University of Victoria | University Secretary

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 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.   March 7, 2025 **(SEN-APR 4/15-1)**

     Motion: That the minutes of the open session of the meeting of the Senate held on March 7, 2025 be approved and that the approved minutes be circulated in the usual way.

3.   BUSINESS ARISING FROM THE MINUTES

     a.   Update on Notice of Petition: Proposed changes to Section 36.00 in the Senate Rules and Procedures   **INFORMATION**

4.   REMARKS FROM THE CHAIR

     a.   President's Report   **INFORMATION**

5.   CORRESPONDENCE

6.   PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

          i.   Master in Management Cycle 2 admission changes **(SEN-APR 4/25-2)**   **ACTION**

          Motion: That Senate approve the Master in Management admission changes, effective September 2025.

ii. Credit for advanced academic English-language courses **(SEN-APR 4/25-3)** **ACTION**

Motion: That Senate approve the proposal to award elective credit for ELPI and ELPI/University Admissions Preparation (UAP) offered by the English Language Centre in the Division of Continuing Studies, effective September 2025.

iii. Proposal to change the Undergraduate Co-operative Education Admission requirements **(SEN-APR 4/25-4)** **ACTION**

Motion: That Senate approve the revisions to the admission requirements for the Faculty of Social Sciences Co-operative Education Programs.

iv. Revisions to the admission requirements for the Economics PhD program **(SEN-APR 4/25-5)** **ACTION**

Motion: That Senate approve the revisions to the admission requirements for the Economics PhD program, effective September 2025.

b. Senate Committee on Agenda and Governance – Kevin Hall, Chair

i. Revisions to the Terms of References for Senate Committees **(SEN-APR 4/25-6)** **ACTION**

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Academic Standards.

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Appeals.

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Curriculum.

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Learning and Teaching.

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Libraries.

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Planning.

c. Senate Committee on Awards – Maureen Ryan, Chair

    i. New and Revised Awards **(SEN-APR 4/25-7)**   **ACTION**

        <u>Motion:</u> 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:

- Faculty of Law Travel and Professional Development Award (New)
- Faculty of Law Dean's Award (New)
- Ken Woods Vikes Women's Basketball Award* (Revised)
- Mackenzie Rigg Men's Soccer Award* (Revised)
- Bruce Wilson Vikes Men's Soccer Award* (New)
- Academic Excellence Scholarship* (Revised)
- William & Doreen Kerby Scholarship in Medieval British Literature* (Revised)
- Edra Ferguson Graduate Scholarship* (Revised)
- Women in Development Graduate Scholarship* (Revised)
- Student International Activity Fund Award (Revised)
- Jane Zhu Cross-Cultural Integration Award (Revised)

* Administered by the University of Victoria Foundation

d. Senate Committee on Learning and Teaching – Li-Shih Huang, Chair

    i. Annual Report on Course Delivery Modes (2024/25)   **INFORMATION**
       (SEN-APR 4/25-8)

7. PROPOSALS AND REPORTS FROM FACULTIES

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

                                                  INFORMATION

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

                                                  INFORMATION

b. Update on Transnational Education Initiatives **(SEN-APR 4/25-9)**

9. OTHER BUSINESS

10. ADJOURNMENT

Meeting of Senate
March 7, 2025

MINUTES

A meeting of the Senate of the University of Victoria was held on March 7, 2025 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

Annalee Lepp, Acting Chair on behalf of the President, called the meeting to order.

1.   **APPROVAL OF THE AGENDA**

The agenda be approved as circulated.

2.   **MINUTES**

   a.   **February 7, 2025**

   Motion: (B. Smith/L. Cowen)
   That the minutes of the open session of the meeting of the Senate held on February 7, 2025 be approved and that the approved minutes be circulated in the usual way.

                                                                                          CARRIED

3.   **BUSINESS ARISING FROM THE MINUTES**

There was none.

4.   **REMARKS FROM THE CHAIR**

   a.   **President's Report**

On behalf of the President, A. Lepp welcomed Jen Baggs, Acting Dean, Peter B. Gustavson School of Business, as the newest member of Senate.

   b.   **Presentation – an update on University Rankings**

Alexandra D'Arcy, Associate Vice-President Research, and Dane Berry, Director Research Analytics and Impact, provided additional information to Senate on university rankings.

D. Berry began the presentation by highlighting the questions raised from the January Senate meeting. He provided information regarding UVic ranking trends since 2003 and the impact of the change in data source. D. Berry compared other institutions rankings, the weighting by indicator type, and provided a review of UVic's citation scores since 2010, research income growth, UVic's ranking regarding reputation and what it would take to improve. Finally, D. Berry explained how UVic's ranking work is organized and its capacity to improve.

In response to several remarks by a member of Senate regarding the competitiveness of the university in terms of climate change, A. D'Arcy advised that the Senator could meet with the Vice-President Research and Innovation to discuss their concerns further. A further comment was made from the Senator requesting an answer from the president on this matter and that they were disappointed and offended by the comment by the Associate Vice-President.

5.   CORRESPONDENCE

There was none.

6.   PROPOSALS AND REPORTS FROM SENATE COMMITTEES

   a.   Senate Committee on Awards

      i.   New and Revised Awards

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

> Motion: (M. Ryan/R. Hancock)
> That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:
>
> - All Our Relations Award* (Revised)
> - Birdwood Fund Award* (Revised)
> - CFUW Victoria Doreen Sutherland Indigenous Scholarship in the Faculty of Health* (Revised)
> - Cora Arenas and Carol Artemiw Women in Engineering and Computer Science Second Year Retention Award (Revised)
> - Dr. Stephen Anthony Welch Art History Scholarship* (Revised)
> - Federation of Asian Canadian Lawyers Award (Revised)
> - Harambee Refugee Award (New)
> - Jane Zhu Entrepreneurship Scholarship (New)
> - Joseph Arvay Social Justice Award (Revised)
> - Joshua M. Prowse Prize in Refugee Law (New)
> - Maclean Annual Award in Economics (Revised)
> - Mairi Riddel Memorial Book Prize* (Revised)
> - Allan and Rosamund Russell Award in Civil Engineering (New)
> - Doug Koch Memorial Scholarship (New)
> - Law Class of 1994 Prize in Indigenous Field Study (New)
> - Alexandra Pollock UVic Cheer Award (Revised)
> - Denis & Pat Protti Award* (Revised)
> - Roberta Evelyn Milnes Scholarship* (Revised)
> - Ross & Stephanie Bailey Undergraduate Award* (New)
>
> *Administered by the University of Victoria Foundation*

CARRIED

   ii. **Revisions to the Entrance Scholarships Regulations**

M. Ryan introduced the revisions.

A member of Senate suggested alternative wording for clarity. M. Ryan agreed to this friendly amendment.

> Motion: (M. Ryan/T. Milford)
> That Senate approve the amended revisions to the Athletic awards eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS.

CARRIED

   b. **Senate Committee on Planning**

   i. **Proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS)**

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

> Motion: (J. Colby/M. Laidlaw)
> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to renew the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period April 1, 2025 – March 31, 2030, as described in the memorandum dated January 22, 2025.

CARRIED

   ii. **Proposed changes to the Master of Engineering in Biomedical Systems program**

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

> Motion: (M. Hoorfar/S. Foss)
> That Senate approve the proposed changes to the Master of Engineering in Biomedical Systems program, as described in the document "Master of Engineering – Biomedical Systems: Program Change".

CARRIED

   iii. **Proposed changes to the Bachelor of Commerce program**

E. Adjin-Tettey introduced the proposal.

In response to a question on the wording of co-op versus work experience, J. Baggs explained that co-op education was a regulated designation with specific accreditation requirements. She confirmed both avenues would remain open for students. A further question was asked about visa requirements for which J. Baggs assured the Senator that current students were not affected. Wendy Taylor, Registrar, confirmed that the process would not change for incoming international students.

Motion: (R. Hancock/M. Ryan)
That Senate approve, and recommend to the Board of Governors that it
also approve, the proposed changes to the Bachelor of Commerce
program, as described in the document "Bachelor of Commerce –
Gustavson School of Business".

CARRIED

iv. **Proposed changes to the Master in Management program**

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

Motion: (B. Smith/K. Donovan)
That Senate approve, and recommend to the Board of Governors that it
also approve, the proposed changes to the Master in Management
program, as described in the document "Master in Management".

CARRIED

v. **Proposed changes to the Master of Business Administration in Sustainable Innovation
program**
vi.

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

Motion: (B. Smith/J. Baggs)
That Senate approve, and recommend to the Board of Governors that it
also approve, the proposed changes to the Master of Business
Administration in Sustainable Innovation, as described in the document
"MBA-BUSI – Sustainable Innovation Proposal".

CARRIED

vii. **Proposed changes to the Economics PhD program**

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

Motion: (A. Weaver/J. Colby)
That Senate approve, and recommend to the Board of Governors that it
also approve, the proposed changes to the Economics PhD program, as
described in the document "Economics PhD Program Revisions".

CARRIED

viii. **Proposed changes to the Minor in Economics program**

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

Motion: (K. Diether/C. Eagle)
That Senate approve, and recommend to the Board of Governors that it
also approve, the proposed changes to the Minor in Economics program,
as described in the document "Economics Minor".

CARRIED

ix. **Proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies**

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

> Motion: (L. Harder/J. Clarke)
> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for the Social Justice Studies program to be jointly offered by the Department of Sociology and the Division of Continuing Studies, as described in the memorandum dated January 24, 2025.

CARRIED

x. **Proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies**

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

> Motion: (L. Harder/A. Prest)
> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for the Global Development Studies program to be jointly offered by the Department of Geography, the Department of Political Science and the Division of Continuing Studies, as described in the memorandum dated January 24, 2025.

CARRIED

xi. **Proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program**

E. Adjin-Tettey introduced the proposal.

In response to a member of Senate asking for input from other Senators from the Jewish community, a motion to table the original motion was made (A. Weaver/B. Smith). After a brief discussion on the proposal, the motion to table was withdrawn.

> Motion: (K. Donovan/R. Hicks)
> That Senate approve the proposed changes to the Holocaust Studies stream of the Master of Arts in Germanic and Slavic Studies program, as described in the document "Holocaust Studies stream of MA in Germanic & Slavic Studies".

CARRIED

xii. **Proposed changes to the Minor in European Studies program**

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

Motion: (T. Milford/L. Cowen)
That Senate approve the proposed changes to the Minor in European
Studies program, as described in the document "Minor in European
Studies (MNR-EURO)".

CARRIED

xiii. **Proposed changes to the Graduate Certificate and Master's programs in Indigenous Language Revitalization**

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

Motion: (R. Hancock/M. McGinnis)
That Senate approve the proposed changes to the Graduate Certificate
in Indigenous Language Revitalization, as described in the document
"Graduate Certificate and Masters Programs in Indigenous Language
Revitalization".

CARRIED

AND

Motion: (R. Hancock/M. McGinnis)
That Senate approve the proposed changes to the Master's programs in
Indigenous Language Revitalization, as described in the document
"Graduate Certificate and Masters Programs in Indigenous Language
Revitalization".

CARRIED

c. **Senate Committee on Academic Standards**

i. **Proposed changes to the Bachelor of Commerce Admission and Transfer Criteria and Program Requirements for Cycle 2, Sep 2025**

Danu Stinson, Chair of the Senate Committee on Academic Standards, introduced the proposal. There were no questions.

Motion: (D. Stinson/K. Donovan)
That Senate approve the revisions to the to the Bachelor of Commerce
Admission and Transfer criteria and Program requirements, effective
September 2025.

CARRIED

ii. **Proposed changes to MBA in Sustainable Innovation admission requirements for Cycle 2, Sep 2025**

D. Stinson introduced the proposal. There were no questions.

> Motion: (D. Stinson/J. Baggs)
> That Senate approve the revisions to the admission requirements for the
> MBA in Sustainable Innovation, effective September 2025.

CARRIED

iii. Proposal to update the identification requirements in the exam regulations in the academic calendar

D. Stinson introduced the proposal.

Wendy Taylor, Registrar, responded to a number of questions from Senators concerning the need for some students to continue to require a physical card and issues surrounding government issues identification that was not possible to confirm from a course list. A suggestion was made to form a working group to consider policy and procedural changes.

W. Taylor noted that she would confirm if there was a strategy around any students who may have a continued need for the OneCard.

> Motion: (D. Stinson/J. Colby)
> That Senate approve the change to the examination regulations in the
> Undergraduate Academic Calendar, effective September 2025.

CARRIED

> AND

> Motion: (D. Stinson/J. Colby)
> That Senate approve the addition of the amended regulations governing
> administration of examinations to the Graduate Academic Calendar,
> effective September 2025.

CARRIED

iv. Proposal to change the Faculty of Science graduation requirements for BSc programs combined with other Faculties

D. Stinson introduced the proposal. There were no questions.

> Motion: (D. Stinson/C. Eagle)
> That Senate approve the revisions to the Faculty of Science graduation
> requirements for BSc programs combined with other Faculties, effective
> September 2025.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

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

Elizabeth Croft, Vice-President Academic and Provost, provided members of Senate with a brief update. She highlighted the recent wrap-up of her listening tour across the faculties, the completion of a successful recruitment trip and noted that the admission numbers were doing well. E. Croft also reminded Senators of the 3-minute thesis event on March 13, 2025 and the Vikes Celebration of Champions event on March 26, 2025.

   b. **Enrolment projections for 2025/26**

Tony Eder, Vice-President Academic Resource Planning, presented the enrolment targets for the coming year. He noted that the university continues to work on towards government targets, and planning was underway with the Board of Governors and the Senate Committee University Budget in terms of enrolment and financial funding.

In response to a question from a member of Senate on the contingency plan should the enrolment numbers not be met, T. Eder explained that the proposal to the Board of Governors would include contingency measures if enrolment targets are not met and noted that goals and targets were modest.

A Senator asked what would happen if there were more students than were anticipated. T. Eder stated that careful planning and flexibility had been built into the plan to enable the university to accommodate an increase. A few members of Senate expressed concern on the issue of course waitlists, the decline of academic excellence due to larger classes, and the hope that a new budget model would allow for the hiring of additional faculty and teaching assistants to teach. In response to these concerns, T. Eder reported the university was working on towards a balanced budget but would also work to provide support in these areas.

> Motion: (M. Hoorfar/L. Harder)
> That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 19,879 FTE for the 2025/26 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

CARRIED

   c. **Interim Governance Structure – Faculty of Health**

Helga Hallgrímsdóttir, Deputy Provost, introduced the proposal. She noted that the University Act required each faculty to have a Faculty Council which would be needed as a temporary measure until the new Dean of Health was able to form their own structure.

H. Hallgrímsdóttir thanked the University Secretary and Chair/Director groups for their work.

Motion: (M. Prince/L. Cowen)
That Senate approve the proposed membership in the Faculty of Health, to
be used 1) to govern the first meeting of the Faculty and 2) to vote on an
updated Faculty governance structure as the first order of business at the
second meeting of the Faculty.

CARRIED

d. **Revisions to the Policy GV0640, Procedures for the Appointment of the Associate Dean Human and Social Development**

H. Hallgrímsdóttir introduced the proposal, noting this would be short term measure to assist the new Dean of the Faculty of Health with putting together her leadership team.

Motion: (M. Laidlaw/L. Harder)
That Senate approve, and recommend to the Board of Governors that it also
approve, revisions to policy GV0640, *Procedures for the Appointment of the
Associate Dean Human and Social Development* with a mandated review date
of March 2026, and that the title of the policy be updated to *Interim
Procedures for the Appointment of the Associate Dean of Health.*

CARRIED

9. **OTHER BUSINESS**

a. **University Parchment**

Carrie Andersen, University Secretary, provided member of Senate with a high level overview of the request received to alter a standardized section of the parchment. She reminded members of Senate of the March 2022 discussion regarding the parchment renewal. She asked whether Senate would be willing to consider requests from individual students to alter the standard university information on the parchment. Members of Senate discussed the question and voted by show of hands to decline to consider alterations to individual student parchments on request.

b. **Notice of Petition: Proposed changes to the 36.00 in Procedures of Senate**

C. Andersen introduced the notice of petition, outlining the Senate Rules and Procedures for an item to be brought forward to Senate for its consideration. She explained that the proposal itself was not for discussion but could be reviewed by an *ad-hoc* Senate committee for its recommendation to Senate. C. Andersen reviewed the role and goal of an *ad-hoc* Senate committee and noted that her office would shortly circulate the committee's terms of reference and composition for Senate's consideration and vote.

C. Andersen said that if there were any members of Senate interested in serving on the *ad-hoc* committee, they should reach out to Ada Saab, Associate University Secretary.

There being no other business the meeting was adjourned at 5:14 p.m.

Name	In Attendance	Regrets		Position
Adjin-Tettey, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hōkūlani	X		Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Bacchus, Chantal			Student Senator	Elected from the Student Societies
Baggs, Jen	X		Acting Dean, Peter B. Gustavson School of Business	Ex officio
Bengtson, Jonathan	X		University Librarian	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Caruncho, Hector		X	Acting Head, Division of Medical Sciences	Additional Member
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Colby, Jason	X		Faculty of Humanities	Elected by the Faculty Members
Con, Adam	X		Faculty of Fine Arts	Elected by the Faculty Members
Cowen, Laura	X		Acting Dean, Faculty of Science	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah	X		Faculty of Law	Elected by the Faculty
Diether, Kelly	X		Convocation Senator	Elected by the Convocation
Donovan, Kate	X		Convocation Senator	Elected by the Convocation
Dudley, Dennine	X		Faculty of Fine Arts	Elected by the Faculty
Dunsdon, Jim	X		Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the Faculty Members
Foss, Sonja	X		Student Senator	Elected from the Student Societies
Gaudet, Loren	X		Faculty of Humanities	Elected by the Faculty
Goodman, Emily			Student Senator	Elected from the Student Societies
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin		X	President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	X		Faculty of Fine Arts	Elected by the Faculty
Harris, Moronke			Student Senator	Elected from the Student Societies
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hodge, Jenn			Student Senator	Elected from the Student Societies
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	Ex officio
Humphreys, Sara		X	Faculty of Humanities	Elected by the Faculty Members
Kalynchuk, Lisa			Vice-President Research and Innovation	Ex officio
Kaminski, Norman			Student Senator	Elected from the Student Societies
Kehoe, Inba	X		Librarian, McPherson Library	Elected by Professional Librarians
Kennedy, Cole	X		Student Senator	Elected from the Student Societies
Kodar, Freya	X		Dean, Faculty of Law	Ex officio
Kuklev, Artem	X		Student Senator	Elected from the Student Societies
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lawrence, Brenna	X		Faculty of Education	Elected by the Faculty
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana	X		Dean, Faculty of Fine Arts	Ex officio
Maher, Evan	X		Student Senator	Elected from the Student Societies
Mallidou, Anastasia			Faculty of Human and Social Development	Elected by the Faculty Members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
Milford, Todd	X		Acting Dean, Faculty of Education	Ex officio
Minshall, Simon		X	Faculty of Human and Social Development	Elected by the Faculty
Morrissey, Isabella			Student Senator	Elected from the Student Societies
Mukhopadhyaya, Phalguni	X		Faculty of Engineering and Computer Science	Elected by the Faculty Members
Nair, Sudhir			Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Nowell, April	X		Faculty of Social Sciences	Elected by the Faculty
Prest, Anita	X		Faculty of Education	Elected by the Faculty
Prince, Michael	X		A/Dean, Faculty of Human and Social Development	Ex officio
Rose-Redwood, CindyAnn	X		Faculty of Social Sciences	Elected by the Faculty
Ryan, Anthony	X		Student Senator	Elected from the Student Societies
Ryan, Maureen	X		Faculty of Human and Social Development	Elected by the Faculty Members
Saab, Ada	X		Associate University Secretary	By Invitation
Salinas, Justin		X	Student Senator	Elected from the Student Societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Starkey, Ayla			Student Senator	Elected from the Student Societies
Stinson, Danu	X		Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Stuart, Thomas	X		Continuing Sessional	Elected by the Continuing Sessionals
Taylor, Wendy	X		Acting Registrar	By Invitation
Walshaw, Jill	X		Faculty of Humanities	Elected by the Faculty Members
Wang, Alivia			Convocation Senator	Elected by the Convocation
Weaver, Andrew	X		Faculty of Science	Elected by the Faculty Members
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the Faculty Members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective March 4, 2025

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Marion Buller (31/12/27)
President and Vice-Chancellor: Kevin Hall (Chair)
Vice-President Academic and Provost: Elizabeth Croft
Vice-President Research and Innovation: Lisa Kalynchuk
Acting Dean of Peter B. Gustavson School of Business: Jen Baggs
Acting Dean of Education: Todd Milford
Dean of Engineering: Mina Hoorfar
Dean of Continuing Studies: JoAnne Clarke
Dean of Fine Arts: Allana Lindgren
Dean of Graduate Studies: Robin Hicks
Dean of Humanities: Annalee Lepp (Vice-Chair)
Acting Dean of HSD: Michael Prince
Dean of Law: Freya Kodar
Acting Dean of Science: Laura Cowen
Dean of Social Sciences: Lois Harder
University Librarian: Jonathan Bengtson

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

BUSI:	Sudhir Nair (30/6/25)	
	Brock Smith (30/6/27)	
EDUC:	Breanna Lawrence (30/6/25)	
	Anita Prest (30/6/26)	
ENGR :	Rishi Gupta (30/6/25)	
	Henning Struchtrup (30/6/26)	
FINE:	Dennine Dudley (30/6/27)	
	Catherine Harding (30/6/25)	
GRAD:	Martha McGinnis (30/6/26)	
	Danu Stinson (30/6/25)	
HSD:	Hokulani Aikau (30/6/27)	
	Simon Minshall (30/6/25)	
HUMS:	Loren Gaudet (30/6/25)	
	Lynne Marks (30/6/27)	
LAW:	Deborah Curran (30/6/25)	
	Andrew Newcombe (30/6/26)	
SCIE:	Mark Laidlaw (30/6/26)	
	Travis Martin (30/6/26)	
SOSC:	April Nowell (30/6/27)	
	CindyAnn Rose-Redwood (30/6/26)	

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

Erin Campbell (FINE)	(30/6/26)
Jason Colby (HUMS)	(30/6/27)
Adam Con (FINE)	(30/6/26)
Chris Eagle (SCIE)	(30/6/26)
Rob Hancock (SOSC)	(30/6/27)
Sara Humphreys (HUMS)	(30/6/26)
Anastasia Mallidou (HSD)	(30/6/26)
Phalguni Mukhopadhyaya (ENGR)	(30/6/25)

MEMBERS ELECTED BY THE FACULTY
 MEMBERS *(continued)*

Maureen Ryan (HSD)	(30/6/27)
Jill Walshaw (HUMS)	(30/6/25)
Andrew Weaver (SCIE)	(30/6/27)
Lina Zhou (ENGR)	(30/6/26)

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

Chantal Bacchus (LAW)	(30/6/25)
Sonja Foss (SOSC)	"
Emily Goodman (SOSC)	"
Moronke Harris (GRAD)	"
Jenn Hodge (HUMS)	"
Norman Kaminski (BUSI)	"
Cole Kennedy (GRAD)	"
Artem Kuklev (SOSC)	"
Evan Maher (ENGR)	"
Isabella Morrissey (SCIE)	"
Anthony Ryan (FINE)	"
Justin Salinas (HUMS)	"
Ayla Starkey (SOSC)	"
Vacancy (GRAD)	"
Vacancy (EDUC)	"
Vacancy (HSD)	"

MEMBERS ELECTED BY THE CONVOCATION
 – Section 35 (2) (i)

Kelly Diether	(30/06/27)
Kate Donovan	(30/06/27)
Alivia Wang	(30/06/27)
Victoria Wyatt	(30/06/27)

ADDITIONAL MEMBERS - Section 35 (2) (k)
Acting Head, Division of Medical Sciences:
                Hector Caruncho
Member elected by the Professional Librarians:
                Inba Kehoe (30/06/27)
Continuing Sessional: Thomas Stuart (30/06/26)

SECRETARY OF SENATE - Section 64 (2)
University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights
Deputy Provost: Helga Hallgrímsdóttir
AVP Student Affairs: Jim Dunsdon
AVP Academic Programs: Elizabeth Adjin-Tettey
Registrar: Wendy Taylor
Associate University Secretary: Ada Saab

![University of Victoria logo] **University of Victoria** | Senate Committee on Academic Standards

MEMO

Date: March 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Master in Management Cycle 2 admission changes**

At its meeting on March 3, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the School of Business on changes for the Master in Management admission for Cycle 2, effective September 2025.

Recommended Motion:
>   That Senate approve the revisions to the Master in Management
>   admission changes, effective September 2025.

Respectfully submitted,
2024/2025 Senate Committee on Academic Standards
Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hōkūlani Aikau, Faculty of Human and Social Development
Sarah Buchanan, UVSS representative
Ashley de Moscoso, Acting Associate Registrar
Dennine Dudley, Faculty of Fine Arts
Jade Fischer, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Rob Hancock, Faculty of Social Sciences
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
Evan Maher, Student Senator
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Laura Vizina, Division of Continuing Studies
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

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MEMO

DATE:	December 31, 2024
TO:	Danu Stinson, Chair - Senate Committee on Academic Standards
FROM:	Dr. Graham Brown, Associate Dean – Teaching and Learning, Gustavson School of Business
RE:	**Master in Management Cycle 2 admission changes**

I am pleased to present the proposed program changes for the Master in Management (MM) program on behalf of the Gustavson School of Business.

The following admission changes have been reviewed and approved at the Business Faculty curriculum committee (December 4) and Faculty Council (December 11). Initial consultations and confirmation of support has been completed with:

- Faculty of Engineering and Computer Science
- Co-op and Career
- AVAVP's office
- Faculty of Graduate Studies
- OREM

The MM admission changes have been proposed to increase enrollment and create a cross-faculty degree program which will appeal to and provide the necessary skills to graduates of other faculties. The proposed admission changes are part of a larger revision to the MM program which includes moving to an optional work experience requirement, addition of real-world concentrations, and a hybrid delivery mode.

Proposed Admission changes

1. Removal of all required admissions pre-requisite courses (COM 202, COM 220, COM 240, COM 250, COM 317) with a B (5.0) grade point average.

    - The pre-requisite courses were not required to be successful in the MM program, so the faculty have made the decision to require a non-credit accounting be completed prior to commencing the program. The faculty have also committed to review the program content to ensure that essential business fundamental topics are weaved into existing MM course content.
    - Through consultation with recruiters, it was determined that the current pre-requisite course load is a barrier to admission for the program particularly for students in

technical degrees like engineering which do not allow room for five pre-requisite courses in their undergraduate program requirements. As the MM program is designed to be a pre-experience program for recent graduates to obtain prior to entering the workforce, reducing barriers for entry is an important change to align this degree with its intended audience.

2. Business degrees are now eligible to apply to the MM.

    -   With the addition of more technical concentrations, it is now possible for business graduates to complete the MM degree without overlapping content.

3. Concentrations will now require specific admissions requirements.

    -   Software Projects and Business Analysis will require and undergraduate degree in Engineering.
    -   Sustainable Finance will require the completion of COM 240 or equivalent.

4. Reference letters are no longer required at the academic unit level.

    -   We are streamlining our admissions process. Reference letters were rarely considered in previous admissions cycles.

Implementation/Communication considerations

    -   The MM program admission was paused for the 2024-25 academic year. All previous students have now graduated. This means there is no need to transition between the two programs.
    -   New admission requirements, entry points and program details will need to be communicated to the recruitment team and UVic central recruiting.
    -   GARO/BUSI/ENGR will need to meet to map out the admissions process including coding of new concentrations

We welcome any feedback or recommendations from the Senate Committee on Academic Standards to ensure the successful implementation of these changes.

Attached - tracked and final version of the calendar entry revision:
*   Management (Master in Management) – tracked version
*   Management (Master in Management) – clean version

2

Management (Master in Management) - Clean version

Admission requirements

The program is open to a student who, upon program entry, has completed, a baccalaureate degree from a recognized Canadian university or foreign equivalent and who meets the admissions standards to the Gill Graduate School and Faculty of Graduate Studies. See Admission to regular master's degree programs.

Students successfully admitted to the MM program will be required to complete a non-credit preparatory course in Accounting prior to commencing the program if they have not otherwise met this requirement through previous coursework.

Applicants must indicate in their application which concentration they are applying to. An admissions committee for each concentration will review applications and make decisions based on application materials. Admission to the MM program does not guarantee admission to the selected concentration. If an applicant is not selected for their first-choice concentration applicants will be contacted to select another concentration.

Note: Some concentrations require an undergraduate degree in a specific discipline please refer to the admissions requirements for each concentration below.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted.

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies (English Language Proficiency).

Concentration Admission requirements:

Business Analytics

The Business Analytics concentration is open to students with an undergraduate degree in Computer Science, Computer Engineering or Software Engineering.

Software Projects

The Software Projects concentration is open to students with an undergraduate degree in Computer Science, Computer Engineering or Software Engineering.

Sustainable Finance

The Sustainable Finance concentration is open to students admitted to the Master in Management program who have completed COM 240 (Management Finance) or the equivalent.

General Business

The General Business concentration is open to all students with an undergraduate degree.

Application deadline

Entry point to the MM program is September, January and May.

Application deadlines are available on the website.

Applications after the application deadline will be considered subject to program space. International applicants are encouraged to have their application completed at least one month earlier than the application deadline in order to obtain the necessary visa

Master in Management - tracked changes version

The Master in Management program (MM) is offered by the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business. Contact information, faculty members and their areas of research and financial support information can be obtained from the Peter B. Gustavson School of Business calendar entry.

This pre-experience graduate program is a twelve~~-to-sixteen-month~~ graduate degree designed ~~exclusively~~ for undergraduate degree holders ~~from non-business disciplines~~ to gain a competitive edge directly after completing their undergraduate degree. It leverages and builds upon the skills and expertise students developed in their undergraduate studies to integrate both technical and interpersonal management skills to prepare graduates to successfully launch their career.

The MM program prepares ~~non-business~~ students for post-graduate employment by equipping them with the skills and understanding that they need to solve complex problems and contribute effectively to a broad range of organizations (public, private, for profit, not for profit). It is designed around an integrative, experiential and collaborative contextual learning model. ~~in cross-disciplinary teams,~~ and an optional ~~mandatory~~ organization-related work experience ~~requirement~~ term.

The MM program ~~is~~ consists ~~open~~ of ~~to~~ a ~~students~~ set ~~who meet the admission requirements for the Faculty~~ of ~~Graduate~~ foundation ~~Studies~~ courses and ~~have~~ set ~~completed~~ of five additional ~~specific~~ courses ~~introductory~~ that ~~business~~ constitute ~~courses~~ a ~~as~~ concentration. ~~part~~ Current ~~of~~ concentrations ~~their offered undergraduate studies~~ are:

- Masters in Management – Concentration in Business Analytics
- Masters in Management – Concentration in Software Projects
- Masters in Management – Concentration in Sustainable Finance
- Masters in Management – Concentration in Entrepreneurship

~~Students~~ Learning ~~completing~~ outcomes ~~UVic's~~ are ~~Minor~~ to demonstrate knowledge of the core business disciplines and the complex, dynamic political, environmental and social contexts within which a broad range of organizations operate; apply organizational tools, models and principles in ~~Business~~ an integrated way to identify and solve complex organizational problems; communicate effectively, orally and in writing; collaborate effectively in a team-based environment; and develop workplace competencies through ~~supervised employment.~~ experiential learning content. By building on undergraduate courses, ~~may~~ the ~~seek~~ program ~~preferred~~ allows ~~access~~ students to ~~the~~ complete ~~MM~~ all ~~program~~ foundation and concentration courses as well as experiential within twelve months and be prepared for an effective transition to fulltime employment. ~~See~~ MM students can participate in the Gustavson Mentor Program that links them one-on-one with experienced managers from the business community. ~~Minor in Business calendar entry for more information.~~

~~Learning~~ The ~~outcomes~~ program ~~are~~ may be ~~to~~ delivered ~~demonstrate~~ in ~~knowledge~~ a ~~of~~ hybrid ~~the~~ format ~~core business disciplines and the complex, dynamic political, environmental and social contexts within~~ which a includes ~~broad~~ some ~~range~~ courses ~~of~~ being ~~organizations~~ delivered ~~operate; apply organizational tools, models and principles~~ in an ~~integrated~~ online ~~way~~ only ~~to~~ format ~~identify~~ and ~~solve~~ others ~~complex organizational problems; communicate effectively, orally and~~ in ~~writing; collaborate effectively in a~~ multi face ~~disciplinary~~ and ~~team~~ to based face ~~environment ;~~ only ~~and develop workplace~~

competencies through supervised employment ~~format. By~~ Please ~~building~~ note ~~on~~ MM ~~undergraduate~~ ~~520~~ courses ~~(Collaborative~~ ~~the~~ Teamwork ~~program~~ in ~~allows~~ Organizations ~~students~~ I ~~to~~ and ~~complete~~ ~~II).~~ all ~~are~~ required ~~only~~ ~~courses~~ available ~~and in a work~~ face-to-face ~~experience~~ delivery ~~term~~ mode within ~~so~~ twelve ~~students~~ months ~~should~~ and ~~be~~ prepared ~~for an effective transition~~ to ~~fulltime~~ be ~~employment. In addition to the co-op and career preparation elements, MM students can~~ participate in ~~the~~ Victoria ~~Gustavson~~ for ~~Mentor~~ a ~~Program~~ minimum ~~that~~ of ~~links~~ 8 ~~them one on one with~~ ~~experienced managers from the business community~~ months

Admission requirements

The program is open to a student who ~~meets, admission standards for the Faculty of Graduate Studies~~ ~~and has not graduated from an undergraduate program in Business Administration or Commerce or an~~ ~~equivalent degree.~~ , upon program entry, has completed, a baccalaureate degree from a recognized Canadian university or foreign equivalent and who meets the admissions standards to the Gill Graduate School and Faculty of Graduate Studies. [See Admission to regular Master's degree programs](#).

- ~~Earn a minimum grade of B- in each of the following:~~
    - ~~[COM202](#) - Financial Accounting I (1.5)~~
    - ~~[COM220](#) - Organizational Behaviour (1.5)~~
    - ~~[COM240](#) - Management Finance (1.5)~~
    - ~~[COM250](#) - Fundamentals of Marketing (1.5)~~
    - ~~[COM317](#) - Management Accounting I (1.5)~~

~~**Notes:**~~

- ~~Successful applicants must have completed all courses, with an average of at least B (5.0) across~~ ~~all five.~~
- ~~Students with COM 270 Financial and Management Accounting for Specialists do not need COM~~ ~~202 and COM 317. For applicants with COM 270, admission will be based on the grades attained~~ ~~in COM 270, COM 220, COM 240 and COM 250. Courses that transfer for credit at the University~~ ~~of Victoria for these required courses are also eligible.~~

Students successfully admitted to the MM program will be required to complete non-credit preparatory courses in Accounting prior to commencing the program if they have not otherwise met this requirement through previous coursework.

~~Applicants must submit two letters of reference and additional material outlined on the admissions~~ ~~website.~~

Applicants must indicate in their application which concentration they are applying to. An admissions committee for each concentration will review applications and make decisions based on application materials. Admission to the MM program does not guarantee admission to the selected concentration. If an applicant is not selected for their first choice concentration applicants will be contacted to select another concentration.

Note: Some concentrations require an undergraduate degree in a specific discipline please refer to the admissions requirements for each concentration below.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted.

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies (English Language Proficiency).

Concentration Admission requirements:

Business Analytics

The ~~program~~Business Analytics concentration is open to ~~any~~students ~~student~~with ~~who meets admission standards for the Faculty of Graduate Studies and has not graduated from~~ an undergraduate ~~program~~degree in ~~Business~~Computer ~~Administration~~Science, ~~or~~ Computer ~~Commerce~~ Engineering or Software Engineering.

Software Projects

The Software Projects concentration is open to students with an undergraduate degree in Computer Science, Computer Engineering or Software Engineering.

Sustainable Finance

The Sustainable Finance concentration is open to students admitted to the Master in Management program who have completed COM 240 (Management Finance) or the equivalent.

General Business

The General Business concentration is open to all students with an undergraduate degree.

Application deadline

- ~~September entry point: April 30~~

Entry point to the MM program is September, January and May.

Application deadlines are available on the website.

Applications after the application deadline will be considered subject to program space. International applicants are encouraged to have their application completed at least one month earlier than the application deadline in order to obtain the necessary visas.

| | University of Victoria | Senate Committee on Academic Standards | **MEMO** |

Date: March 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Credit for advanced academic English-language courses**

At its meeting on March 3, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the Faculty of Humanities, and the Division of Continuing Studies to award elective credit for ELPI and ELPI/University Admissions Preparation (UAP) offered by the English Language Centre in the Division of Continuing Studies effective September 2025.

Recommended Motion:
> That Senate approve the proposal to award elective credit for ELPI and ELPI/University Admissions Preparation (UAP) offered by the English Language Centre in the Division of Continuing Studies, effective September 2025.

Respectfully submitted,
2024/2025 Senate Committee on Academic Standards
Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hōkūlani Aikau, Faculty of Human and Social Development
Sarah Buchanan, UVSS representative
Ashley de Moscoso, Acting Associate Registrar
Dennine Dudley, Faculty of Fine Arts
Jade Fischer, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Rob Hancock, Faculty of Social Sciences
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
Evan Maher, Student Senator
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Laura Vizina, Division of Continuing Studies
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

Date: 25 Feb. 2025

To: Danu Stinson, Chair, Senate Committee on Academic Standards
Ada Saab, Associate University Secretary

From: Lisa Surridge, Associate Dean Academic, Faculty of Humanities
Erin E. Kelly, Director, Academic and Technical Writing Program
Seppy Masoodi, Director English Language Centre & Jo-Anne Clarke, Dean, Division of Continuing Studies

Re: Credit for advanced academic English-language courses

Issue: At UVic, students who are academically qualified for admission but need to enhance their English Language Proficiency receive a conditional offer of admission to the university as undergraduate degree-seeking students. These UVic students can demonsrate their English language proficiency by successfully completing select programs offered through UVic's English Language Centre. Students who achieve a mark of 80% or higher in the highest level of English language proficiency (level 6) are deemed to have satisfied the language requirements for UVic and can proceed with their undergraduate studies.

Currently these students do not currently receive any credit for their English language coursework at UVic. This is misaligned with similar programs offered by other universities and current practice, putting our university at a disadvantage when it comes to attracting international students (see rationale and environmental scan sections below).

Proposed motion: That the University of Victoria award elective credit for the two most advanced levels of academic English language, ELPI 500 and ELPI 600/University Admission Preparation (UAP), offered by the English Language Centre (ELC).

Awarding such credit would make clear the university recognizes the value of learning academic English at UVic. The elective credits would also allow PW students to achieve first-year standing at the end of one year of study, and, in so doing, would improve UVic's position in a highly competitive international education market while still ensuring that students meet academic standards.

Students Eligible for Credit: After extensive discussion among Continuing Studies, the Faculty of Humanities, and OREM, we recommend that the following groups be eligible for credit. All have in common that they comprise students who have been conditionally admitted to UVic while completing the English Language Proficiency Requirement (ENPR). We provide a summary of each group's status below; you can find more information here: https://continuingstudies.uvic.ca/elc/topics/university-preparation-programs.

University Pathway (PW) Program
- All PW students start their English studies in ELPI 400 course, having to successfully pass ELPI 400, ELPI 500 and ELPI 6 at the ELC in order to meet the ENPR before they can <u>continue</u> in full- time credit studies
- Students study both English language and credit studies – they can earn up to 10.5 units
- Currently, the ELC registers students in selected credit courses depending on their PW Stream

Conditional/88 Admit
- These students have the option to take ELPI 600 at the ELC in order to meet the ENPR for full admission
- Students register for credit courses themselves
- They need to meet the ENPR requirement (passing UAP OR submit revised IELTs/TOEFL results) before they can <u>start</u> credit studies

ELC Preliminary Admission (EN/EP)
- As a condition of their offer, an EN/EP student must register in the ELPI Program(s). Students then have up to 2 years to meet the English requirement for full admission. Their starting level in ELPI is determined from the results of the placement test taken on the first day of the program. The ELPI Program has 6 levels; the highest level is ELPIl 600.
- When students place in ELPI 600, their status is then reviewed/changed to 'Conditional/88 Admit'. Students can then register themselves for their future credit courses.
- These students are not permitted to start their credit studies until they meet ENPR for full admission
- These students need to meet ENPR requirement (passing UAP) before they can <u>start</u> their credit studies

Summary: Elective course credits would be available to students admitted to UVic in the Pathway (PW), Conditional/88 admit, and ELC Preliminary Admission (EN/EP) categories who successfully complete the two most advanced academic English language courses offered by the ELC.

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Proposed Credit:

Under the proposal, course credit would be awarded retroactively by the director of Academic and Technical Writing (ATWP) for successful completion of ELPI 500 and ELPI 600 English. For clarity, ELPI 500 would become ATWP 100A and ELPI 600 would become ATWP 100B.

- ATWP 100A: English Language for Academic Success (1.5 units): Awarded to students who have completed ELPI 500 English at the ELC.
- ATWP 100B: Advanced English Language for Academic Success (1.5 units): Awarded to students who have completed ELPI 600 English at the ELC.

These courses would not be eligible for incoming transfer credit.

The following conditions would apply:
- ELPI 500 and ELPI 600 courses will continue to be offered and staffed by the ELC
- ATWP 100A and B credit will not bear a grade;
- ATWP 100A and B will not meet UVic's Academic Writing Requirement (AWR);
- ATWP 100A and B will precede (and not be equivalent to) ATWP 101 or the first half of ATWP 110;
- The ELC will work with ATWP to ensure that ELPI 500 and ELPI 600 courses articulate smoothly with ATWP 101 and 110 and will make recommendations as to the grade level at which students are likely to succeed in ATWP 135.
- ATWP 100A and B will count towards program requirements (including for any future ATWP programs), but will count as electives;
- Academic oversight over ATWP 100A and B will be provided by the Faculty of Humanities. An advisory group consisting of the Associate Dean Academic of the Faculty of Humanities, the ATWP director, the ATWP 101 and/or 110 coordinator, and ELC staff members will oversee the credit-granting arrangement and articulation described above. UVic quality assurance policies and procedures for credit courses will apply to these courses, and this advisory group will oversee the implementation of such activities.

Student progress will be tracked so that we know whether students receiving ATWP 100A and B credits transition successfully into UVic's regular academic programs (including AWR-designated courses).

Rationale: Granting credit for English language proficiency has been debated since the early 90s.[1] A central argument against granting credit for English language acquisition stems from the perspective that these are remedial courses designed to enable students to meet an admission requirement. While this perspective persists, others point out that acquisition of a new language, particularly at an

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[1] Meter, J.V. (1990), Academic credit for ESL Classes? *Research in Developmental Education, 8*(1).

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advanced level, requires as much or more effort than a typical university-level course.[2] Indeed, advanced-level courses offered by the ELC not only provide intensive language instruction in reading, writing, speaking, and listening, but also teach critical thinking, cultural competence, presentation skills, research, academic writing and study skills.

More recently, arguments for granting EAL credit are contextualized within larger institutional commitments to advance equity, diversity and inclusion, and the virtues of internationalization. As McClendon and McGee state,

> To foster equity and inclusion and internationalize, institutions should offer degree-credit for ESOL course. Doing so values multilingual learners' prior learning, recognizes the students' journeys towards global citizenship, and highlights the rigor of English language programs and expertise of faculty.[3]

They suggest that having a for-credit English for Speakers of Other Language (ESOL) structure is a means to "live out a mission of inclusion and equity for multilingual students"[4] (p. 61) and support international students by shortening their degree-completion time while reducing their costs.

Bilingualism or multilingualism and a culturally diverse worldview are essential in a global society. Implementing this change aligns with other efforts across campus to recognize multilingual learners and intercultural competencies.

Similar to students who travel abroad to experience a new culture, students who come to Canada to enroll in pathway programs are gaining "a solid foundation of knowledge, experiences, and intercultural skills that will prepare them for life after graduation".[5] Granting credit for the proposed courses would align with UVic's commitment to cultivate an equitable, inclusive and globally minded campus.

Environmental Scan: Many post-secondary institutions already offer credit for what is termed English for Academic Purposes (EAP) or advanced academic English language programs as a means to recognize the academic rigour and effort required to learn a new language at an advanced level. This includes a number of our regional competitors such as UBC, University of Alberta, University of Regina, University of Saskatchewan, University of Winnipeg, , Thompson Rivers University, and Capilano University. Capilano University and UBCO were the first institutions in British Columbia to grant 100-level credit for advanced English (EAP) courses in 2012. UBCO awards 3 credits each for EAP 103 and 104. In January 2022, UBCO made a transfer agreement with UBCV to grant credits for both campuses.

See appendix A for a partial list of Canadian universities that grant credit for English language acquisition.

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[2] Meter, p. 4

[3] McLendon, Kelly and McGee, Tracey (2023) "Advocating for and implementing credit for ESOL classes", *EnglishUSA Journal, 8*(4), p. 61. Available at https://surface.syr.edu/cgi/viewcontent.cgi?article=1079&context=englishusa_journal

[4] McLendon and McGee, p. 61.

[5] Ibid.

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Perhaps most notable are our two closest competitors, UBC and SFU:

- UBC's Vantage College is an in-house program developed by UBC. Their 11-month program is very similar to our PW program, combining first year coursework with advanced academic English classes and student supports. Students who successfully complete the program progress to second year as long as they pass all courses with at least 60%.

- Because SFU does not have an established English language program, it uses a third-party provider called Fraser International College. There are two undergraduate transfer pathway programs (UTP I and II). UTP Stage 2 is most similar to our PW program. It is three terms in length and offers a combination of English language and academic courses.

UVic's PW program is 11 months in length, but students who successfully complete the program have not earned enough credits to advance directly to second year. The proposed change would bring us in line with our closest competitors, and put UVic in a better position to attract international students. In a recent meeting with the Kaplan group, it was emphasized that international students are very keen to stay on track with their year cohort and receive full first-year credit for their PW year. This proposed plan would achieve that goal.

Alignment with UVic Strategies and Plans: The proposed changes support UVic's goal to transform "from a Canadian university that engages in global activities to a global university that thrives in a Canadian context" (UVic Global Engagement Strategy 2023-2028). They also align directly with the following goals and tactics identified in a number of UVic' s plans, including the following:

Strategic Enrollment Management:
- Goal 2C - By 2024, improve undergraduate student retention from year 1 to year 2 as well as overall progression to 85% for new international student recruitment (up from 83%)
- Goal 4A – By 2024, the university will strengthen the international undergraduate student population building a cohort that is approximately 17% of undergraduate population; further diversifying by country of original; and rebalancing the representation across faculties.

Equity Action Plan:
- Equity-centred culture - Create an inclusive campus community that values diversity and challenges dominant systems of power, including colonization, white supremacy, historical trauma and patriarchal norms, through research, teaching, curriculum, policy and practice.
- Relationality and belonging - Transform university structures and practices to show value for diverse lived experiences and ways of knowing to build relationships across and beyond UVic.
- Recruitment and retention - Attract, advance, and retain students, staff, faculty, librarians and senior leadership from systemically and historically marginalized communities.

UVic's strategic priorities to:
- People, Place and the Planet
  - Include and support diverse and talented students;

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- o Address systemic barriers to equity and inclusion and progressively integrate our guiding principles throughout all decisions, process and outcomes, to transform practises within UVic

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Appendix A: Canadian universities that offer academic credit for English language courses

Institution	Program	Courses	# credits	Duration	Minimum entry requirement	Notes
Capilano University	EAP + Academics Business pathway	EAP 100 EAP 101 EAP 090	6 3 12	15 weeks each	IELTS 5.5 IELTs 6	Early Childhood Care and Business pathways
Carleton University	Credit ESL (ESLA)	ESLA 1300 ESLA 1500 ESLA 1900	1 1 1	6 hrs/week for one term + 2 hr weekly lab per course	IELST 5 to be admitted to ESLR program which means you need to take ESLA courses	Students have 1 year to complete courses similar to our program
Concordia University	ESL credit courses	ESL 202 ESL 204 ESL 205 ESL 206	**6** **6** **3** **3**	Term length		Students in Faculties of Arts and Science can take up to 6 credits
McGill Undergraduate	4 ESL courses for credit	WCOM 235: ESL Academic English WCOM 245: ESL Essay and Critical Thinking WCOM 255: ESL Research Essay and Rhetoric WCOM 295 - ESL Academic Skills	**3** **3** **3** **3**	Term length		Up to 12 credits of ESL courses are open to students whose primary language is not English
SFU	Undergraduate Transfer Pathways through Fraser International	UTP Stage 1 UTP stage 2		3 terms		10 academic courses Entry to 2nd year
Thompson Rivers U	EAP	EAP level 5 (ESAL 0570 ESAL 0580)	3 4	Term course 4 hr/wk	IELTS 6 with no bands below 5.5	EAP pathways into business, arts, fine arts and sciences. EAP (7 credits) plus one ESAL elective or credit course (3) plus academic courses (6) = 16
Trent University	English for University Program	Academic English 1 Academic English 2	1 1	Term 18-24 hrs/wk	IELTS 5.5 IELTS 6	A degree course is .5 credits, so this means students get equivalency credit for 6 UVic units
University of Alberta	Bridging Program (BP)	EAP 136 (0 credit) + EAP 137 (3 credits)	3	6 to 8 months	IELTs 5.5 with no score less than 5.0 EAP 135 from Uof A	When taking EAP 137, students may begin studies in their faculty and enroll in up to three additional academic courses in the Fall or Winter terms.

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University of British Columbia Okanagan	English Foundation Program	EAP 103 EAP 104	3 3	12 weeks 240 hours	IELTS 5	Okanagan campus gives credit but it does not appear the Vancouver campus does
University of British Columbia	Vantage One	VANT 140: Content and language enrichment VANT 148: College Projects VANT 149: Multidisciplinary Project	4 2 1	11 month program	IELTS 5.5	Students progress to year 2 in science or engineering at either campus Program applicants suspended until further notice.
University of British Columbia	Vantage One	VANT 140 VANT 148 VANT 149	4 2 1	11 month program	IELTS 5.5	Students progress to year 2 in science or engineering at either campus
University of Calgary	Academic Communication Certificate	Complete four course (modules) + tutorials	6	13 weeks (250 hours)	IELTS 6	Similar to our UAP course
University of Regina	English for Academic Purposes program	EAP 100 EAP 101 EAP 200	3 3 3	Term based		EAP 100 and 101 are considered credit courses and can be used as an elective in some U of R degree programs. EAP + 1: Admitted students can take EAP 100 and EAP 101 as part of a degree program.
University of Saskatchewan	University Bridging	ESL + 1 academic course	3	term	IELTS 6	Similar to our UAP/CS option
Vancouver Island University	University Preparation	Level 5	1 academic credit	14 weeks	20 hrs/week	Awarded retroactively after successful completion if entering VIU
Waterloo University	English for Multilingual Speakers (EMLS) certificate or diploma	Certificate – complete 3 courses Diploma – complete 4 courses	1.5 2			English for Multilingual Speakers (EMLS) credit courses are for registered University of Waterloo students for whom English is an additional language and who want to improve their English language skills.
University of Winnipeg	Academic English Program, Academic 5		3 to 6	14 weeks	IELTS 5.5	A part of the Pathway Program
KPU ELS Program	ELST 0281 English for Academic Purposes - Level 2 ELST 0381 English for Academic Purposes - Level 3		6 6		IELTS 6 IELTS 5.5	Students in the upper two levels may take one or two undergraduate courses from a prescribed list. Students may use level 3 ELS courses for full admission to university studies.

2

Yukon University	ESL 050: English as a Second Language-Advanced		3		IELTS 5	Students with a Canadian Language Benchmark Placement Test (CLBPT) of 7 or higher or who are eligible for Advanced ESL may take Advanced ESL (ESL 050) + 2 other University courses for credit or audit.
	ESL 051: advanced Listening and Speaking Skills		3			Students with a CLBPT of 6 may take Advanced ESL (ESL 050) + 2 Access Pathways courses OR Advanced ESL (ESL 050) + 1 Access Pathways course + 1 University course for audit.
Concordia University	ESL 202 – Developing Academic English Language Skills		6			The Department of Education offers a sequence of two intensive 6-credit courses in ESL for academic purposes to non-native speakers of English who are accepted by Concordia University but who must upgrade their reading and writing skills.
	ESL 204-Refining Academic English Language Skills		6			Student admitted to a Concordia degree or certificate program whose first language is not English, and whose language proficiency or placement test score indicates that the student would benefit from credit ESL courses
	ESL 205 - Academic Oral Communication I		3			
	ESL 206 - Academic Oral Communication II		3			

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: March 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposal to change the Undergraduate Co-operative Education Admission requirements**

At its meeting on March 3, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the Faculty of Social Sciences on changes to the Undergraduate Co-operative Education admission requirements.

Recommended Motion:
> That Senate approve the revisions to the admission requirements for the Faculty of Social Sciences Co-operative Education Programs.

Respectfully submitted,
2024/2025 Senate Committee on Academic Standards
Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hōkūlani Aikau, Faculty of Human and Social Development
Sarah Buchanan, UVSS representative
Ashley de Moscoso, Acting Associate Registrar
Dennine Dudley, Faculty of Fine Arts
Jade Fischer, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Rob Hancock, Faculty of Social Sciences
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
Evan Maher, Student Senator
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Laura Vizina, Division of Continuing Studies
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

University of Victoria

Faculty of Social Sciences
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MEMO

February 19, 2025

To: Danu Stinson, Chair, Senate Committee on Academic Standards
Ada Saab, Associate University Secretary

From: Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences
Heather Croft, Acting Associate Director, Optional and Professional Co-op Programs

Re: Proposal to Change Faculty of Social Sciences Undergraduate Co-operative Education
Admission Requirements

With the support of the Faculty of Social Sciences and Co-operative Education and Career
Services, we would like to propose revisions to the eligibility and GPA admission requirements
for students in the Faculty of Social Sciences Co-operative Education programs as detailed
below. During the Fall 2024 term, Co-op staff facilitated thorough consultation with the Faculty
of Social Sciences Co-op Representatives, Department Chairs, and Departments as a whole,
representing multiple hours of consultation. As part of the consultation process, questions and
concerns were addressed. A number of the academic units have voted to approve the proposed
changes to their Co-op admissions requirements.

Please refer to the following table for a comparison of the current academic requirements and
the proposed changes to these requirements for undergraduate students in the Faculty of
Social Sciences Co-operative Education programs:

Department	Current GPA requirement	Proposed requirement
Anthropology	5.0	Full-time status, good academic standing.

Economics	4.5 in ECON 103 or 103C or 180; and 104. A student who does not meet this minimum GPA requirement and has already taken ECON 203 and/or 204, may also meet the GPA requirement through ECON 203 and/or 204 rather than through the corresponding first-year courses. Before commencing their first work term, students must successfully complete ECON 203, 204, 225, and 245.	4.5 in ECON 103 or 103C or 180; and 104. A student who does not meet this minimum GPA requirement and has already taken ECON 203 and/or 204, may also meet the GPA requirement through ECON 203 and/or 204 rather than through the corresponding first-year courses. Before commencing their first work term, students must successfully complete ECON 203, 204, 225, and 245.
Environmental Studies	5.0	Full-time status, good academic standing.
Geography	4.5	Full-time status, good academic standing
Political Science	5.0 in 100 and 200 level Political Science courses	4.5 in 100 and 200 level Political Science courses
Psychology	6.0 in Psychology courses and 5.0 overall	Full-time status, good academic standing
Sociology	5.0	Full-time status, good academic standing

Based on recent data, the current practice excludes approximately 33% of Faculty of Social Sciences students from participating in co-operative education (co-op). The original rationale for the co-op GPA admission requirement was a historical artifact of early co-op accreditation criteria from more than 40 years ago. GPA requirements are no longer required for co-op accreditation. When the GPA admission criteria were originally set at UVic, they were determined by the individual departments and Faculties with little consistency across campus and were unrelated to predictions of student success in co-op. Currently, no GPA-based admission requirement exists for (mandatory) Engineering co-op.

From a student perspective, evidence in the literature and from Co-op's data analysis of Faculty of Social Sciences Co-op student records indicate that reducing or removing GPA admission requirements will <u>not</u> negatively impact students, and students with a diverse range of academic achievement are successful in co-op. In the Co-op data analysis, they looked at the number of work terms students received credit for, their 1st year GPA, and their graduating GPA. From this, they were able to compare outcomes between those who met the minimum GPA admission requirements, and those who did not, but were permitted to participate through a pilot project and/or provisional entry on an exception basis. The results show that students with below 4.5 GPA who go on to complete one or more work terms experience no detrimental effect on their graduating GPA. Further, there is compelling literature suggesting that GPA is not linked to performance in work-integrated learning (i.e., co-op), but rather participation is linked to better academic performance and career outcomes.[1-4] Additionally,

excluding participation based on GPA unequally impacts students with low socio-economic status.[5] Thus, from a universal accessibility lens, reducing or removing GPA admission requirements is a benefit to students of all demographics, and sets more students up for career and academic success. Removal of these barriers will afford students the autonomy to self-select whether co-op is the right option for them.

From an employer perspective, data from the Co-op and Career Portal and employer engagement activities indicate that there is capacity in the program for participation by more students. There are more Co-op jobs posted than Co-op students available to fill these positions (approximately 75-91% of job postings on the Co-op and Career Portal open to social sciences students in each term go unfilled by a UVic Social Sciences Co-op student). Additionally, fewer than 9% of employers specifically seek GPA information during their recruitment, as GPA is not a hiring priority for most employers. That said, those employers for whom GPA is important will still be able to screen for GPA during their recruitment activities and via the Co-op and Career Portal job posting tool.

From a program capacity perspective, increasing the number of students participating in Co-op is a priority for the Co-operative Education and Career Services unit, and we are committed to scalability to ensure staffing support meets the growth of the program. There is capacity across the Optional and Professional Co-op Programs portfolios, and we can shift resources as necessary. Ultimately, evaluating the effects of this proposed change will be a priority for the unit to maintain high-quality services to all students. A similar motion was passed in January 2024 in the Faculty of Science, and other faculties with GPA-based co-op admission requirements have expressed interest in this proposed change.

Proposed calendar changes:
NOTE: additions indicated in green and deletions indicated in ~~strikethrough red.~~

1. Faculty of Social Sciences: Co-op Requirements calendar entry:
   …To qualify for admission into the undergraduate Co-operative Education Programs in Anthropology, Economics, Environmental Studies, Geography, Political Science, Psychology or Sociology, a student must be proceeding to an Honours or Major BA or BSc degree in one or two of these disciplines. To qualify, students must be enrolled on a full-time basis and must ~~be~~ in good academic standing …

2. Anthropology Co-op: Co-op Requirements calendar entry:
   …Entry into the Anthropology Co-op program is open to ~~full-time~~ students who are proceeding to an Honours or Major program offered by the department. Those who are taking fewer than 6 units per term should consult with the Co-op office. ~~To be considered eligible for the program, students must normally have and maintain a minimum GPA of 5.0 in Anthropology and 5.0 overall.~~ …

3. Economics Co-op: Co-op Requirements calendar entry (note: no changes to ECON entry):

    …To be considered for admission to the Economics Co-op program, students must normally have a minimum GPA average of at least 4.5 in ECON 103 (or, alternatively, 103C or 180) and ECON 104. A student who does not meet this minimum GPA requirement and has already taken ECON 203 and/or 204, may also meet the GPA requirement through ECON 203 and/or 204 rather than through the corresponding first-year courses (example: while not meeting the 4.5 GPA minimum on 103 and 104, a student may have an average of 4.5 on 103 and 204). …

4. Environmental Studies Co-op: Co-op Requirements calendar entry:

    …Entry into the Environmental Studies Co-op program is open ~~only~~ to ~~full-time~~ students ~~(those taking 6 or more units per term)~~ who are proceeding to the Major program offered by the School of Environmental Studies. ~~To be considered for admission to the program, students normally require a minimum cumulative GPA of 5.0~~.…

5. Geography Co-op: Co-op Requirements calendar entry:

    …Entry into the Geography Co-op program is open to ~~full-time~~ students ~~(those taking 6 or more units per term)~~ who are proceeding to an Honours or Major program offered by the department. ~~To be considered for admission to the program, students normally require a minimum GPA of 4.5 in Geography courses as well as an overall GPA of 4.5. Admission will also be based on a student's interests and abilities~~.…

6. Political Science Co-op: Co-op Requirements calendar entry:

    …Entry into the Political Science Co-op program is open to ~~full-time~~ students ~~(those taking 6 or more units per term)~~ who are proceeding to an Honours or Major program offered by the department. To be considered for admission to the program, students normally require a minimum GPA of ~~5.0~~ 4.5 in 100 and 200 level Political Science courses. In addition to these grade and course requirements, admission will also be based on a student's interests and abilities….

7. Psychology Co-op: Co-op Requirements calendar entry:

    …Entry into the Psychology Co-op program is open to ~~full-time~~ students ~~(those taking 6 or more units per term)~~ who are proceeding to an Honours or Major program offered by the

department. ~~To be considered for admission to the program, students normally require a minimum GPA of 6.0 in Psychology courses and 5.0 overall.~~…

8.   Sociology Co-op: Co-op Requirements calendar entry:

…Entry into the Sociology Co-op Program is open to ~~full-time~~ students ~~(those taking 6 or more units per term)~~ who are proceeding to an Honours or Major program offered by the department. To be considered for admission to the Sociology Co-op Program, students must have completed, by the end of their second year, SOCI 100, 210 and 211 (or their equivalents) ~~with a GPA of at least 5.0. In addition to these grade and course requirements, admission will be based on a student's interests and abilities.~~…

Proposed Motion:
That the Senate Committee on Academic Standards recommends to the Senate revisions to the admission requirements for the Faculty of Social Sciences Co-operative Education Programs.

References:
1.   Dunn, L.A., Schier, M.A., Hiller, J.E., & Harding, I.H. (2016). Eligibility requirements for Work-Integrated learning programs: Exploring the implications of using grade point averages for student participation. *Asia-Pacific Journal of Cooperative Education 17*: 295-308.
2.   Fletcher, J. (1988). The correlation of grade point average to co-op work performance of business undergraduates. *Journal of Cooperative Education 25*(1): 44-52.
3.   Lindenmeyer, R. (1967). A comparison study of the academic progress of the cooperative and four year student. *Journal of Cooperative Education 3*(2): 8-18.
4.   Tanaka, Y. & Carlson, K. (2012). An international comparison of the effect of work-integrated learning on academic performance: A statistical evaluation of WIL in Japan and Hong Kong. *Asia-Pacific Journal of Cooperative Education 13*(2): 77-88.
5.   Universities Australia. (2013). *A smarter Australia: An agenda for Australian higher education 2013-2016*. Canberra, ACT, Australia: Universities Australia.

Cc: Andrea Giles, Executive Director, Co-op and Career Programs
Alexandrine Boudreault-Fournier, Acting Chair, Department of Anthropology
Vasco Gabriel, Chair, Department of Economics
Deborah Curran, Director, School of Environmental Studies
David Atkinson, Chair, Department of Geography
Feng Xu, Chair, Department of Political Science
Ulrich Mueller, Chair, Department of Psychology
Steve Garlick, Chair, Department of Sociology

 University of Victoria | Senate Committee on Academic Standards

MEMO

Date: March 19, 2025

To: Senate

From: Senate Committee on Academic Standards

Re: **Revisions to the admission requirements for the Economics PhD program**

At its meeting on March 3, 2025 the Senate Committee on Academic Standards reviewed and approved a proposal from the Faculty of Social Sciences, Department of Economics on revisions to the admission requirements for the Economics PhD program.

Recommended Motion:
> That Senate approve the revisions to the admission requirements for the Economics PhD program, effective September 2025.

Respectfully submitted,
2024/2025 Senate Committee on Academic Standards
Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hōkūlani Aikau, Faculty of Human and Social Development
Sarah Buchanan, UVSS representative
Ashley de Moscoso, Acting Associate Registrar
Dennine Dudley, Faculty of Fine Arts
Jade Fischer, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Rob Hancock, Faculty of Social Sciences
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
Evan Maher, Student Senator
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Diana Varela, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Laura Vizina, Division of Continuing Studies
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

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

From: Martin Farnham, Graduate Advisor, Department of Economics

RE: Increasing admissions grade requirements to ECON PhD Program

Dear Dr. Stinson:

I am writing to seek your committee's support for one element of a set of program changes for the Economics PhD program that is currently under review. The program change proposal has thus far received approval at the levels of Department, Faculty, Graduate Executive Committee, and Senate Committee on Planning. The ECON PhD program changes primarily involve changes to the structure of the Candidacy Exam and course requirements for the PhD. The main purpose of the program changes is to lower time to Candidacy and to degree completion.

The Associate VP Academic Programs directed us to seek SCAS review and approval on the following element of our proposal: Because we're proposing some shift in the balance of our PhD training away from the coursework component and toward the research component, it will become especially important that the students we accept to the program are very close to "research ready" when they enter the program. For this reason, we wish to impose *new (higher) grade requirements for admission* on certain foundational courses that the vast majority of applicants would have taken in a previous MA program (either at UVic or elsewhere).

In particular, for students who intend to do research in Microeconomics, we wish to require that applicants have received a grade of at least A- in EACH OF the equivalent of UVic's ECON 500 (Microeconomic Analysis) and the equivalent of UVic's ECON 545 (Econometric Analysis). For students who intend to do research in Macroeconomics, we wish to require that applicants have received a grade of at least A- in EACH OF the equivalent of UVic's ECON 501 (Macroeconomic Analysis) and the equivalent of UVic's ECON 545 (Econometric Analysis).

The proposed new wording of the relevant part of the Calendar entry is as follows (I've attached a track changes version):

"Admission to the PhD program normally requires a master's degree (or equivalent) from a recognized academic institution. Normally, applicants should have achieved a minimum grade of A- in the equivalent of ECON 545 and in the equivalent of at least one of ECON 500 or 501. All applicants are required to provide a detailed statement of research interests as part of their application. Applicants must submit, as part of their application, a statement from a faculty member declaring their willingness to supervise the applicant. Selection is competitive, based upon the research statement, performance in previous degrees, nature of training and (if relevant) GRE results.

An outstanding applicant may be admitted with an appropriate baccalaureate degree, or the completion of at least two terms in a master's program at the University of Victoria. Students wishing to transfer from the MA program should normally have achieved an A- (7.0) average in their graduate courses and a minimum grade of A- in ECON 545 and in at least one of ECON 500 or 501."

(For track-changes wording see kuali_SCAS_screenshot1.png attached)

Use of the word "Normally" in the Calendar provides some discretion to the admissions committee. Under Additional Program Requirements in the Calendar, our proposal adds the following paragraph to protect academic standards in the case of an exception being made:

"Students who enter with gaps in their econometric theory or economic theory preparation--as indicated by missing coursework or grades of below A- in the equivalent courses--will be required to take ECON 545 and/or one of ECON 500 and ECON 501 as part of their program. A student who is required to take any of these courses must pass each with a grade of at least A- within 12 months of entering the program in order to proceed to their Candidacy exam. Should a student fail to achieve the grade requirement after two attempts, a recommendation for withdrawal will be submitted to the Faculty of Graduate Studies."

(see kuali_SCAS_screenshot2.png attached)

Anticipating SCAS questions:

Does the proposed program change have an impact on admissions requirements?

Here, I quote directly--in full--from Part B of the Program Change template:

> **B. Does the proposed change have an impact on admission requirements? If so, please provide details.**
>
> Yes.
>
> 1) Under the proposal, applicants with a completed MA or transferring from an MA program would have new grade requirements of minimum A- on courses equivalent to ECON 545 AND ECON 500 or ECON 501 (depending on whether the student intends to do microeconomic or macroeconomic thesis research). Students who don't meet that requirement could, in exceptional cases, be admitted but would be required to retake those courses in our program and achieve the A- minimum requirement within 12 months of registration to proceed to candidacy. Currently students transferring from our MA program to the PhD are required to have an A- *average* in MA-level coursework, with no specific

grade requirement in those key methodology courses. That A- average requirement is maintained under the proposal, so the new course-specific grade minimums represent an increase in admissions standards across all applicants (SCAS review, and approval being sought for revised admission requirement). 2) Students would need to have a UVic ECON faculty member agree in writing to supervise them *before* submitting their application (currently they only need to list possible supervisors).

The rest of our application requirements and standards would remain in place.

(End, Program Change Template Part B)

How will we ascertain the equivalence of an A- between UVic's MA program and other MA programs?

In general, we lack detailed knowledge of grading standards across worldwide Economics programs. We therefore will take an A- or better at face value, and evaluate the entire application with an eye to whether the student is ready to move quickly to the research phase of their degree. In a case where the student has received less than an A- but otherwise shows significant promise, we have included wording that permits accepting the student but requires that the student take additional courses to ensure strong foundations (see above).

Does this create transition issues for students?

This part of the program change proposal creates no transition issues. Existing students would be unaffected as they have already been admitted. The proposed new grade requirements will not formally apply to the current cohort (Sept 2025 entry) under consideration. However, readiness to move quickly to research will be considered in assessing the current batch of applicants. If a student were admitted for Sept 2025 with less than an A- among the relevant courses of ECON 500, 501, and 545, we would require them to take that/those course(s) with us. They're already required to take those courses under the current Calendar entry.

Have you consulted on this change?

The following are administrative units I have consulted with:

OREM-OREG

IACE

Library

Co-op

The following are academic units outside of Economics that I have consulted with:

Gustavson School of Business (Jen Baggs, Acting Associate Dean)

Simon Fraser University Department of Economics (Bertille Antoine, Grad Chair)

I have attached responses from the various people with whom I've consulted.

Thanks for taking the time to review our proposed changes. Please don't hesitate to let me know if you have any questions or concerns.

Best,

Martin

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Economics PhD Program Revisions

☐ Double or dual degree programs involving existing degrees
☐ Programs involving partnerships or agreements with other institutions
☒ Changes to a program degree or title
☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Mauricio Garcia-Barrera	soscadresearch@uvic.ca
Academic unit, department, or school	Economics	econdept@uvic.ca
Name, title, and email of contact person	Martin Farnham, Associate Professor, Graduate Advisor	egrad@uvic.ca

Anticipated change start date	September 2025

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov 28, 2024
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	Dec 3, 2024
Departmental/School approval	Nov 5, 2024
Faculty Curriculum Committee approval	
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	

Please complete all rows with date or N/A

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) *supporting documentation required for all consultations*	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Dec 16	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Dec 16	
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	Dec 16	
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.**	Dec 16	
Internal Consultation (emails/letters of support as per section J) Jen Baggs (Business)	Dec 16	
Non-standard Tuition	**Yes* or N/A**	**Non-standard form attached (Y/N)**
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	N

Revised June 2024

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

We are proposing a streamlining of the Economics PhD program to facilitate quicker progression of students to the Candidacy stage of the degree and a rebalancing of the focus of the degree toward the research component. This is meant to better serve our students who are generally training to be applied, rather than academic, researchers. There are 2 primary components to the proposed program change: 1) Elimination of comprehensive exams, which are currently part of the Candidacy Exam; and 2) Reduction in required coursework for the degree (2-4 courses chosen by the supervisory committee and waivable if the student has the background required to proceed to the research stage, instead of the current 9 courses).

To maintain overall standards of the program, we are pairing these cuts with more stringent vetting of applicants--through higher grade requirements and pre-commitment of a supervisor *before* the application is submitted. We also propose expanding the dissertation proposal defense (part of the Candidacy Exam) to include broader questioning on empirical and theoretical methods and increasing oversight of the Candidacy Exam by the graduate committee.

The proposed changes would allow students to pursue a faster path to candidacy (maximum 15 months to the candidacy exam vs. 30 months currently) and shorten time to completion for the degree overall.

Rationale: Our PhD students have typically spent their first one to two years taking coursework and focusing on preparing for comprehensive exams (comps). If they didn't pass comps after their first summer--a common occurrence--they spent at least the first term of their second year continuing to study for comps. Students who delay coursework to focus on studying for a second comp attempt (in the second December of their program) may only enter into the research phase of their degree in May of their second year. Our enrolments are small (0-2 students admitted each year) so we can't sustainably offer PhD level courses, which means our students must take MA-level courses. Most have already completed an MA degree (or most of an MA degree) so the current course requirements are generally redundant and are often waived. Most of our graduates go onto jobs in government or non-academic research and their interests are primarily in developing their research skills, which happens at the Candidacy phase of the degree. The streamlining that we propose plays to our strengths in providing careful supervision of policy-relevant research and better aligns with the profile of our typical student--someone with a strong interest in being located in Victoria (often for family reasons) who wants to learn research skills required to become a leader in government policy analysis and research.

Revised June 2024

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No.

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

Yes.

1) Under the proposal, applicants with a completed MA or transferring from an MA program would have new grade requirements of minimum A- on courses equivalent to ECON 545 AND ECON 500 or ECON 501 (depending on whether the student intends to do microeconomic or macroeconomic thesis research). Students who don't meet that requirement could, in exceptional cases, be admitted but would be required to retake those courses in our program and achieve the A- minimum requirement within 12 months of registration to proceed to candidacy. Currently students transferring from our MA program to the PhD are required to have an A- *average* in MA-level coursework, with no specific grade requirement in those key methodology courses. That A- average requirement is maintained under the proposal, so the new course-specific grade minimums represent an increase in admissions standards across all applicants. 2) Students would need to have a UVic ECON faculty member agree in writing to supervise them *before* submitting their application (currently they only need to list possible supervisors).

The rest of our application requirements and standards would remain in place.

> **Commented [EA1]:** Confirm that SCAS review and approval will be pursued.
>
> **Commented [MF2R1]:** Yes.

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

Yes.

Progression: The main impact is on student progression. The proposal would speed the path to Candidacy (maximum 15 months to the Candidacy Exam vs. 30 months currently). This would also shorten overall time to completion.

Evaluation: The Candidacy Exam would change in nature. Currently the Candidacy Exam involves 2 comprehensive exams plus a narrow proposal defense (with grade requirements to proceed to the Candidacy Exam). Under the proposal, the grade requirements to proceed to Candidacy would remain in place (with some added specific requirements in certain core courses--see Part B above), but the comprehensive exams would be eliminated. The proposal defense would be broadened to

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

include general questioning on methodological techniques outside of the student's research area, to ensure the student demonstrates a broad knowledge of Economics.

Supervision: Supervision would remain largely unchanged, though the removal of the comprehensive exams would mean that the supervisor would play a greater overall role in a student's progression. For this reason, our proposed program changes include a requirement that the Graduate Advisor or another member of the Graduate Committee would Chair the proposal defense.

Transition: Overall, the proposal should not affect current students adversely. If the program revisions are accepted, this will allow current students to forego the comprehensive exams and proceed more quickly to their proposal defense. It would also eliminate some course requirements that they currently face.

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.**

Yes.

Currently students are required to complete 6 core methodology courses (theory and econometrics) and 3 field courses (all of these courses are 1.5 units each), if they haven't taken those courses elsewhere. In practice most of these course requirements are waived, because our PhD students generally enter having already taken many of those courses in their MA program.

Under the proposal, students would be required to take 2-4 courses (1.5 units each) chosen by the Supervisor to supplement the student's background in preparation for research work. Those course requirements could be waived, if the supervisor deems the student's background sufficient to proceed to research. Students with below A- in the equivalent of ECON 545 and ECON 500 or ECON 501 would be additionally required to take those courses in our program and pass them with a minimum A- to proceed to candidacy.

Overall, the proposal lessens course requirements on students, though not as much as it might appear, given the level of waiving of those requirements we currently do.

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

No.

Revised June 2024

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

F. **Does the proposed change affect opportunities for experiential learning opportunities, including 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.

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

This would distinguish us from the PhD programs at UBC and SFU which require comprehensive exams, and which are more traditional PhD programs primarily focused on preparing students for academic careers.

Their programs are larger and better funded than ours (UBC, for example, admits about 15 times as many students as we do on average) and they have the resources to fund a selection of PhD-level courses. The proposal allows us to play to our strengths in careful supervision and one-on-one training in applied research skills, while maintaining the expectation that students be well-rounded in the field of Economics.

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

No.

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).**

I have provided letters of support for the proposed program changes from:
Jen Baggs, Acting Associate Dean Teaching and Learning, Gustavson School of Business
Bertille Antoine, Graduate Program Chair, Department of Economics, Simon Fraser University

Revised June 2024

![University of Victoria logo] **University of Victoria** | Senate Committee on Agenda and Governance

MEMO

Date: March 21, 2025

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Revisions to the Terms of References for Senate Committees**

At its meeting on March 21, 2025, the Senate Committee on Agenda and Governance reviewed and approved revisions to various Senate Committees' terms of references.

The revisions to the following Terms of Reference are made to align with the changes brought forward regarding the Faculty of Health. In addition, updates were made to the Senate Committee on Learning and Teaching and the Senate Committee on Curriculum to correspond to position changes within various units. Finally, the Senate Committee on Appeals proposes to increase their composition of students to relieve the load for students acting as members on multiple Hearing Panels.

Recommended Motions:

> Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Academic Standards.

> Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Appeals.

> Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Curriculum.

> Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Learning and Teaching.

> Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Libraries.

> Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Planning.

Respectfully submitted,
2024/2025 Senate Committee on Agenda and Governance
Kevin Hall, Chair, President and Vice-Chancellor
Annalee Lepp, Vice-Chair, Faculty of Humanities
Carrie Andersen, University Secretary
Jason Colby, Faculty of Humanities
Elizabeth Croft, Vice-President Academic and Provost
Moronke Harris, Student Senator
Inba Kehoe, Libraries
Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies
Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald (Recording Secretary), Senator Coordinator

Senate Committee on Academic Standards
Terms of Reference

The committee shall foster and protect the overall academic standards of the university, and, in particular shall:

1. Oversee and advise Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity;

2. Recommend to Senate regarding the appropriate policies and procedures to be used in granting admission, re-registration, and transfer of credit that would affect academic standards;

3. Advise Senate on any university policy, regulation, procedure, or practice that affects academic standards that in the Committee's view needs review and revision, and recommend appropriate action;

4. Approve, on behalf of Senate, the granting of degrees (other than honorary degrees) and report to Senate on degrees awarded;

5. Consider and, if appropriate, approve on behalf of Senate, requests for early granting of degrees and for waiver of degree requirements under exceptional circumstances and report to Senate on the disposition of such requests;

6. Consider any proposals for the rescinding of a degree and make a recommendation to Senate;

7. Consider proposals from other sources, inside and outside the university, that could affect academic standards;

8. Consult with the faculties on all matters considered by the committee which are of significance to the faculties; and

9. Receive annual reports from the chair on any issues arising from the annual review of the curriculum at the meeting of the Senate Committee on the Curriculum.

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.

Composition:
- 1~~20~~ faculty members representing the faculties ~~and divisions~~ (at least 2 of whom shall be senators), voting
- 1 representative from the Division of Continuing Studies, voting
- 4 students including at least 1 student senator and 1 graduate student, voting
- President or nominee, *ex officio*, voting
- Vice-President Academic and Provost or designate, *ex officio*, voting
- Convocation Senator, voting

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- Executive Director, Cooperative Education and Career Services, ex officio, non-voting
- Registrar, ex officio, non-voting
- Associate Registrar, Registrar Services, ex officio, non-voting
- Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities), ex officio, non-voting
- Associate Vice-President Academic Programs, ex officio, non-voting

Total membership = 2423 (19 18 voting members)

The secretary of the committee is the Associate University Secretary.

Approved and Revised by Senate:
April 6, 1983
October 6, 1995
May 4, 2007
May 4, 2012
October 4, 2013
December 6, 2013
October 2, 2020
October 1, 2021

Senate Committee on Appeals
Terms of Reference and Procedural Guidelines

Terms of Reference
Procedural Guidelines for Academic Appeals
Procedural Guidelines for Non-Academic Appeals

Terms of Reference

1.   Preamble

(a)   The Senate Committee on Appeals (the "Committee"), a standing committee of Senate, is an impartial final appeal body of last resort for students at the University of Victoria. In accordance with the *University Act* (RSBC 1996 c. 468), the Senate has delegated to the Committee the authority and responsibility to decide, on behalf of the Senate, all final appeals from students on matters involving the application of academic regulations and requirements.

(b)   The Committee has no jurisdiction to consider a decision where the sole question in the student's appeal turns on a question of academic judgment.

(c)   The Committee also hears student appeals from decisions of the President to suspend a student or deal summarily with any matter of student discipline in accordance with section 61 of the *University Act*, including appeals of temporary or permanent suspensions following proceedings under the Resolution of Non-Academic Misconduct Allegations Policy (AC1300) or the Sexualized Violence Prevention and Response Policy (GV0245).

(d)   Prior to filing an appeal with the Committee, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by the University of Victoria's undergraduate or graduate calendars or by the policies or regulations of the university or the student's faculty.

2.   Senate Committee on Appeals

(a)   Composition

The membership of the Committee shall consist of fourteen (14) members appointed by the Senate on the recommendation of the Senate Committee on Agenda and Governance, and membership is not restricted to members of Senate. The membership of the Committee shall consist of:

(i)   ten (10) faculty members, one from each faculty, at least five (5) of whom shall be members of Senate (voting)
(ii)   one (1) graduate student representative (voting)
(iii)   ~~three~~ five (5~~3~~) student members of Senate from at least t~~wo~~three different faculties (voting)

Total membership – 1~~4~~6 (1~~4~~6 voting members)

(b)   The secretary of the committee is the Associate University Secretary (as designated by the University Secretary).

(c)   A quorum for a meeting of the Committee for matters other than the hearing of a student appeal shall be 50% of the members plus one (1).

(d)   Committee members will receive training on the processes of administrative tribunals and the principles of procedural fairness.

(e)   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.

3.   Hearing Panels Composition

(a)   Hearing Panels

Each student appeal that proceeds for consideration by the Committee shall be heard by a Hearing Panel composed of members of the Committee. A Hearing Panel may explore the resolution of an appeal by mediation.

(b)   Composition of Three (3) Member Hearing Panels

Each Hearing Panel shall normally consist of three (3) members of the Committee unless the Committee Chair determines that the issues are of such significance that a five (5) member panel is warranted. A three (3) member panel shall be composed as follows:

(i)   the Chair or Vice-Chair of the Committee who shall serve as Chair of the Hearing Panel;
(ii)   one (1) student member; and
(iii)   one (1) faculty member.

(c)   Composition of Five (5) Member Hearing Panels

The Committee Chair may determine that the issues under appeal are of such significance that a five (5) member Hearing Panel is warranted, in which case one (1) additional student member and one (1) additional faculty member will be added to the Hearing Panel.

(d)   Selection of Hearing Panel Members

The University Secretary shall select the Hearing Panel in accordance with Terms of Reference and Procedural Guidelines, and with a view to creating a fair and impartial Hearing Panel. Before selecting members for the Hearing Panel the University Secretary will instruct potential panel members to disclose any known conflict of interest or apprehension of bias.

(e)   Alternate Chair of Hearing Panel

If neither the Chair nor the Vice-Chair of the Committee is able to serve on a Hearing Panel, or at the request of the Committee Chair, the University Secretary shall designate another member of the Committee as the Chair of the Hearing Panel.

(f) Alternate Hearing Panel Members

If not enough Committee members are able to serve on a Hearing Panel, the University Secretary in consultation with the Senate Committee on Agenda and Governance may select faculty members and students who are not Committee members but who are members of Senate. The ratio of faculty members and students set out in subsections (b) and (c) must be maintained.

(g) Sexualized Violence Prevention and Response Policy Training

Committee members (including alternate Hearing Panel members) who are selected to hear an appeal of a decision made under the Sexualized Violence Prevention and Response Policy will receive training in accordance with that policy.

4. Individuals with Expertise to Advise the Committee or Hearing Panel

The Chair of the Committee or a Hearing Panel may at any time appoint one or more individuals with pertinent expertise to inquire into and to advise or report on any question of fact or opinion relevant to any issue in the appeal, including issues involving disability, language, or cultural considerations.

5. Procedural Guidelines

(a) The Committee shall follow procedural guidelines approved by Senate that govern the conduct of hearings. The Committee shall use the Academic Appeal procedural guidelines for appeals on matters involving the application of academic regulations and requirements, and the Non-Academic Appeal procedural guidelines for appeals of the President's decision to impose non-academic discipline.

(b) The Hearing Panel has the authority to depart from the approved procedural guidelines in order to ensure procedural fairness and natural justice with regard to an appeal.

(c) The Committee may, where a majority of all the members of the Committee agree, recommend to the Senate the amendment of the procedural guidelines from time to time in light of experience.

6. Time Limit for Filing an Appeal

Normally, an Appellant must file a Notice of Appeal with the University Secretary within two (2) months of the date of the final decision, action, or treatment being appealed. If the Notice of Appeal is not filed within this period of time, the Appellant must provide reasons for the delay in the Notice of Appeal and in exceptional circumstances the Committee Chair may consider whether the reasons warrant an extension of the time limit.

7. The Decision of a Hearing Panel is Final

The decision of a Hearing Panel is final and no appeal lies to the full Senate Committee on Appeals or to the Senate.

8.   **Re-opening of an Appeal**

   (a)   Normally, an appeal may be re-opened only if, in the opinion of the members of the Committee who were not members of the Hearing Panel that initially heard the appeal, there is new, material evidence and the Committee is satisfied that:

   (i)   the evidence could not have been found and tendered at the original hearing by the exercise of reasonable diligence; and,

   (ii)   the relevancy and cogency of the new evidence is such that if it had been tendered at the original hearing it could reasonably be expected to have affected the outcome.

   (b)   Prior to making its decision, the Committee shall read the decision of the initial Hearing Panel including any dissenting reasons.

   (c)   Where the Committee decides to re-open an appeal, the appeal shall be referred to a Hearing Panel that consists of members who were not members of the Hearing Panel that previously heard the appeal.

   (d)   In all cases, an appeal may only be re-opened within one year of the Hearing Panel's final decision.

9.   **Annual Report to Senate**

   (a)   The Committee's annual report to Senate shall contain the following information:

   (i)   the number of appeals that have been heard and decided since the last report to Senate;

   (ii)   a summary of each appeal that has been decided, prepared in a manner that is not likely to disclose the identity of the Appellant, the Respondent, or individual instructors, and that includes:

   (1)   the decision, act, or treatment that was the subject of the appeal;
   (2)   the grounds or reasons for the appeal;
   (3)   the remedy or relief sought by the Appellant;
   (4)   the disposition of the appeal by the Hearing Panel; and

   (iii)   the number of appeals that are pending where no decision has been rendered.

   (b)   If the Hearing Panel or the Committee has found any university policy, regulation, procedure, or practice, including these Terms of Reference, that appears to need review and revision, the annual report of the Senate Committee on Appeals may recommend appropriate action.

Approved and Revised by Senate:
May 20, 1982
May 4, 1983
October 7, 1992
October 8, 1997
January 12, 2000
October 4, 2000
May 7, 2004
April 3, 2009
October 7, 2011
December 6, 2013
January 5, 2018

University of Victoria | Senate Committee on Curriculum Terms of Reference

The Senate Committee on Curriculum shall:

1. Review curriculum submissions recommended by the Faculties for consistency with University policies and strategic goals, to resolve outstanding issues and to approve curriculum submissions for recommendation to Senate.

    a. For the purposes of the committee, 'curriculum' means all for-credit academic programs and courses offered by the University, including the descriptions and requirements of academic programs and courses, as described in the University Calendar;

2. Make recommendations concerning the *Policy on Calendar Submissions AC1120 and the* associated *Procedures on Curriculum Submissions*.

3. Consult, as required, with other senate committees on non-curricular issues related to the University Calendar, and make recommendations to Senate if appropriate.

4. Make recommendations to Senate on the form and frequency in which the University Calendar is published.

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.

Composition:
- 2 faculty members (both of whom shall be members of Senate but normally not ~~chairs~~ of their Faculty Curriculum Committees) who will serve as Chair and Vice-Chair of the committee (voting)
- Vice-President Academic and Provost or designate (*ex officio*, voting)
- President, or nominee (*ex officio*, voting)
- Chairs (10) of Faculty Curriculum Committees (*ex officio*, voting)
- Dean, Faculty of Graduate Studies, or nominee *(ex officio, voting)*
- Chair, Senate Committee on Academic Standards (*ex officio*, voting)
- 1 student member of Senate from the Committee on Academic Standards (*ex officio*, voting)
- Associate University Secretary (*ex officio*, non-voting)
- Registrar (*ex officio*, non-voting)
- Associate Registrar (*ex officio*, non-voting)
- ~~Calendar Editor~~Manager, Curriculum and Calendar Office (*ex officio*, non-voting)
- Executive Director or designate, Co-operative Education and Career Services (*ex officio*, non-voting)

Total membership - up to 22 (up to 17 voting) depending on whether the Chair and/or Vice-Chair are also Chairs of their Faculty Curriculum Committees.

The secretary of the committee is ~~the Manager, Curriculum and Calendar,~~an Associate Registrar from the Office of the Registrar and Enrolment Management (as designated by the University Secertary). A representative from the Curriculum and Calendar Office will be the recording secretary.

Approved and Revised by Senate:
March 6, 1996
May 6, 2011
May 4, 2012
June 4, 2013
January 10, 2014
October 5, 2018
October 1, 2021

Senate Committee on Learning and Teaching
Terms of Reference

The Senate Committee on Learning and Teaching shall:

1. Advise Senate on the university's learning and teaching environment and recommend measures, which are designed to enhance the university's learning and teaching environment;

2. Assist and advise Senate, after due consultation with the faculties and other appropriate units, in the formulation and promotion of effective academic policy in the areas of learning and teaching, within the context of university policies and negotiated agreements;

3. Respond to specific requests from the Senate, other senate standing committees, or from other groups or individuals within the university community (students, instructors, faculty and staff) when referred through the Senate to the committee;

4. Obtain information from and consult broad sources internal and external to the university as appropriate to deal with issues brought before the committee; and

5. Maintain close liaison and collaborate with the Executive Director of the Learning and Teaching Centre, and others on campus who contribute to the quality of learning and teaching at the university in support of key learning and teaching issues at the university.

Senate standing and *ad hoc* committee meetings are normally closed and the discussions and meeting documents are considered confidential.

Composition
- 10 faculty members representing the faculties (at least 2 of whom shall be senators) (voting)
- 2 1 representatives from the divisions Division of(Continuing Studies and the Medical Sciences) (voting)
- 5 students including 2 student members of Senate, 2 undergraduate student representatives and 1 graduate student representative (voting)
- 1 convocation member of Senate (voting)
- 1 Alumni Association representative (voting)
- 1 Librarian selected by the Faculty Association Librarians Committee (FALC) (voting)
- University Librarian or designate (*ex officio*, voting)
- President or nominee (*ex officio*, voting)
- Associate Vice President Academic Programs (*ex officio*, non-voting)
- Chief Information Officer or designate (*ex officio*, non-voting)
- Executive Director, Division of Learning and Teaching Support and Innovation (*ex officio*, non-voting)
- Executive Director or designate, Co-operative Education & Career Services, (*ex officio,* non- voting)
- the Director or designate, Technology Integrated Learning Centre, (*ex officio*, non-voting)

Total membership = 2~~5~~7 (2~~1~~2 voting members)

The secretary of the committee is the Associate University Secretary.

<u>Approved and Revised by Senate:</u>
October 10, 1973
February 2, 1994
May 4, 2007
January 9, 2015
May 5, 2017
October 1, 2021

University of Victoria

Senate Committee on Libraries
Terms of Reference

The Senate Committee on Libraries shall:

1. Advise the University Librarian on matters relating to the operation of the Libraries and acts as the liaison between the Libraries and academic units and programs. The areas of advice include but are not limited to the following:

    ▪ communication between the Libraries and academic units;
    ▪ review of the Libraries' strategic plan and annual priorities;
    ▪ review of major changes in Libraries' systems or operations;
    ▪ review of Libraries' performance data.

2. Advise the Vice-President Academic and Provost annually on issues facing the Libraries.

3. Recommend changes to Senate in rules and regulations for the operation of the Libraries.

4. Rule on appeals from library patrons regarding penalties, fines or suspension of privileges.

Senate standing and *ad hoc* committee meetings are normally closed and the discussions and meeting documents are considered confidential.

Composition
*   ~~11~~ 10 faculty members representing the faculties ~~and Division of Medical Sciences~~
    (at least 2 of whom shall be members of Senate) (voting)
*   1 representative from the Division of Continuing Studies (voting)
*   1 research centre director, s elected by the Council of Centre Directors (voting)
*   2 students, including 1 undergraduate student and 1 graduate student, at least one of whom must be a student member of Senate (voting)
*   1 Librarian selected by the Faculty Association Librarians' Committee (FALC) (voting)
*   University Librarian (*ex officio*, voting)
*   3 Associate University Librarians (*ex officio*, voting)
*   President or nominee (*ex officio*, voting)
*   Chief Information Officer (*ex officio*, voting)

Total membership - 2~~2~~1 (2~~2~~1 voting members)

The secretary of the committee is a representative from the Office of the University Librarian.

Approved and Revised by Senate:
April 12, 1967
January 19, 1972
September 11, 1985
March 2, 1994
October 6, 1999
May 7, 2004
May 4, 2007
February 7, 2014
April 6, 2015
May 6, 2016

Senate Committee on Libraries

Sub-Committee on Appeals Terms of Reference

Purpose

Any library patron who wishes to appeal the decision of the library administration to impose a fine or the size of the fine under library policy IM 7600, may submit a memo of appeal to the Senate Committee on Libraries. The Sub-Committee on Appeals serves as the decision making body for the entire Committee by reviewing the appeal and issuing a judgement. The Sub-Committee is convened on an ad hoc basis when required.

Membership

The Sub-Committee will consist of five members of the Senate Committee on Libraries who are not affiliated with library administration. If the library patron submitting the appeal is an undergraduate or graduate student, a Student Representative (if available) may be specially requested.

Election

At the first or second meeting of each school year, the Senate Committee Chair will request volunteers to provisionally serve on the Sub-Committee on Appeals when and if it is required. Upon convening, one member will act as Sub-Committee Chair.

Appeal Process

Appeals on library fines are acknowledged by the University Librarian, who will solicit a brief statement from the appropriate library manager on the history and nature of the fine in question. A copy of the appeal and the library statement is forwarded through the Senate Committee Chair (without comment) to the Chair of the Sub-Committee.

The Chair of the Sub-Committee routes the appeal to the other members of the Sub-Committee with his/her written comments. The Sub-Committee evaluates the statements and meets with both parties to further gather appropriate evidence for making a fair determination. The Sub-Committee then confers and drafts a decision to grant or deny the appeal.

The Sub-Committee's decision and rationale is then sent back to the University Librarian who notifies the appellant of the decision.

University of Victoria

Senate Committee on Planning
Terms of Reference

The Senate Committee on Planning shall:

1. Study, and submit recommendations to Senate concerning, proposals for the creation or discontinuation of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs;

2. Approve, on behalf of Senate and the Board of Governors, the creation of micro-certificate programs and report annually on programs created;

3. Assist and advise Senate, after due consultation with the faculties, in the formulation of appropriate academic policy; and

4. Advise Senate and the President on academic issues as required.

The types of proposals to be considered by the Senate Committee on Planning are described in sections 12.00, 45.00, and 47.00 of the Procedures on Curriculum Submissions accompanying Senate Policy AC1120.

The definition of a micro-certificate is described in Senate Policy AC1135, Establishment of Micro-Certificate, Certificate and Diploma Programs.

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.

Interaction between the Deans and committee

The agenda and minutes of all meetings will be sent to all the Deans.

The Dean of any Faculty or Division (or designate) involved in a matter being discussed by the Senate Committee on Planning should attend the presentation.

Committee composition
*   10 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
*   2 1 members representing the Ddivisions (of Continuing Studies and Medical Sciences) (voting)
*   2 students - including at least 1 student member of Senate; 1 undergraduate student representative, 1 graduate student representative; the student who is not a member of Senate is to be nominated by the UVSS or the GSS as appropriate (voting)
*   1 Dean, other than the Dean of the Faculty of Graduate Studies, nominated by the Deans (voting)*

- Dean, Faculty of Graduate Studies (*ex officio*, voting)
- President or nominee (*ex officio*, voting)
- Vice-President Academic and Provost or designate (*ex officio*, voting)
- Associate Vice-President Academic Programs (Chair) (*ex officio*, voting)
- Vice-President Research or designate (*ex officio*, voting)
- Registrar (*ex officio*, non-voting)
- Executive Director or designate, Co-operative Education and Career Services (*ex officio*, non-voting)
- University Secretary or designate (*ex officio*, non-voting)

Total membership – 223 (1920 voting members)

The secretary of the committee is a representative from the Office of the Vice- President Academic and Provost.

*the Dean will be nominated by and from the Deans for a three-year term, the nomination being sent to the Senate Committee on Agenda and Governance for approval by Senate. It is understood that a Dean may be re-appointed for a second and final term, if the Deans so desire.

Approved and Revised by Senate:
September 14, 1983
September 16, 1987
November 16, 1992
November 3, 1994
March 1, 2000
February 4, 2005
February 6, 2006
October 5, 2007
May 4, 2012
October 5, 2012
October 4, 2013
December 6, 2013
April 4, 2014
December 1, 2017
March 5, 2021
May 5, 2023 (Board of Governors May 30, 2023)

![University of Victoria logo] **University of Victoria** | Senate Committee on Awards

MEMO

Date: March 19, 2025

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on March 13, 2025 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:

- Faculty of Law Travel and Professional Development Award (New)
- Faculty of Law Dean's Award (New)
- Ken Woods Vikes Women's Basketball Award* (Revised)
- Mackenzie Rigg Men's Soccer Award* (Revised)
- Bruce Wilson Vikes Men's Soccer Award* (New)
- Academic Excellence Scholarship* (Revised)
- William & Doreen Kerby Scholarship in Medieval British Literature* (Revised)
- Edra Ferguson Graduate Scholarship* (Revised)
- Women in Development Graduate Scholarship* (Revised)
- Student International Activity Fund Award (Revised)
- Jane Zhu Cross-Cultural Integration Award (Revised)

 * *Administered by the University of Victoria Foundation*

Respectfully submitted,
2024/2025 Senate Committee on Awards
Maureen Ryan (Chair), Faculty of Human and Social Development
John Dower, Faculty of Graduate Studies
Leslee Francis Pelton, Faculty of Education
Rishi Gupta, Faculty of Engineering and Computer Science
Lori Hunter, Student Awards and Financial Aid
Alyssa Manankil-Lakusta, Alumni Association Representative
Donja Roberts, Faculty of Graduate Studies
CindyAnn Rose-Redwood, Faculty of Social Sciences
Justin Salinas, Student Senator
Thomas Stewart, President's Nominee
Wendy Taylor, Office of the Registrar and Enrolment Management
Sarah Roberts, GSS Representative
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 <u>underlined</u>

Deletions are ~~struck through~~

Faculty of Law Travel and Professional Development Award (New)
One or more awards are given to undergraduate students in the Faculty of Law to assist with travel or professional development. This award may be given to graduating students.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Faculty of Law Dean's Award (New)
One or more awards are given to undergraduate students continuing in the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution and compassion in areas of life such as prior work experience, graduate study, community service, family care or disability.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Ken Woods Vikes Women's Basketball Award* (Revised)
One <u>or more awards are</u> ~~award is~~ given to ~~an~~ undergraduate or graduate ~~woman~~ student<u>s</u> who compete~~s~~ on the Vikes Women's Basketball team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients must:
- be an impact player (starting 5th or 6th woman)
- demonstrate leadership, work ethic and a commitment to improving on the court
- be committed to academic excellence, and
- be a positive role model in the community (on or off campus).

Award recipients will be ~~selected~~ <u>nominated</u> by the <u>Director,</u> Varsity <u>Performance Sport</u> ~~Head Coach~~ in consultation with the ~~Senior Director of Athletics and Recreation and the Director of~~ Varsity <u>Head Coach</u> ~~Performance Sport~~. <u>Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.</u>

Mackenzie Rigg Men's Soccer Award* (Revised)
<u>One or more awards are</u> ~~The award is~~ given to ~~an~~ undergraduate or graduate student<u>s</u> who participate~~s~~ in the Vikes Men's Soccer program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. The successful award recipient<u>s</u> will be ~~a~~ student athlete<u>s</u> who best ~~exemplifies~~ <u>exemplify</u> Mackenzie's greatest qualities including: a strong work ethic and commitment to both Vikes Soccer and to the greater Varsity community at UVic, the demonstration of a positive attitude, the natural ability to lead~~,~~ and a dedication to a strong and supportive team culture. The award recipient<u>s</u> will be ~~determined~~ <u>nominated</u> by the <u>Director, Varsity Performance Sport in consultation with the</u> Varsity Head Coach ~~in consultation with the Senior Director of Wellness, Recreation and Athletics and the Director, Varsity Performance Sport.~~ <u>Approval of the recipients will be made by the Senate</u>

Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

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

Academic Excellence Scholarships* (Revised)
One or more ~~Up to three one-time~~ scholarships of equal value will be awarded to academically outstanding undergraduate students in ~~entering~~ second year in the Faculty of Science and who are Canadian citizens.

William & Doreen Kerby Scholarship in Medieval British Literature*
A scholarship ~~of $1,000~~ is awarded to an outstanding graduate student in the Department of English pursuing a graduate degree ~~Ph.D.~~ in Medieval British Literature. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of English.

Edra Ferguson Graduate Scholarship* (Revised)
One or more scholarships are awarded to academically outstanding graduate students entering or continuing in the LLM or PhD program in the Faculty of Law whose focus of study is directly or comparatively on Canadian-related Indigenous Law. Preference will be given to a student from Nunavut, Northwest Territories~~,~~ or Yukon. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Law.

Women in Development Graduate ~~Bursary~~ Scholarship* (Revised)
A One or more scholarships are ~~bursary is~~ awarded to a women ~~female~~ international graduate students at the University of Victoria. Preference is for students with financial need. Further pPreference is for ~~will be given~~ to students from Sub-Saharan Africa and South Asia. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation from departments.

Student International Activity Fund ~~Student~~ Awards (Revised)
40 Twenty or more awards of ~~$500~~ $1,000 each are awarded to full-time undergraduate and graduate students who are going abroad on an unpaid international learning experience. These would include volunteer projects, exchange or study abroad programs, unpaid internships, practicum or co-op placement that are longer than two weeks. Students must submit a letter of support, a budget and a ~~2-3~~ 1 page statement ~~of purpose to the Office of International Affairs~~ outlining what they will be doing overseas ~~as well as~~ and their motivation for undertaking the activity. Applications ~~can be obtained from the Office of International Affairs and deadlines for submissions are: November 15th, March 15th and June 15th. In the event there are more applicants than awards, financial need will be considered to determine the award recipients.~~ are available online through the Office of Global Engagement website

and deadlines for submission are the third Wednesday of November, March and June.

Jane Zhu ~~MBA~~ Cross-Cultural Integration Award (Revised)
~~Two awards of $1,000 are awarded to two students~~ One award of $5,000 will be given to an international student and one award of $5,000 will be given to a student who is a Canadian citizen or permanent resident of Canada who are in their final year of the MBA or the MGB program in the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business. The purpose of this award is to recognize students who encourage and promote cross-cultural awareness and understanding and bring together and help facilitate the integration and socialization of domestic and international students throughout the MBA or the MGB program. Students may self-nominate or be nominated by other students, faculty and staff ~~via a video entry~~. ~~Entries must be accepted by~~ Nominations must be submitted to the Sardul S. Gill Graduate School by October 31st. Graduating students are eligible for this award. ~~Selection~~ Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the ~~MBA Awards Committee Gill Graduate School, Peter B. Gustavson School of Business~~ Sardul S. Gill Graduate School, Peter B. Gustavson School of Business.

University of Victoria | Senate Committee on Learning and Teaching

MEMO

Date: March 24, 2025

To: Senate

From: Senate Committee on Learning and Teaching

Re: **Annual Report on Course Delivery Modes (2024/25)**

To ensure continued oversight course delivery modes, an annual report is presented to the Senate Committee on Learning and Teaching and Senate. The attached report was provided to the Senate Committee on Learning and Teaching at its meeting on March 13, 2025.

Respectfully submitted,
2024/2025 Senate Committee on Learning and Teaching
Li-Shih Huang (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Executive Director, Division of Learning and Teaching Support and Innovation
Erin Campbell, Faculty of Fine Arts
Deborah Curran, Faculty of Law
Izzy Easton, UVSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Matt Huculak, Library, Systems Services
Cole Kennedy, Student Senator
Kirstin Lane, faculty of Education
Wency Lum, Associate Vice-President Systems & Chief Information Officer
Courtney Lundrigan, University Librarian's designate
Anastasia Mallidou, Faculty of Human and Social Development
Lynne Marks, Faculty of Humanities
Travis Martin, Faculty of Science
April Nowell, Faculty of Social Sciences
Nahid Pourdolat Safari, GSS representative
Brock Smith, Peter B. Gustavson School of Business
Bunni Williams, UVSS representative
Victoria Wyatt, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

MEMO

![University of Victoria logo]

Office of the Vice-President Academic and Provost

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

DATE: February 14, 2025
TO: Members of Senate
FROM: Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
CC: Tony Eder, Associate Vice-President Academic Resource Planning
RE: Annual Report on Course Delivery Modes (2024/25)

Background

In February 2022, Senate approved new course delivery definitions that were put into effect for Winter Session 2022/23. The course codes are:

- Face-to-face
- Blended
- Online with some face-to-face
- Fully online

There is also a definition for multi-access, required for the purposes of room booking and for students to understand the multi-modal format. Existing course codes for work terms and exchange courses remained unchanged, and the definitions are reflected in the timetable.

Academic units are best suited to determine their own delivery modalities. Chairs, directors and deans ensure the balance of teaching modes is appropriate to the discipline. As per the Senate-approved guidelines, review and approval by the dean is required to shift delivery mode of courses or programs as approved by Senate (e.g., shifting from face-to-face to blended, fully online or online with some face-to-face, etc.). Approval by the dean is based on factors such as:

- individual course requirements and learning outcomes;
- program requirements and outcomes;
- accreditation and other regulatory requirements;
- maintenance of program standards such as academic integrity;
- student needs;
- alignment with principles of equity, diversity and inclusion; and
- creating the best possible academic and graduation outcomes for students.

Any changes must be in keeping with the overall quality of the academic program and must not undermine the academic intent and content of the program, as approved by Senate, and relevant academic policy and regulations. Instructors' personal preferences alone are insufficient to justify changes to delivery modes.

Academic units that intend to make significant changes to delivery modes (e.g., moving an entire program from face-to-face to online instruction) must seek Senate Committee on Planning review and approval and, ultimately, Senate approval as well.

Accountability

All academic leaders, faculty and instructors are accountable to students to ensure they receive a high-quality education. As an institution, UVic is accountable to the provincial government regarding the delivery modes of academic programming. As such, the Office of the Vice-President Academic and Provost (VPAC) monitors overall delivery modes for the university to ensure it remains a predominantly face-to-face institution and upholds its commitments to both government and students.

As per the Senate-approved Course Delivery Modes Framework, VPAC provides Senate with an annual summary on delivery modes, including rationale for any shifts, student impacts, and overall institutional impact.

Undergraduate courses

As noted in the table below, the majority of 2024/25 undergraduate course sections were taught "face-to-face," with a slight overall decrease compared to pre-pandemic (81.6% of course sections in 2019/20 compared to 77.1% in 2024/25) and a slight increase over the previous year.

"Fully online" remains the second most common delivery mode for undergraduate course sections at UVic, with a slight decrease this year compared to the previous year.

	2019/20	2020/21*	2021/22*	2022/23	2023/24	2024/25
Blended or other	1	80	0	6	3	10
Course with field component	15	11	7	6	12	14
Face-to-face	4,448	339	3,772	4,367	4,196	4,246
Face-to-face with some online	25	34	39	47	-	-
Fully online	346	4,092	1,153	582	653	616
Multi-access	-	-	-	-	0	1
Online with some face-to-face	17	70	61	25	33	36
Work term & exchange courses	601	620	602	597	596	587
Total	**5,453**	**5,246**	**5,634**	**5,630**	**5,493**	**5,510**

*Table 1: Number of undergraduate course sections organized by delivery mode, not including labs or tutorials. New definitions came into effect Winter Session 2022/23, and "face-to-face with some online" was phased out. *All or part of the academic year occurred during the COVID-19 pandemic.*
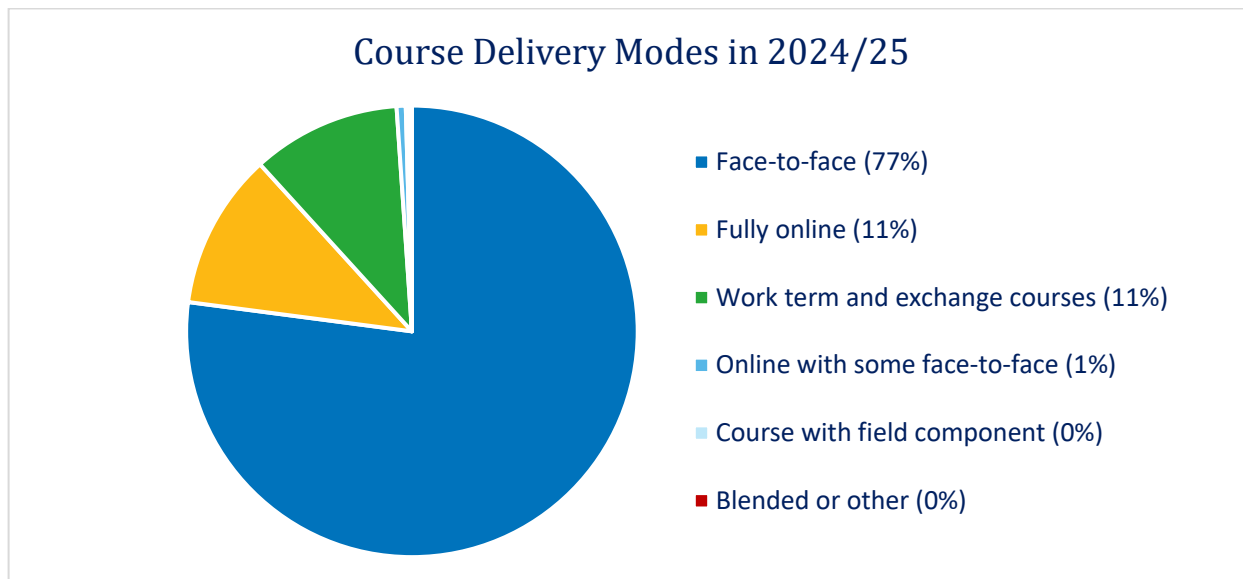
Course Delivery Modes in 2024/25

- Face-to-face (77%)
- Fully online (11%)
- Work term and exchange courses (11%)
- Online with some face-to-face (1%)
- Course with field component (0%)
- Blended or other (0%)

Figure 1: Face-to-face is the most common delivery mode at UVic, at 77% of undergraduate course sections, followed by fully online at 11%.

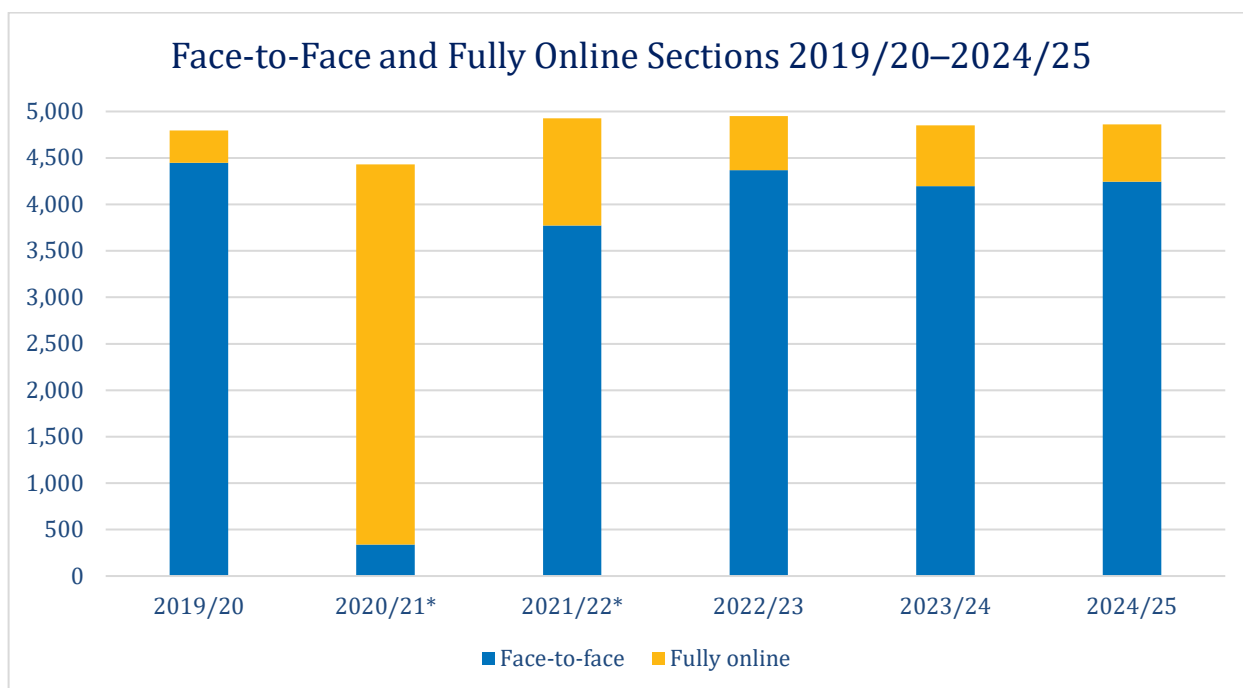## Face-to-Face and Fully Online Sections 2019/20–2024/25

*Figure 2: Number of undergraduate course sections offered face-to-face or fully online, not including labs or tutorials. *All or part of the academic year occurred during the COVID-19 pandemic.*

Consistent with the previous year, requests to change delivery modes were submitted to the dean of the faculty, with most requests approved. Rationale for changes from face-to-face to fully online included approved medical accommodations for the instructor, instructor access (e.g., the sessional instructor for a special topics course or to cover for the regular instructor's leave was only available for online instruction), and to increase student enrolment (particularly for summer courses).

In several instances where enrolment was provided as a rationale—including for courses that satisfy the Academic Writing Requirement—one or more section of the course was offered online and other sections were offered face-to-face, providing options for students, increasing enrolments and alleviating waitlists.

3

Fully online course sections

Historically, UVic has had a small but significant number of high-quality, predominantly online programs and courses to best deliver specific academic programs to meet the learning needs of students and the long-term needs of professional programs. For example, the Faculty of Human and Social Development (HSD) is a leader in distance education, with over 40 years of experience and several online programs. As with pre-pandemic patterns, HSD offered more fully online course sections than other faculties, and their expertise in distance education is part of their value proposition to students and communities.

Within all faculties, including HSD, face-to-face delivery remains the most popular mode of delivery, consistent with UVic's mandate to be a face-to-face educational institution.

	2019/20	2020/21*	2021/22*	2022/23	2023/24	2024/25
Education	56	441	158	69	82	76
Engineering & Computer Science	2	450	165	24	23	28
Fine Arts	14	379	70	53	58	51
Human & Social Development	241	416	243	230	288	262
Humanities	8	827	159	110	107	104
Law	0	159	4	0	4	1
Science	4	477	81	9	9	11
Social Sciences	17	718	189	60	72	64
Medical Sciences	0	17	3	1	0	1
Gustavson School of Business	4	208	81	26	10	18
Total	**346**	**4,092**	**1,153**	**582**	**653**	**616**

*Table 2: Number of "fully online" undergraduate course sections organized by faculty and division, not including labs or tutorials. *All or part of the academic year occurred during the COVID-19 pandemic.*

Graduate courses

In the table below, we have excluded course sections with one student, as those are typically directed studies. The majority of 2024/25 graduate course sections were taught "face-to-face," at 73%, followed by "fully online" at 15%.

	2019/20	2020/21*	2021/22*	2022/23	2023/24	2024/25
Field Component or Blended	9	59	8	38	42	29
Face-to-face	1,667	492	1,371	1,635	1,679	1,646
Face-to-face with some online	69	103	43	15	-	-
Fully online	246	1,286	526	375	326	342
Multi-access	-	-	-	-	2	1
Online with some face-to-face	23	53	25	40	28	51
Work term & exchange courses	174	168	167	167	191	192
Total	**2,188**	**2,161**	**2,140**	**2,270**	**2,269**	**2,262**

*Table 3: Number of graduate course sections organized by delivery mode, not including labs, tutorials or sections with only one student. *All or part of the academic year occurred during the COVID-19 pandemic.*

Additional information

Official university data, including data used in this report, is provided by Institutional Planning and Analysis. Institutional Planning and Analysis can provide academic leaders with reports and tools to monitor course delivery modes in their units and ensure alignment with faculty and university goals. New enrolment dashboards are being developed for deployment in 2025.

The VPAC Office provides an annual enrolment update to Senate, typically in November, as well as an annual enrolment projections report, typically in March.

The Office of Global Engagement | uvic.ca/international
Jamie Cassels Centre | PO Box 3025 STN CSC Victoria BC V8W 3P2 Canada

DATE: 19 March 2025

TO: Senate

FROM: Office of Global Engagement (OGE)

CC: VPAC

RE: Update on Transnational Education Initiatives

Update on Transnational Education Initiatives

Transnational Education (TNE) refers to the practice of delivering educational programs in a country other than the country in which the awarding institution is based. In this case, TNE refers to the University of Victoria (UVic) delivering its academic programs overseas. As a concept, TNE signifies ***program mobility*** (bringing the program to where the students are), which is different from and complementary to the traditional emphasis on ***student mobility*** (bringing students to UVic). Typically, TNE is done using a partnership model - the *awarding* institution (UVic) partnering with a reputed local institution (*host* institution) in the host country.

This memorandum outlines the context driving the growth of Transnational Education (TNE) initiatives across the Canadian higher education landscape, a short summary of the typical operational arrangements of a TNE initiative and the responsibilities of each partner (UVic and the host institution), and the list of items that a final TNE Partnership Agreement would be subject to.

Section 1: Context

Universities around the world have engaged in TNE over the last three decades to meet a range of objectives and tap into benefits that accrue to both partners involved in the TNE. For the awarding institution, the objectives/benefits include contributing to access to quality education (SDG#4), enhanced awareness of the university in the regions of operations, increase in reputation and ranking, internationalization of curriculum, access to research sites and collaborators, revenue generation, increase in international alumni, etc. For the host institution, the advantages include expanding program offerings in the regions of operations, increasing access for marginalized groups, reputational enhancement, internationalization of both the curriculum and the university, revenue generation, building research capacity, contributing to

regional development, etc.   While Canadian universities have started exploring TNE opportunities only recently (with a few exceptions), British, Australian, and American universities have engaged in TNE operations successfully for almost three decades. Please see Appendix 1 for a detailed discussion of the TNE context.

Like other Canadian universities, the University of Victoria has been actively exploring TNE opportunities. This memorandum highlights the core information pertaining to the academic arrangements in a typical TNE partnership. Such information will be part of any proposal that comes to Senate in the future for a specific TNE program offering with an overseas partner. Please note that all proposals will be program and partner-specific, i.e., the proposal will specify the UVic program/degree being considered for TNE, the background of the host institution we intend to partner with, and full details of the academic curriculum mapping.

Section 2: Partner Responsibilities in TNE

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

This section sets out the key responsibilities of the partners to this TNE agreement.

- The *host university* will be responsible for the following key terms of the TNE collaboration:

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

2

    (h) Ensuring that the student experience meets UVic's standards and expectations**

    (i) Ensuring that all the academic regulations are followed as per UVic calendar and academic policies

- UVic will be responsible for the following key terms of the TNE collaboration:

    (a) Deciding on/designing the academic content of the program (curriculum)

    (b) Setting learning objectives, standards, and assessments for each course in the program

    (c) Guiding the development of the course outline and the course materials for each course in the program

    (d) Establishing grading standards and evaluation frameworks for student performance

    (e) Approving instructors to be hired to teach in the program at the host university and evaluating their performance

    (f) Final admission of students into the program

    (g) Overseeing the delivery of the program at the host university (so as to ensure consistency with the delivery of the program at UVic)

    (h) Measuring, tracking, and addressing the performance and progress in/of the program

    (i) Ensuring that all academic decisions abide by the standards, policies, and guidelines at UVic to ensure consistency between the on-campus delivery and TNE delivery of the program

    (j) Ensuring the overall quality of the program

    (k) Issuing the UVic credential (degree) to the students upon successful completion of their program

- Students will typically complete their entire studies at the host university and will receive the UVic degree upon successful completion of all requirements for the degree.

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

**Student Experience – The TNE program will follow UVic policies and will be governed by a joint management committee with representation from the host university and UVic.

Section 3: Subject To Items

In addition to the academic details of the TNE partnership that will be outlined in any proposal to Senate in the future, each TNE initiative will also require a final agreement that addresses the financial, legal, and operational aspects of the initiative. Specifically, the final agreement will be subject to:

(a) Discussion and agreement on the distribution of teaching assignments between the two institutions

(b) Discussion and agreement on the financial arrangements (e.g., program tuition and fees; revenue sharing between the two institutions)

(c) Discussion and agreement on enrollment targets and planned growth for the program

(d) Discussion and agreement on how any differences between UVic's and the host university's policies will be reconciled so as to be consistent with UVic's values and principles while accommodating local laws, cultural norms and sensitivities, and societal traditions

(e) Discussion and agreement on the Terms of Reference of the Joint Program Committee and the Joint Management Committee

(f) Discussion and agreement on conflict resolution mechanisms to address differences that may arise between the two institutions

(g) Discussion and agreement on accountability and program review metrics to regularly assess the performance and continuation/termination of the partnership

<u>Appendix 1</u>

Context for the Focus on TNE by Canadian Universities

The seventeen Sustainable Development Goals (SDGs) put forth by the United Nations focus on the major, urgent, and universal 'wicked' problems that the world faces. Of these, SDG #4 holds special relevance for the higher education sector – "access to quality education". Transnational Education (TNE) as a concept speaks directly to SDG #4 as universities, through program mobility, endeavour to deliver high-quality education in regions of the world where demand vastly exceeds the supply of educational access and opportunities for local students. While some students in these regions have traditionally opted to go overseas (e.g., to Canada) to further their education, for a significant majority of the students (especially in the global south), it is not an option. Financial, family, and/or cultural reasons prevent most students from leaving their regions for studies overseas even though they value such quality education. TNE offers an opportunity for such students to receive a high-quality education in their own country or region, while those who are drawn to an overseas experience and can afford to do so, continue to travel to universities in North America and western Europe. So, program mobility has emerged as a complementary approach to student mobility to impact a larger pool of students in terms of quality education.

While the Australian, British and American universities have been actively engaged in TNE for the last 30 years, Canadian universities have just started to explore these options (e.g., the UK has almost the same numbers of international students in their TNE programs overseas as the number of international students studying in the UK; for Canada, the current TNE student numbers are extremely low when compared to the number of international students studying in Canada). The experiences of those universities that have engaged in TNE have highlighted the range of benefits that accrue to both partners involved in a TNE including increasing access to quality education, broadening and expanding their offerings to accommodate marginalized communities in that region, fostering research collaborations, increased awareness of the universities in the targeted regions, an expansion of the alumni base globally, internationalization of the curriculum at both institutions, community connections and engagements, increase in revenue that is shared by the two institutions, and a spill-over effect on direct recruitment (student mobility).

The nascent explorations by Canadian universities have acquired a sudden urgency and importance over the last 18 months as the higher education landscape in Canada went through a dramatic transformation in terms of international student recruitment and enrollment. The combined effect of a major housing crisis, a reduction in international student visas issued by the federal government, and changes to the post-graduation work permit regulations has forced

Canadian universities to deal with a significant drop in international student enrollment at their campuses. Not only have these changes impacted universities' international profiles (from a student background standpoint), but they have also affected the institutions' revenues and budgets. The cumulative impact of all these changes, that too in a time of tight governmental budgets, has prompted a shift in the strategies employed by Canadian universities for maintaining a presence on the global stage. Attention has shifted from focusing solely on student mobility (i.e., attracting international students to Canadian campuses) to also exploring program mobility (i.e., TNE) as a complementary approach.

This focus on TNE is emerging at the same time as significant opportunities, needs, and challenges are becoming evident in the Indo-Pacific region. The Indo-Pacific region consists of 40 countries that account for 65% of the world's population, 60% of the global middle class, 67% of the world's indigenous population, 50% of the world's greenhouse gas emissions, and almost 50% of the global GDP. In other words, from a political, economic, environmental, and socio-cultural standpoint, the Indo-Pacific region is set to be one of critical importance for the next 25-30 years, and this is reflected in the fact that all the G7 countries, including Canada, have developed their respective Indo-Pacific strategies. Canada's Indo-Pacific strategy calls on all sectors of Canadian society and economy, including the higher-education sector, to play a role in contributing to addressing the needs, challenges, and opportunities in that region. For Canadian universities, TNE is increasingly being viewed as a potentially impactful approach for delivering high-quality education to meet the growing needs in the region, alleviating the stress experienced by local universities due to limited capacity, fostering the people-to-people connection through education, building a critical mass of alumni in that region to bridge our countries well into the future, opening up opportunities for research and community engagement, and jointly generating revenue for continued investment in better education and partnerships.