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Rationale, Roles, and Responsibilities

Departments across the University of Victoria campus are increasingly recognizing the value of experiential and global learning, and momentum has been building to internationalize many programs. Including a field school among departmental course offerings provides students with the opportunity for transformative and self-motivated learning, development of practical skills, and strong community building. Rather than the external experience of an academic exchange or study abroad program, field schools have the advantage of operating internally, so credits are immediately applicable towards degree programs, and instructors can tailor the course content to reflect their areas of expertise, creating high-quality, individualized courses.

Field School Directors should be prepared for a high degree of responsibility in the process of planning and offering a field school, including:

- course itinerary and syllabus preparation
- recruitment and orientation
- financial planning
- leading the group during travel.

The following pages provide information about the logistics and challenges of planning a field school, and act as an aid in addressing these logistical issues.

At this time there is no official policy on field schools as part of an instructor’s teaching load. Instructors should be aware that they may or may not receive a reduction in their teaching load during the fall/winter and summer terms. Any course release is determined in consultation with the Departmental Chair and the Dean.

Planning the Itinerary

It is recommended that instructors select a travel destination(s) with which they are familiar. This may require traveling to the prospective location prior to, or during, the planning stages, in order to develop familiarity with the sites, knowledge of transportation logistics, and awareness of possible challenges. This will facilitate safe and confident travel during the field school itself.

DO LESS!

The possibility for independent learning will likely decrease if the pace of travel is too strenuous.

Finding classroom space abroad can be a challenge, if that is a component of the prospective field school. Depending on the location, there may be plenty of appropriate spaces – but in remote areas this will not be the case. Potential contacts for venues and activities include:

- colleagues
- universities
- community centres

IN BRIEF:

Field school directors have a variety of roles before, during, and after the field school, and they should be prepared for unexpected responsibilities.

Directors may not receive a reduction in teaching load during regular academic year.

Select a familiar destination and use personal and professional contacts to arrange venues and activities.
Planning the Course Syllabus

Assigned coursework is completely at the discretion of the instructor. However, it is important to recognize that the experiential nature of field school studies offers an opportunity to utilize alternative pedagogical tools. In previous field school, professors have included assignments such as:

- Field school site research, done prior to departure
- Reflective essays
- Research essays
- Public presentations of field school research
- Blog entries

Public coursework, such as presentations or blog entries, also helps to build connections with the greater community and promotes the benefits of elective field school programs to potential participants and supporters.

Submitting Program Proposals

All proposed field schools must be approved by the Field School Director’s Department and Faculty, prior to submission to the University Senate Committee. There are various internal deadlines for proposal submissions. Information on the necessary documentation for curriculum development, which includes new field school course offerings, is available at the website of the Registrar.

There is also a program proposal template available in the Appendix to assist in preparing the required information for submission.

IN BRIEF:
Use the unique characteristics of a field school to advantage and explore creative pedagogical tools

Program proposals are first submitted to the Department Chair, then to the Faculty Dean, and finally to the Senate Committee for approval.
Identifying Student Demographics

There is an enormous difference between the experience of teaching a class to a lecture hall of students and that of leading a group of students on a field school. It is important to identify what type of student the prospective field school is aimed at, and how many students the project can support.

Generally, urban environments are better for larger groups, while numbers should be somewhat reduced when traveling to remote rural areas. Most field schools are offered, at minimum, at the third-year level, and many instructors include course pre-requisites or restrict enrolment to upper-level students. However, interest has been expressed in beginning field school programs for lower-level students as well.

**Accessibility & equity**

Instructors are obligated to treat all students fairly and equally, as per UVic’s policies on equity and fairness. Field school programs are challenging because they place unusual physical demands on participating students. If instructors have specific concerns about the inclusion of students with disabilities or health challenges, they should contact the Equity and Human Rights Office directly.

**Students visiting from other universities**

Many instructors choose to make their field school programs open to students from other universities, for greater diversity among students and increased enrolment. These visiting students should be aware that they must apply to UVic as a Visiting Student in order to register in the field school, and that as a student enrolled at UVic they are responsible for all associated fees, including athletics, student union, and bus pass fees.

**Student application process**

If the number of applicants exceeds the available space in the program, then the selection of field school participants is at the discretion of the Field School Director. Depending on interest in the field school program being offered, Field School Directors may choose to interview applicants in person.

Applications should include:

- personal and medical information
- emergency contact information
- liability waiver

Other items may include:

- statement of intent or interest
- letter(s) of reference

* In order to protect the applicant’s participation in all field school-related activities, a signed liability waiver MUST be included at the time of the initial application. If not, the waiver is void.
Financial Accounting

There are two types of accounts which may be relevant for Field School Directors: Specific Purpose and General Operating. The classification of a fund is determined by the source of at least 70% of the total contributions. The distinction is important if the new field school program is receiving external contributions from a variety of sources, i.e. departmental funding, registration fees, grants, and donations.

**General Operating accounts**

“The general operating fund is used for core ongoing operating activities with the majority of its revenue coming from government operating grants and student tuitions. [...] Operating budget can be transferred between faculties and departments...but cannot be transferred to other funds such as specific purpose.”

**Specific Purpose accounts**

“Accounts in this fund include self-funded special projects...and course development, and are generally set-up for one-time purposes. Funding comes from a variety of sources such as registration fees, grants, donations, and endowments.”

Specific purpose accounts are intended for one-time use and contain funds received from a variety of sources.

**Accounting 101**

Before setting up a FAST account, a Field School Director should answer the following questions about the program:

- Where is the funding primarily coming from?
- Does that primary source of funding comprise 70% of the total budget for the program?
- Which category does the funding source fall into? (i.e. grant, donation, student fees)

This will determine the type of the account. If there is any doubt as to which type of account should be used, Financial Accounting can be contacted directly for help at finadmin@uvic.ca. All necessary forms for establishing a FAST account can be found online at the Financial Accounting website.

IF BRIEF:

Field School Directors will be using either a general operating account or a specific purpose account.

The type of account is determined by the source that makes up 70% of the program's funds.

Funds cannot be transferred from general operating accounts to specific purpose accounts.

If a specific purpose account is being used for dispersing scholarships and collecting student fees, etc., please be aware that funds cannot be transferred into that account from a general operating account.

It may be valuable to have two separate accounts for receiving funds from various sources, but again, the transfer of fund between accounts of different types is often restricted. Directors should consult the Financial Accounting department on an individual basis.
Exchanging currency

The fluctuation of foreign currency exchange rates can create challenges for Field School Directors. Accounts Payable requires that a Foreign Currency Payment Information form be completed for reimbursement of any funds dispensed in foreign currency. This form is available on their website.

The rate of exchange may also affect the Director’s ability to confirm program fees for students in advance. Directors should communicate with Accounting about specific situations to identify potential challenges of handling various currencies.

Travel reimbursement

If Field School Directors find it necessary to seek compensation for incidental expenses incurred while traveling, a Travel Expense Report form must be filled out and submitted to Accounts Payable. This form is available on their website.

Travel advances

It is possible to apply for a travel advance in order to facilitate the planning process. For example, if the application date is late to allow more time to market the course to students, Field School Directors may find that they do not have the necessary funds to make travel reservations until the student program fees have been paid. In cases such as these, a travel advance will provide enough capital to make arrangements in the interim. Forms are available on the Accounts Payable website.

IN BRIEF:
- Contact Accounts Payable about currency exchange
- Apply for a travel advance to facilitate planning
- Submit a travel expense report to claim reimbursement for incidental expenses
The Purchasing Office requires that certain procedures be observed regarding international transfer of goods. If a field school group is transporting anything other than personal belongings, i.e. equipment or supplies, these goods must be declared and arrangements must be made for temporary export. Field School Directors should contact the Purchasing Office directly for assistance in these cases.

**Acquiring a credit card**

A corporate credit card can be obtained through the UVic Purchasing Office. Field School Directors should consult the Corporate Purchasing Card Policy and Procedures for guidelines regarding the use of the card. They must also complete both a Purchasing Card Application AND a Delegation of Signing Authority Form. All necessary forms and documents are available on the Purchasing Office website and may be filled out online. Prior to submitting the card application, Directors must:

- establish a FAST account (see “Accounting” for more information)
- obtain signed approval from both the Chair of their Department and the holder of the FAST Account

**Transporting goods**

The Purchasing Office requires that certain procedures be observed regarding international transfer of goods. If a field school group is transporting anything other than personal belongings, i.e. equipment or supplies, these goods must be declared and arrangements must be made for temporary export. Field School Directors should contact the Purchasing Office directly for assistance in these cases.

**Account signing authority**

Anyone who will be managing funds through the FAST account must be assigned authority to do so. There is a Delegation of Signing Authority form available from the UVic Purchasing website, as well as from the Financial Accounting website. This signing authority form is also required for the acquisition of a credit card, as mentioned above.

**IN BRIEF:**

- Purchasing Services contracts specific vendors for goods and services
- Credit cards are available through Purchasing, if the cardholder already has a FAST account
- Check with Purchasing if the field school will require transportation of equipment or supplies
- Complete Delegation of Signing Authority form for FAST account access and credit card use
Planning Travel Logistics

After the broader scope of the itinerary has been determined, there are many small choices to make about day-to-day travel and activities. Some groups choose to travel widely and maximize opportunities abroad, while others prefer to travel at a slower pace and engage more deeply. Regardless, transportation and accommodation will be a necessary component of the planning process.

Making arrangements

Field School Directors should recruit an assistant director to help facilitate safe travel while abroad. Some field school programs make arrangements for a teaching assistant to be assigned to the course. Often other faculty members are interested in participating in field schools and could be involved as facilitators.

It is highly recommended that Field School Directors work closely with a travel agent to coordinate the logistical aspects of the trip. The Purchasing Office contracts a specific travel agent for all university-related travel; however, other Field School Directors have used alternative travel resources that they have found to be preferential. For travel arrangements conducted through the contracted agent, all necessary forms are available on the Purchasing website. The Purchasing Office is reluctant to approve alternative providers, and if a Field School Director wishes to conduct arrangements through an external company, they may encounter difficulties. However, some Directors have established relationships with alternate service providers who are better able to meet their needs and have found those circumstances preferable.

Managing Risks

Preparation is the most effective way to limit risk while traveling. Students will sign liability waivers which release the university of legal liability, but Field School Directors should educate themselves and their students thoroughly on the associated risks. These risks may include:

- political unrest
- natural disasters
- medical emergencies
- transportation accidents
- loss/theft

### Waivers and insurance

Liability and photo release waivers may be tailored to specific programs. There is a sample liability waiver available in the Appendix.

All students traveling with field school programs are required to hold adequate travel insurance, including comprehensive medical coverage. The coverage provided by the undergraduate health plan through the University of Victoria Students’ Society is generally inadequate for international travel with a field school program.
Marketing

After the preliminary planning is underway, the main concern for many Field School Directors is confirming interest from students. If the field school is a program requirement, this will not pose a problem. However, if the field school is an elective course with a high level of financial and personal commitment, finding participants may be more challenging.

Marketing field schools as elective courses

Field School Directors running elective courses in the Humanities have identified several points for success:

- running the field school program every second year allows time for interest to build and provides a break for Field School Directors.
- keeping program costs as low as possible enables students to attend.
- choosing a popular travel destination with access to other interesting geographies for further travel is more enticing to students. For example, a proposed language-learning field school to Senegal in the French department did not run because of high program costs and location inaccessibility. However, a similar field school was offered two years later by the department in Paris and the demand outstripped the capacity for participants.
- freedom to travel after the field school is finished is appealing to students, rather than group flights with restrictive travel dates.

Advertising

Primary advertising media used by Field School Directors at UVic include:

- website
- email listserv
- posters
- information sessions

Current feedback indicates that the most effective way of reaching students is to send an email to relevant departments for forwarding to their students.

Application deadlines

Late application deadlines can be helpful, since Field School Directors will have more time to reach out to the student body and advertise their program. However, this can cause delays in making travel arrangements. It is best for Field School Directors to consult with their travel agent and determine a date for the application deadline that is mutually beneficial.
Fundraising

For many students, the biggest, often only, obstacle to their participation in a field school program is a financial one. Funds can be raised through grants, events, and donations, but these activities are usually the responsibility of the individual student. It may be beneficial for Field School Directors to suggest group fundraising activities, or to include the planning of fundraising events in the assigned coursework.

**Learning Without Borders grants**

Field School Directors developing brand new curriculum which would aid in internationalizing their department’s program may be eligible for a Learning Without Borders Grant. This peer-reviewed grant is offered through the Office of International Affairs at UVic and provides up to $7,500 for the design or redesign of curriculum. There are 10 grants available per year. More information can be found online on the UVic International Office website.

**Fundraising in the community**

Certain topics of study naturally encourage community outreach, which can, in turn, be of financial benefit to field school programs. Field School Directors who are interested in creating community partnerships should contact a member UVic’s Development Office staff. There are Development Officers assigned to each faculty, and their contact information can be found on their office website.

Opportunities for community fundraising could include:

- partnership with local organizations
- events
- social media campaigns

Student scholarships may also be available through individual departments or external organizations.

Human Research Ethics

Some programs may require completion of human research ethics approval. For example, if students will be interviewing community members, they must receive approval.

If the Field School Director wishes to solicit information from participants for the purposes of research, i.e. examining pedagogical effects of the field school model, then they must receive approval.

All necessary forms for both course-based and faculty research are available online from the UVic Research website.

**IN BRIEF:**

- Individual fundraising is the responsibility of students
- Learning Without Borders grants are available through the UVic International Office
- The UVic Development Office is available for assistance with community relations
- Some field school projects may require human research ethics approval
Before Traveling

All countries have varying requirements for travel visas and documentation. Field School Directors should check with their travel agent for specific advice. It may be necessary to obtain a letter from the Dean of the faculty stating that the group is traveling for legitimate academic purposes. For example, in Greece there are strict regulations on group travel, which are intended to protect licensed tour guides, and as such a letter is required for an instructor leading a group of students.

While Traveling

Emergency contacts

Prepare all contact information in advance for use in case of an emergency, and provide students with copies of this information. This should include Canadian consulates and local emergency numbers. Medical emergencies may require that contact be made with the travel insurance agency, although Field School Directors should review the travel insurance policy for specific information.

* In case of an emergency, please call Campus Security’s emergency line at 250.721.7599. They have access to the contact information for local emergency services in your area, as well as all levels of governance at the University. They are also available 24 hours a day, seven days a week. See the Contact Information sheet in the Appendix for all other contact information.

Additional expenses

It is advisable to save all receipts for incidental expenses incurred personally while traveling in order to be reimbursed. All expenses must follow University spending regulations in order to qualify for reimbursement through University Accounting.
Interpersonal issues

As leader of a group of individuals, Field School Directors should be prepared to face a variety of interpersonal challenges, which can range in severity. The Director is not responsible for the decisions of legal, capable adults, but can provide support and advice when appropriate. When a situation jeopardizes the safety of the group as a whole, the expulsion of a student from the program may be necessary. Students are expected to follow UVic’s Code of Conduct at all times while attending the field school, since they are acting as ambassadors for the University. Directors can refer to this policy for guidance when dealing with serious situations. It is available in the Appendix.

Expectations should be communicated to students prior to departure about several key issues, such as:

- punctuality
- attendance
- dress code
- drug usage
- alcohol consumption

Field School Directors may be called upon to act as counselors in matters of emotional, personal, cultural, financial, and academic issues. Should a situation develop that is out of the scope of the Director’s ability to help, he/she should contact UVic Counseling Services for professional advice.

After Traveling

Field School Directors will likely find that their experience leading a field school is impossible to forget, and the connections which are forged with students, colleagues, and community members can provide many future opportunities. As field school programs become more popular, it is the hope of the International Office and of many professors and field school leaders that participation in a field school will become a vital component of any degree obtained at UVic. The International Office has partnered with professors to begin building a community of faculty and staff members who believe in the transformative value of field schools and of internationalized curriculum, so that the process of offering field schools is streamlined and strengthened.

IN BRIEF:

Communicate expectations of behaviour to students prior to departure

Review Code of Conduct for guidelines to dealing with challenging situations

Contact Counseling Services for professional advice

Become connected with the larger community of field school directors

Contact the International Office with questions, comments, or concerns
## UVic Contact Information

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Services</strong></td>
<td><a href="mailto:finadmin@uvic.ca">finadmin@uvic.ca</a></td>
<td><a href="https://www.uvic.ca/vpfo/accounting/services/financial/index.php">https://www.uvic.ca/vpfo/accounting/services/financial/index.php</a></td>
</tr>
<tr>
<td>For assistance setting up FAST accounts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For travel advances, currency exchange, and travel reimbursement:</td>
<td><a href="mailto:askacct@uvic.ca">askacct@uvic.ca</a></td>
<td><a href="https://www.uvic.ca/vpfo/accounting/services/accounts-payable/index.php">https://www.uvic.ca/vpfo/accounting/services/accounts-payable/index.php</a></td>
</tr>
<tr>
<td><strong>Campus Security</strong></td>
<td>250.721.7599</td>
<td></td>
</tr>
<tr>
<td><strong>Counseling Services</strong></td>
<td>250.721.8341</td>
<td><a href="http://www.coun.uvic.ca/">http://www.coun.uvic.ca/</a></td>
</tr>
<tr>
<td><strong>Equity and Human Rights</strong></td>
<td>250.721.8786</td>
<td><a href="http://web.uvic.ca/eqhr/policies.htm">http://web.uvic.ca/eqhr/policies.htm</a></td>
</tr>
<tr>
<td>For policies on human rights, equity, fairness, and accessibility:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global Engagement</strong></td>
<td><a href="mailto:world@uvic.ca">world@uvic.ca</a></td>
<td><a href="http://web.uvic.ca/international/">http://web.uvic.ca/international/</a></td>
</tr>
<tr>
<td>For more information about Learning Without Borders grants:</td>
<td></td>
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<tr>
<td>For establishing new curriculum:</td>
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<tr>
<td>For acquiring a credit card:</td>
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<tr>
<td>For obtaining human ethics approval:</td>
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</tbody>
</table>
New Field School Development Worksheet

Director: ____________________ Assistant: _________________________

Faculty: ____________________________

Department: _____________________________

Destination: _____________________________

Proposed Dates: _____________________________

Topic of Study: _____________________________

Group Size: _______________ # of Credits: _________________________

Prerequisite(s): _____________________________

Brief Course Syllabus Outline:
New Field School
Development Worksheet

Brief Budget Outline:

Brief Itinerary Outline:

“Next Steps” Checklist:

☐ Obtain Curriculum Approval
☐ Open Financial Account(s)
☐ Prepare Student Application Form
☐ Prepare Liability Waiver

☐ Make Travel Arrangements
☐ Plan Information Session(s)
☐ Confirm Itinerary

_________________________
WARNING: BY SIGNING THIS DOCUMENT (THE “WAIVER”) YOU WILL ASSUME CERTAIN PHYSICAL OR LEGAL RISKS. YOU WILL ALSO WAIVE SPECIFIC LEGAL RIGHTS, INCLUDING WITHOUT LIMITATION THE RIGHT TO SUE THE UNIVERSITY OF VICTORIA AND EACH OF ITS GOVERNORS, OFFICERS, AGENTS, EMPLOYEES, STUDENTS, CONTRACTORS, SUBCONTRACTORS, REPRESENTATIVES, SUCCESSORS AND ASSIGNS AND ANYONE FOR WHOM THEY ARE IN LAW RESPONSIBLE (COLLECTIVELY REFERRED TO AS THE “RELEASEES”), EVEN WHERE ONE OR MORE OF THOSE INDIVIDUALS IS NEGLIGENT. PLEASE READ ALL PAGES CAREFULLY!

Name of Participant: ________________________________________________________

Address of Participant:_______________________________________________________

Preamble

The University of Victoria – 2011 I-witness Holocaust Field School Project (the “Program”) is an exceptional opportunity, but it is not without certain risks, dangers and hazards to all Participants. These include, but are not limited to: delay or inconvenience, program cancellation or curtailment, increased risk to health, the loss of personal property, injury and even death.

All persons taking part in the Program are required to accept these and other risks as a condition of their participation. The University of Victoria will not accept any liability for injury, loss, damage or expense sustained as a result of any person's participation in the Program.

The Statement of Risks set forth below is intended to enable Participants to better understand and accept the various risks involved in the Program. All Program applicants will be required to sign the Release of Liability, Waiver of Claims, Assumption of Risks and Indemnity Agreement set forth below, which will release the University of Victoria and each of its governors, officers, agents, employees, students, contractors, subcontractors, representatives, successors and assigns (collectively referred to as the “Releasees”), from any claims which might arise as a result of the applicant's participation in the Program.

Statement of Risks

The Program involves the risks inherent in international travel. These include, but are not limited to: risks of criminal activity, standards of medical care which may differ from Canada and treatment may be expensive, and standards of criminal justice which may vary from Canadian standards, all of which may result in increased risks to the Participant’s health, damage to or loss of the Participant’s property, injury of the Participant or even death.

Participants in the Program will be using the services of independent travel agents and airlines. The Releasees do not accept responsibility for the conduct of these independent agencies. It is always possible that the Program may not be completed or individual activities may be curtailed or cancelled. Reasons for curtailment or cancellation may include, but are not limited to: weather, illness, political disturbances, civil unrest, war, transportation problems, failure to perform on the part of travel agents or airlines, problems relating to customs, natural disaster, or other circumstances beyond the control of the Releasees.

It is the responsibility of each Participant in the Program to learn as much as possible about the risks of the venture, to weigh those risks against the advantages, and to decide whether or not to participate.
The Releasees accept no responsibility and assume no liability with respect to any academic, vocational, medical, or financial advice received by a Participant concerning the I-witness Holocaust Field School Project (the “Program”).

______________(initial here)

I, ____________________________________, am aware that the Program involves many risks, dangers and hazards including, but not limited to those referred to in the Preamble and the Statement of Risks set forth above. I am also aware that my participation in the Program is voluntary. I freely accept and fully assume all such risks, dangers and hazards, and the possibility of delay or inconvenience, Program cancellation or curtailment, the loss of, or damage to, personal property, injury to my health, bodily injury and even death.

**Release of Liability, Waiver of Claims and Indemnity Agreement**

IN CONSIDERATION of the Releasees allowing me to participate in the Program, and as a condition of my participation in the Program, and for other good and valuable consideration (the receipt and sufficiency of which I acknowledge):

1. I WAIVE AND RELINQUISH ANY AND ALL CLAIMS, CAUSES OF ACTION, COSTS, DAMAGES, DEMANDS AND OBLIGATIONS of any kind or nature whatsoever, known or unknown, that I have or may in the future have against the Releasees resulting from my participation in the Program and arising from any cause whatsoever, including negligence, breach of contract, or breach of any statutory duty or other duty of care on the part of the Releasees.

2. I RELEASE AND FOREVER DISCHARGE the Releasees from and against any and all liability for any loss, expense, property damage, bodily injury or death that I may suffer as a result of my participation in the Program, or in any manner connected with, related to or as a consequence of my participation in the Program, due to any cause whatsoever, including any negligence, breach of contract, or breach of any statutory or other duty of care on the part of the Releasees.

3. I AGREE TO HOLD HARMLESS AND INDEMNIFY the Releasees from any and all liability for (a) any damage to the property of, or bodily injury to, any third party, resulting from my negligent or intentional act or omission while participating in the Program; and (b) from any and all non-scheduled or emergency expenses related to first aid or medical treatment or evacuation of myself in the event of an accident, injury or illness. I acknowledge that all expenses associated with non-schedules or emergency evacuation, rescue or first aid will be my responsibility and not paid by the Releasees.

4. I agree to abide by all local laws and regulations while participating in the Program, and to take responsibility for my own conduct, should I become liable to any person for any loss or damage which I have caused.

5. I agree that this Release of Liability, Waiver of Claims, Assumption of Risks and Indemnity Agreement shall be effective and binding upon my successors, assigns, heirs, next of kin, executors, administrators and personal representatives.

6. I agree that this Release of Liability, Waiver of Claims, Assumption of Risks and Indemnity Agreement shall be governed by and construed in accordance with the laws of the Province of British Columbia. Any action or dispute arising out of my participation in the Program shall be instituted or brought in the Courts of the Province of British Columbia, and by signing and delivering this Agreement, I irrevocably accept and submit to the exclusive jurisdiction of such courts, and to all proceedings in such courts.
7. I represent, warrant and agree that, in executing and delivering this Release of Liability, Waiver of Claims, Assumption of Risks and Indemnity Agreement, I am not relying, and have not relied, upon any representation, promise or statement made by the Releasees which is not recited or embodied in this Agreement.

8. I HAVE READ AND UNDERSTOOD THIS AGREEMENT PRIOR TO SIGNING IT, AND I AM AWARE THAT BY SIGNING THIS AGREEMENT I AM WAIVING CERTAIN LEGAL RIGHTS WHICH I OR MY HEIRS, NEXT OF KIN, EXECUTORS, ADMINISTRATORS, PERSONAL REPRESENTATIVES AND ASSIGNS MAY HAVE AGAINST THE RELEASEES. IT HAS BEEN EXPLAINED TO ME THAT THE RELEASEES WILL NOT PERMIT MY PARTICIPATION IN THE PROGRAM UNLESS I SIGN AND AGREE TO THIS RELEASE OF LIABILITY, WAIVER OF CLAIMS, ASSUMPTION OF RISKS AND INDEMNITY AGREEMENT.

9. I HAVE BEEN GIVEN THE OPPORTUNITY AND HAVE BEEN ENCOURAGED TO SEEK INDEPENDENT LEGAL ADVICE PRIOR TO SIGNING THIS AGREEMENT.

10. (IF THE PARTICIPANT IN THE PROGRAM IS LESS THAN 19 YEARS OF AGE, THE PARTICIPANT'S GUARDIAN MUST SIGN ON THE PARTICIPANT'S BEHALF.) ACKNOWLEDGEMENT OF A GUARDIAN OR PARENT: I am the parent or guardian of the participant named above (the “Child”). I acknowledge that both the Child and I have read this Release of Liability, Waiver of Claims, Assumption of Risks and Indemnity Agreement. The Child and I understand, appreciate, freely accept and fully assume the risks, dangers and hazards referred to in this Agreement. On my own behalf and on behalf of the Child, I covenant and agree not to sue or commence any legal proceedings against the Releasees in respect of any loss, damage, injury or expense resulting from the said risks, dangers and hazards. I hereby waive and any claims that I may now or in the future have against the Releasees. I hereby release the Releasees from any and all liability, for any loss, damage or expense that the Child or I may sustain as a direct or indirect result of the Child’s participation in the Program. I agree to indemnify and save the Releasees harmless from any all liability for any property damage of, personal injury to, or death of the Child in the Program.

Signed this ________ day of ___________________, 20____

__________________________________
Signature of Participant or Guardian

__________________________________
Name of Participant or Guardian (printed)

__________________________________
Witness Signature

__________________________________
Printed Name of Witness (aged 19 or older)

This Agreement must be completed in full, signed, dated, and witnessed and must be initialed where indicated on page 2 before the Participant may begin the Program.
General University Policies

Students should check the Calendar entries of individual faculties for any additional or more specific policies.

Policy on Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

Accommodation of Religious Observance

The University recognizes its obligation to make reasonable accommodation for students whose observance of holy days might conflict with the academic requirements of a course or program.

Students are permitted to absent themselves from classes, seminars or workshops for the purposes of religious or spiritual observance. In the case of compulsory classes or course events, students will normally be required to provide reasonable notice to their instructors of their intended absence from the class or event for reasons of religious or spiritual observance. In consultation with the student, the instructor will determine an appropriate means of accommodation. The instructor may choose to re-schedule classes or provide individual assistance.

Where a student’s participation in a class event is subject to grading, every reasonable effort will be made to allow the student to make up for the missed class through alternative assignments or in subsequent classes. Students who require a rescheduled examination must give reasonable notice to their instructors. If a final exam cannot be rescheduled within the regular exam period, students may contact Undergraduate Records to apply for a Request for Academic Concession.

To avoid scheduling conflicts, instructors are encouraged to consider the timing of holy days when scheduling class events.

A list of days of religious observances is available at the following website: <web.uvic.ca/eqhr>

Discrimination and Harassment Policy

The University of Victoria is committed to providing an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs. The Policy prohibits discrimination and harassment and affirms that all members of the University community—its students, faculty, staff, and visitors—have the right to participate equally in activities at the University without fear of discrimination or harassment.

Members of the University community are expected to uphold the integrity of the Policy and to invoke its provisions in a responsible manner. All persons within the University who are affected by the Policy, particularly the parties to a complaint, are expected to preserve the degree of confidentiality necessary to ensure the integrity of the Policy, the process described in the Policy, and collegial relations among members of the University community. The Policy is to be interpreted in a way that is consistent with these goals, with the principles of fairness, and with the responsible exercise of academic freedom.
The Policy addresses discrimination, including adverse effect discrimination, and harassment, including sexual harassment, on grounds protected by the British Columbia Human Rights Code. Prohibited grounds for discrimination are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex (including gender identity), sexual orientation, age, or conviction of a criminal offence when unrelated to employment. It also addresses personal harassment, sometimes called worksite harassment.

The Discrimination and Harassment Policy and Procedures are administered by the Equity and Human Rights Office. Persons who experience or know of harassment or discrimination may contact the Office by phoning 250-721-8786 for confidential advice and information. Definitions are included in the Discrimination and Harassment Policy and Procedures (Policy GV0205) which can be found on the office website, <www.uvic.ca/eqhr>.

Creating a Respectful and Productive Learning Environment

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience and the responsibility to help create such an environment. In any course, the instructor has the primary responsibility for creating a respectful and productive learning environment in a manner consistent with other university policies and regulations. Instructors or students who have unresolved questions or concerns about a particular learning environment should bring them to the Chair or Director of the unit concerned (or Dean, in the case of un-departmentalized faculties). For more information on creating a respectful and productive learning environment or to share ideas, please visit <www.ltc.uvic.ca/initiatives/respect.php>.

Student Discipline

A student or former student may be reported to the President for disciplinary action and may be suspended, subject to appeal to the Senate, for misconduct, including but not limited to such matters as a breach of University regulations or policy: for example, Acceptable Use of Electronic Information Resources (Policy IM7200), Discrimination and Harassment Policy (GV0205), Violence and Threatening Behaviour Policy (SS9105), a breach of a provision in the University Calendar, or a violation of provincial law or a law of Canada.

In particular, a student may be reported for unlawfully entering a building or restricted space on University property, providing false information on an application for admission or other University document, submitting a falsified transcript or other document or participating in hazing, which is prohibited by University regulation.