft Revised GV0410 Policy (with track-changes)

University of Victoria

PROCEDURES FOR THE APPOINTMENT AND RE-APPOINTMENT OF THE UNIVERSITY LIBRARIAN

University Policy No: GV0410
Classification: Governance
Approving Authority: Senate and Board of Governors
Effective Date: TBD
Supersedes: March 2011
Last Editorial Change: December 2020
Mandated Review: TBD

PURPOSE

1.00 The following procedures define the method by which the appointment, or review and re-appointment, of the university librarian will be conducted.

SCOPE

2.00 These procedures apply to: the appointment of a new university librarian and the review and re-appointment of the incumbent and to the appointment of an acting university librarian. An acting university librarian is not considered an incumbent.

PROCEDURES

Delegation of Appointment Authority

3.00 Under Sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.

3.01 The Board of Governors has delegated its authority to make appointments to the President or the appropriate vice-president. The President is responsible for approving the appointment of the university librarian.

Term of Appointment

4.00 The university librarian will normally be appointed for a five-year term.

4.01 The President, in consultation with the Vice-President Academic and Provost, may elect to appoint a university librarian for a term less than five years.

Notification of Vacancy

5.00 A reasonable time prior to the end of the incumbent university librarian's term, the Vice-President Academic and Provost will notify Senate and the President will inform the Board of Governors of the impending vacancy.

5.01 If necessary, the President will appoint an acting university librarian in accordance with section 27.00 of these procedures to serve until the new appointee takes office.

Diversity, Equity and Inclusion

6.00 The University is committed to upholding the values of equity, diversity and inclusion in our living, learning, and work environments and employing posting and consideration processes that support equitable recruitment of diverse candidates who are best suited to leadership roles that model the values of the University. Processes employed under this policy shall support this commitment.

Appointment Committee Establishment and Governance

Convening the Committee

7.00 A reasonable time prior to the end of the incumbent University Librarian's term, or when an unexpected vacancy occurs, the Vice-President Academic and Provost will ask the University Secretary to convene the Appointment Committee (hereinafter referred to as "the Committee") in accordance with these procedures

Representation from Equity Groups

8.00 The university is committed to equity and diversity. When electing members of the Committee, constituencies shall encourage diverse representatives from their membership to stand for election including: women, Indigenous peoples, Black people, persons with disabilities, visible minorities, people of all sexual orientations and genders and others who may contribute to the diversification of the Committee.

Committee Composition

9.00 The Committee for the appointment, or review and reappointment, of the university librarian shall be comprised as follows:

Position	Number	Composition and Appointment Method
Chair	(1)	Vice President Academic and Provost (or designate)
Committee Members	(3)	Faculty members selected by the Senate Committee on the Libraries, in consultation with the Vice President Academic and Provost, to be as broadly representative as possible of the academic disciplines.
	(1)	One dean of faculties or divisions to be selected by deans
	(2)	Regular librarians elected by the professional librarians
	(1)	Member of the Libraries Executive selected by the members of that group
	(1)	Undergraduate Student selected by the UVSS
	(1)	Graduate Student selected by the GSS
	(1)	Staff member elected by the library staff who are members of the Professional Employees Association
	(1)	Staff member elected by the library staff who are members of CUPE 951

Total	12	
Secretary	-	An administrative staff member from the Vice-President Academic and Provost's office (non-voting)

Alternate Committee Members

10.00 Alternates will be identified, where possible, who may be asked to serve when a member needs to resign from the Committee before it begins to formally interview candidates. Alternates cannot be added after this point as each Committee member must be in a position to weigh the merits of each candidate prior to making a recommendation.

10.01 In the event that an alternate is required and no alternate was determined at the time the Committee was constituted, an alternate will be appointed by the remaining members of the Committee after appropriate consultation.

General Committee Responsibilities

Committee Member Participation

11.00 Committee Members are required to sign a confidentiality agreement in advance of undertaking the Committee work and will confirm in writing that they have completed all of the current designated training required for members of academic appointment committees.

12.00 Committee members are expected to attend the Committee's meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 10.00.

Establishment of Position Criteria

13.00 The Committee will acquaint itself thoroughly with the requirements of the university librarian position through a review of appropriate university policies and procedures, meetings with the incumbent, consultation the Senate Committee on Libraries and others as appropriate, and shall establish criteria by which to evaluate candidates.

Agreement by Candidates

14.00 The Committee will not consider any individual for the position unless it has received written indication from that individual that they are willing to be considered as a candidate.

Employment Equity

15.00 Throughout the appointment process, the Committee will:

a) Familiarize itself with best practices for conducting fair and equitable search and selection processes by acquainting itself with human rights requirements and university equity and diversity policies and training;
b) include equity considerations when developing criteria for the position; and
c) take steps to widen the pool of qualified applicants to include designated equity group members and others who may contribute to the further diversification of the university.

16.00 Postings of the position will include the university's approved employment equity statement.

Confidentiality, Protection of Privacy and Records Management

17.00 The personal information of the incumbent and university librarian candidates shall be managed and protected in accordance with the *Freedom of Information and Protection of Privacy Act*, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

17.01 Documentation containing personal information received by the Committee is confidential and shall be used or disclosed only for the purpose for which the information was collected or a purpose consistent with the original collection purpose. All other uses or disclosures of such information require the consent of the incumbent or candidate.

18.00 Deliberations of the Committee are confidential. The Committee shall keep a confidential summary record of its meetings detailing its decisions and actions. Deliberations of the Committee concerning the incumbent or candidates shall not be recorded in the summary record.

18.01 Only the Chair (or designate) is authorized to speak on behalf of the Committee. Committee members shall not disclose opinions or individual comments voiced at Committee meetings and are expected to respond to questions on the Committee's progress as directed by the Chair.

18.02 A Committee member who has breached confidentiality shall be subject to sanction by the Chair potentially including dismissal from the Committee.

19.00 Committee records shall be managed in accordance with the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

Consultation with Constituencies

20.00 Committee members are responsible for exercising their best judgment in the interests of the appointment process and their respective constituencies. They are expected to seek information from their constituencies and keep constituencies apprised of the non-confidential aspects of the appointment process.

20.01 The Chair will guide Committee members with respect to consultations with their constituencies.

Search Procedures

Determination of Candidate Field

21.00 The Chair, in consultation with the Committee, shall determine whether or not to initially seek internal candidates only.

21.01 The Vice-President Academic and Provost may elect to engage a search consultant in cases where the position is open to external candidates.

Candidate Selection

22.00 The Committee will gather relevant information about the candidates and shall then select a short list of candidates.

Communication with Candidates

23.00 The Committee is responsible for ensuring all candidates are made aware of, and provided with a copy of these procedures.

23.01 Candidates shall be advised of the measures to be used for assessment and the individuals and constituency groups the Committee intends to consult.

Meetings and Presentations

24.00 The Committee shall arrange for short-listed candidates to make a brief public presentation followed by a question period and to meet with librarians, staff, students, faculty, academic leaders and others, as appropriate.

Voting

25.00 The Committee shall reach a decision on a recommended candidate through a simple majority vote, by secret ballot. The Chair has the right to vote.

Recommendation

26.00 The Committee's appointment recommendation shall be provided to the President in the form of a report including recommendations for action and a rationale for its decision.

Review and Re-Appointment of the Incumbent

27.00 If the incumbent university librarian elects to stand for a consecutive term after reviewing the criteria established by the Committee under section 13.00, the Committee shall determine through the steps contained in 27.01 – 27.03 whether or not to recommend the reappointment.

27.01 The past performance of the incumbent shall be assessed in the context of the university's future directions. Material to be examined by the Committee shall include but is not limited to:

- a current curriculum vitae;
- the criteria established by the Committee under section 13.00;

- the criteria and objectives established for the university librarian at the time of initial appointment;
- a summary of the evaluations carried out by the Vice-President Academic and Provost; and
- the results of consultations with constituency groups.

27.02 The incumbent shall be invited by the Committee to provide a written self-assessment which includes a statement of past and projected leadership in the context of the criteria established for continuation in the position.

27.03 The Committee will meet with the incumbent and may arrange for the incumbent to make a public presentation. The incumbent may request an opportunity to make a public presentation where the Committee has not arranged one.

28.00 The incumbent must be advised of: the measures to be used under section 27.00 for assessment; the individuals and constituencies the Committee plans to consult; and the schedule for each stage of the review process.

29.00 Under normal circumstances, a review should take no longer than six weeks. During the period of assessment, the Committee must take steps to ensure that the ability of the incumbent to discharge the duties and responsibilities of the position is not undermined by the process.

Voting

30.00 The Committee shall reach a decision on its recommendation to re-appoint an incumbent through a simple majority vote, by secret ballot. The Chair has the right to vote.

30.01 If after completing the review process the Committee recommends the incumbent for a further term, the Committee shall provide its recommendation to the President in the form of a report including recommendations for action and a rationale for its decision.

30.02 If after completing the review process the Committee does not recommend the incumbent for a further term, the Committee shall proceed to the procedures to search for a new university librarian.

Appointment of an Acting University Librarian

31.00 When the appointment of an acting university librarian is necessary, the Vice-President Academic and Provost will consult with individuals and committees, as the Vice-President Academic and Provost deems appropriate, and will then make a recommendation for appointment to the President. Normally such an appointment would not exceed two years.

AUTHORITIES AND OFFICERS

i) Approving Authority: Senate and Board of Governors
ii) Designated Executive Officer: Vice-President Academic and Provost
iii) Procedural Authority: Senate and Board of Governors

iv) Procedural Officer: Vice-President Academic and Provost

LEGISLATION
University Act
Freedom of Information and Protection of Privacy Act

RELATED POLICIES AND DOCUMENTS
Protection of Privacy Policy (GV0235) and associated procedures
Records Management Policy (IM7700) and associated procedures

University of Victoria

PROCEDURES FOR THE APPOINTMENT AND RE-APPOINTMENT OF THE UNIVERSITY LIBRARIAN

University Policy No: GV0410
Classification: Governance
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PURPOSE

1.00 The following procedures define the method by which the appointment, or review and re-appointment, of the university librarian will be conducted.

SCOPE

2.00 These procedures apply to: the appointment of a new university librarian and the review and re-appointment of the incumbent and to the appointment of an acting university librarian. An acting university librarian is not considered an incumbent.

PROCEDURES

Delegation of Appointment Authority

3.00 Under Sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.

3.01 The Board of Governors has delegated its authority to make appointments to the President or the appropriate vice-president. The President is responsible for approving the appointment of the university librarian.

Term of Appointment

4.00 The university librarian will normally be appointed for a five-year term.

4.01 The President, in consultation with the Vice-President Academic and Provost, may elect to appoint a university librarian for a term less than five years.

Notification of Vacancy

5.00 A reasonable time prior to the end of the incumbent university librarian's term, the Vice-President Academic and Provost will notify Senate and the President will inform the Board of Governors of the impending vacancy.

5.01 If necessary, the President will appoint an acting university librarian in accordance with section 27.00 of these procedures to serve until the new appointee takes office.

~~***Appointment Committee Establishment and Governance***~~

Diversity, Equity and Inclusion

6.00 ~~UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments~~The University is committed to upholding the values of equity, diversity and inclusion in our living, learning, and work environments and employing posting and consideration processes that support equitable recruitment of diverse candidates who are best suited to leadership roles that model the values of the University. Processes employed under this policy shall support this commitment.

Appointment Committee Establishment and Governance

~~Representation from Equity Groups~~

Convening the Committee

7.00 A reasonable time prior to the end of the incumbent University Librarian's term, or when an unexpected vacancy occurs, the Vice-President Academic and Provost will ask the University Secretary to convene the Appointment Committee (hereinafter referred to as "the Committee") in accordance with these procedures

Representation from Equity Groups

~~6.00~~8.00 The university is committed to equity and diversity. When electing members of the Committee, constituencies shall~~ould~~ encourage diverse representatives from their membership to stand for election including: women, Indigenous peoples, Black people, persons with disabilities, visible minorities, people of all sexual orientations and genders and others who may contribute to the diversification of the Committee.

Committee Composition

~~7.00~~9.00 The Committee for the appointment, or review and reappointment, of the university librarian shall be comprised as follows:

Position	Number	Composition and Appointment Method
Chair	(1)	Vice President Academic and Provost (or designate)
Committee Members	(3)	Faculty members selected by the Senate Committee on the Libraries, in consultation with the Vice President Academic and Provost, to be as broadly representative as possible of the academic disciplines.
	(1)	One dean of faculties or divisions to be selected by deans
	(2)	Regular librarians elected by the professional librarians
	(1)	Member of the Libraries ~~Management Group~~Executive selected by the members of that group
	(1)	Undergraduate Student selected by the UVSS
	(1)	Graduate Student selected by the GSS

	(1)	Staff member elected by the library staff who are members of the Professional Employees Association
	(1)	Staff member elected by the library staff who are members of CUPE 951
Total	12	
Secretary	-	An administrative staff member from the Vice-President Academic and Provost's office (non-voting)

Alternate Committee Members

~~8.00~~10.00 Alternates will be identified, where possible, who may be asked to serve when a member needs to resign from the Committee before it begins to formally interview candidates. Alternates cannot be added after this point as each Committee member must be in a position to weigh the merits of each candidate prior to making a recommendation.

~~8.01~~10.01 In the event that an alternate is required and no alternate was determined at the time the Committee was constituted, an alternate will be appointed by the remaining members of the Committee after appropriate consultation.

General Committee Responsibilities

Committee Member Participation

11.00 Committee Members are required to sign a confidentiality agreement in advance of undertaking the Committee work and will confirm in writing that they have completed all of the current designated training required for members of academic appointment committees.

~~9.00~~12.00 Committee members are expected to attend the Committee's meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 10~~9~~.00.

Establishment of Position Criteria

13.00 The Committee will ~~shall~~ acquaint itself thoroughly with the requirements of the university librarian position through a review of appropriate university policies and procedures, meetings with the incumbent, consultation the Senate Committee on Libraries and others as appropriate, and shall establish criteria by which to evaluate candidates.

Agreement by Candidates

14.00 The Committee will not consider any individual for the position unless it has received written indication from that individual that they are willing to be considered as a candidate.

Employment Equity

15.00 Throughout the appointment process, the Committee ~~should~~ will:

a) Familiarize itself with best practices for conducting fair and equitable search and selection processes by acquainting itself with human rights requirements and university equity and diversity policies and training;
b) include equity considerations when developing criteria for the position; and
c) take steps to widen the pool of qualified applicants to include designated equity group members and others who may contribute to the further diversification of the university.

16.00 Postings of the position will include the university's approved employment equity statement.

~~10.00 acquaint itself with human rights requirements, university equity and diversity policies, include equity considerations when developing criteria for the position, and take steps to widen the pool of qualified applicants to include designated equity group members and others who may contribute to the further diversification of the university. Position advertisements shall include the current employment equity statement.~~

~~10.01 The Committee should familiarize itself with best practices for conducting fair and equitable search and selection processes.~~

Confidentiality, Protection of Privacy and Records Management

~~11.00~~17.00 The personal information of the incumbent and university librarian candidates shall be managed and protected in accordance with the *Freedom of Information and Protection of Privacy Act*, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

~~11.01~~17.01 Documentation containing personal information received by the Committee is confidential and shall be used or disclosed only for the purpose for which the information was collected or a purpose consistent with the original collection purpose. All other uses or disclosures of such information require the consent of the incumbent or candidate.

~~12.00~~18.00 Deliberations of the Committee are confidential. The Committee shall keep a confidential summary record of its meetings detailing its decisions and actions. Deliberations of the Committee concerning the incumbent or candidates shall not be recorded in the summary record.

~~12.01~~18.01 Only the Chair (or designate) is authorized to speak on behalf of the Committee. Committee members shall not disclose opinions or individual comments voiced at Committee meetings and are expected to respond to questions on the Committee's progress as directed by the Chair.

~~12.02~~18.02 A Committee member who has breached confidentiality shall be subject to sanction by the Chair potentially including dismissal from the Committee.

~~13.00~~19.00 Committee records shall be managed in accordance with the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

Consultation with Constituencies

~~14.00~~20.00 Committee members are responsible for exercising their best judgment in the interests of the appointment process and their respective constituencies. They are expected to seek information from their constituencies and keep constituencies apprised of the non-confidential aspects of the appointment process.

~~14.01~~20.01 The Chair will guide Committee members with respect to consultations with their constituencies.

Search Procedures

Determination of Candidate Field

~~15.00~~21.00 The Chair, in consultation with the Committee, shall determine whether or not to initially seek internal candidates only.

~~15.01~~21.01 The Vice-President Academic and Provost may elect to engage a search consultant in cases where the position is open to external candidates.

Candidate Selection

~~16.00~~22.00 The Committee will gather relevant information about the candidates and shall then select a short list of candidates.

Communication with Candidates

~~17.00~~23.00 The Committee is responsible for ensuring all candidates are made aware of, and provided with a copy of these procedures.

~~17.01~~23.01 Candidates shall be advised of the measures to be used for assessment and the individuals and constituency groups the Committee intends to consult.

Meetings and Presentations

~~18.00~~24.00 The Committee shall arrange for short-listed candidates to make a brief public presentation followed by a question period and to meet with librarians, staff, students, faculty, academic leaders and others, as appropriate.

Voting

~~19.00~~25.00 The Committee shall reach a decision on a recommended candidate through a simple majority vote, by secret ballot. The Chair has the right to vote.

Recommendation

~~20.00~~26.00 The Committee's appointment recommendation shall be provided to the President in the form of a report including recommendations for action and a rationale for its decision.

Review and Re-Appointment of the Incumbent

~~21.00~~27.00 If the incumbent university librarian elects to stand for a consecutive term after reviewing the criteria established by the Committee under section 1~~3~~1.00, the Committee shall determine through the steps contained in 2~~7~~3.01 – 2~~7~~3.03 whether or not to recommend the reappointment.

~~21.01~~27.01 The past performance of the incumbent shall be assessed in the context of the university's future directions. Material to be examined by the Committee shall include but is not limited to:

- a current curriculum vitae;
- the criteria established by the Committee under section 1~~3~~1.00;
- the criteria and objectives established for the university librarian at the time of initial appointment;
- a summary of the evaluations carried out by the Vice-President Academic and Provost; and
- the results of consultations with constituency groups.

~~21.02~~27.02 The incumbent shall be invited by the Committee to provide a written self-assessment which includes a statement of past and projected leadership in the context of the criteria established for continuation in the position.

~~21.03~~27.03 The Committee will meet with the incumbent and may arrange for the incumbent to make a public presentation. The incumbent may request an opportunity to make a public presentation where the Committee has not arranged one.

~~22.00~~28.00 The incumbent must be advised of: the measures to be used under section 2~~7~~3.00 for assessment; the individuals and constituencies the Committee plans to consult; and the schedule for each stage of the review process.

~~23.00~~29.00 Under normal circumstances, a review should take no longer than six~~eight~~ weeks. During the period of assessment, the Committee must take steps to ensure that the ability of the incumbent to discharge the duties and responsibilities of the position is not undermined by the process.

Voting

~~24.00~~30.00 The Committee shall reach a decision on its recommendation to re-appoint an incumbent through a simple majority vote, by secret ballot. The Chair has the right to vote.

~~24.01~~30.01 If after completing the review process the Committee recommends the incumbent for a further term, the Committee shall provide its recommendation to

the President in the form of a report including recommendations for action and a rationale for its decision.

~~24.02~~30.02 If after completing the review process the Committee does not recommend the incumbent for a further term, the Committee shall proceed to the procedures to search for a new university librarian.

Appointment of an Acting University Librarian

~~25.00~~31.00 When the appointment of an acting university librarian is necessary, the Vice-President Academic and Provost will consult with individuals and committees, as the Vice-President Academic and Provost deems appropriate, and will then make a recommendation for appointment to the President. Normally such an appointment would not exceed two years.

AUTHORITIES AND OFFICERS

i) Approving Authority: Senate and Board of Governors
ii) Designated Executive Officer: Vice-President Academic and Provost
iii) Procedural Authority: Senate and Board of Governors
iv) Procedural Officer: Vice-President Academic and Provost

LEGISLATION

University Act
Freedom of Information and Protection of Privacy Act

RELATED POLICIES AND DOCUMENTS

Protection of Privacy Policy (GV0235) and associated procedures
Records Management Policy (IM7700) and associated procedures