Welcome

1. Approval of Agenda

2. Summary Record
   a. Regular Meeting of September 28, 2016

   MOTION:
   THAT the summary record of the open session of the regular meeting of September 28, 2016 be approved.

3. Business Arising

4. Remarks from the Chair

5. Correspondence
   a. Correspondence re. Child Care Afterschool Program

CONSENT

6. Compensation and Review Committee (Ms. Tracy Redies)
   a. Compensation for Interim Executive Officers

   MOTION:
   THAT the Board of Governors approve the proposed amendment to the Procedures for Interim Executive Appointments.

7. Operations and Facilities Committee (Ms. Cathy McIntyre)
   a. Academic Program Proposals:
(i) Proposal for Graduate Certificate in Indigenous Nationhood  
BOG- Nov29/16-23  

MOTION:  
 THAT the Board of Governors approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

(ii) Proposal for M.A. in Germanic and Slavic Studies – Holocaust Studies Stream  
BOG-Nov29/16-24  

MOTION:  
 THAT the Board of Governors approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

b. New and Revised Awards  
BOG-Nov 29/16-21  

MOTION:  
 THAT the Board of Governors approve the new and revised graduate and undergraduate awards set out in the attached documents and listed below:

- May Yuen Memorial Scholarship*  
- Roger Odlum Scholarship in Law  
- Innis Christie Entrance Scholarship*  
- Dairyland Vikes Athletic Award  
- Kutzschan Graduate Scholarship in Philosophy*  
- Robert J Murphy Travel Award in Greek and Roman Studies*  
- Anne and Ivor Williams Spain and Latin America Scholarship*  
- Canadian History Scholarship*  
- Maurice William Summerhayes Memorial Fund  
- 50th Anniversary Humanities Entrance Scholarship*  
- 50th Anniversary Social Sciences Entrance Scholarship*  
- 50th Anniversary Vikes Entrance Scholarship*  
- Artes Y Letras Scholarship*  
- David Harris Flaherty Scholarship *  
- Dax Gibson Memorial Award in Gender Studies*  
- Dr. Ken and Barbara Thornton Award*  
- Edward Philip Oscapella Scholarship in Music*  
- Jesse Short-Gershman Memorial Scholarship*  
- Michael Miller Scholarship*  
- Riley Jane Elhom Memorial Scholarship in Civil Engineering*  
- Sherry Lovine Sagris Memorial Bursary in Art Education  
- Simba Technologies Inc. Scholarship*  
- Urbanecology.ca Scholarship  
- William Petrie Scholarship*  
- Henry & Marian Thiel International Business Bursary*  
- Maureen McLeod Scholarship in Geography
• Joan Watson Memorial Scholarship
• The Leeder Family Memorial Bursary in Economics*
• The Leeder Family Memorial Bursary in Education – Elementary*
• The Leeder Family Memorial Bursary in Education – Secondary*
• The Leeder Family Memorial Bursary in Mathematics*
• Coast Capital Savings Entrepreneurship Scholarship
• E&S Theatre Scholarship
• MBA Pay It Forward Award*
• British Columbia Provincial Court Judges Association Bursary
• Chair in Transgender Studies Undergraduate Research Scholarship
• Eli Pasquale Basketball Award
• Gwyn Morgan “Be An Engineer” Bursary
• Union Club Scholarship
• Maureen De Burgh Memorial Scholarship
• Humanities Graduate Entrance Scholarship
• Wendy M Gedney Bursary in Elementary Education
• Tevlin Gleadle Curtis Scholarship in Employment Law
• Chair in Transgender Studies Doctoral Research Scholarship for Trans and Non-Binary Students
• Chair in Transgender Studies Master’s Degree Research Scholarship for Trans and Non-Binary Students
• Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Travel Award
• Jeffrey Rubinoff Scholar in Art as a Source of knowledge Bursaries*
• Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Fellowship*
• James A Mossey (SM) Award*
• Edra Ferguson Graduate Scholarship*
• Elaine Gallagher Award*
• Chair in Transgender Studies Doctoral Research Scholarship
• Chair in Transgender Studies Master’s Degree Research Scholarship
• Davidson Graduate Award in Russian and Slavic Studies
• Barbara J Shenton Scholarship

*Administered by the University of Victoria Foundation


d. Continuing Studies Building Expansion Closeout Report BOG-Nov29/16-20

  e. Report on Student Financial Aid BOG-Nov29/16-02

  f. Due Diligence Reports – Facilities Management BOG-Nov29/16-14

**Pro Forma Motion:** That the above motions be approved by the Board of Governors by consent.

**REGULAR**

8. Operations and Facilities Committee (Ms. Cathy McIntyre)
a. 2016-17 Enrolment Analysis

b. UVic Child Care Services After School Care Program

c. Emergency Planning at the University of Victoria (Presentation by Mr. Rob Johns, Manager of Emergency Planning)

9. Finance Committee (Ms. Ida Chong)

a. Signing Authority Policy (FM5100) and Purchasing Services Policy (FM5105)

   MOTION:
   THAT Board of Governors approve the revised Signing Authority Policy FM5100 and the revised Purchasing Services Policy FM5105.

10. President’s Report

    a. External Relations Update

    b. Other matters

11. Other Business

12. Adjournment
OPEN SESSION

DRAFT SUMMARY RECORD

Present: Ms. Tracy Redies (Chair), Mr. Nav Bassi, Ms. Sara Maya Bhandar, Prof. Jamie Cassels, Dr. Hélène Cazes, Ms. Ida Chong, Ms. Daphne Corbett, Ms. Lindsay LeBlanc, Ms. Isobel Mackenzie, Dr. Ana Maria Peredo, Ms. Shelagh Rogers, Dr. David Zussman, Dr. Julia Eastman (Secretary)

Regrets: Mr. Michael Kennedy, Mr. Ben Lukenchuk, Ms. Cathy McIntyre

Invitation: Dr. David Castle, Ms. Carmen Charette, Ms. Gayle Gorrill, Dr. Valerie Kuehne and Ms. Sivonne McFall

Ms. Redies welcomed new Board members, Ms. Bhandar and Dr. Zussman. Mr. Lukenchuk was also acknowledged.

2. Approval of Agenda

MOTION (D. Corbett/N. Bassi):
THAT the agenda of the open session of the regular meeting of September 27, 2016 be approved.

CARRIED

2. Summary Record of Regular Meeting of June 27, 2016

MOTION (N. Bassi/I. Chong):
THAT the summary record of the open session of the regular meeting of June 27, 2016 be approved.

CARRIED

3. Business Arising

There was none
4. Remarks from the Chair

There were none.

5. Correspondence

There was none.

CONSENT

6. Compensation and Review Committee (Ms. Tracy Redies)
   a) Compensation for Interim Executive Officers  BOG-Sept27/16-36

7. Audit Committee (Ms. Daphne Corbett)
   a) Government Reporting Entity Quarterly Reports – period ending June 30, 2016
      BOG-Sept27/16-05
      
      MOTION:
      THAT the Audit Committee recommend that the budget for the purposes of inclusion in
      the reporting on the 2016/17 University of Victoria Consolidated financial statements
      prepared in accordance with the Public Sector Accounting Standards, be approved as
      per Schedule A.

8. Operations and Facilities Committee (Ms. Daphne Corbett)
   a) Status Report on Capital Projects  BOG-Sept27/16-12
   b) Research Funding Management and Financial Accountability Policy FM5405
      BOG-Sept27/16-20
      
      MOTION:
      That the Board of Governors approve the new policy FM5405 Research Funding
      Management and Financial Accountability
   c) Proposed Masters of Arts stream in Public History  BOG-Sept27/16-19
      
      MOTION:
      That the Board of Governors approve, subject to approval by Senate and to funding,
      the establishment of a Master of Arts Stream in Public History, as described in the
      document “Proposal for M.A. Stream in Public History”, dated May 1, 2016, and that
      this approval be withdrawn if the program should not be offered within five years of the
      granting of approval.
9. Finance Committee (Ms. Ida Chong)
   a) Short Term Investment Report to June 30, 2016 BOG-Sept27/16-08
   b) Long-Term Disability Trust – 2015/16 Financial Statements BOG-Sept27/16-10

_Pro Forma Motion (S. Rogers/H. Cazes):

That the above items be approved by the Board of Governors by consent._

CARRIED

REGULAR

10. Operations and Facilities Committee (Ms. Daphne Corbett)
   a) Academic Staffing, Recruitment, and Vacancies Report BOG-Sept27/16-11
   b) Preliminary Enrolment Update

Ms. Corbett presented the Academic Staffing, Recruitment and Vacancies report and
Preliminary Enrolment Update, noting that both items were received from the Vice
President Academic and Provost’s portfolio and there had been a full discussion of both at
the committee level.

c) District Energy Plant Budget Approval BOG-Sept27/16-29

Ms. Corbett presented the District Energy Plant Budget Approval to the Board for
approval, noting that it had gone to the Operations and Facilities Committee for
discussion.

   MOTION (D. Corbett/S. Rogers):

_That the Board of Governors authorize the Vice-President Finance and Operations to
award construction contracts up to the budget of $19.79M._

CARRIED

There was no further discussion.

11. Finance Committee (Ms. Ida Chong)
   a) District Energy Plant Budget Approval BOG-Sept27/16-29

Ms. Chong briefly summarized the information provided to the Committee and presented
the District Energy Plant Budget Approval to the Board for approval.

   MOTION (I.Chong/D.Corbett:

_That the Board of Governors approve a budget of $19.79M for the new District Energy
Plant._

CARRIED
b) **2016/17 Budget Expenditure Allocation Report** BOG/Sept27/16-06

Ms. Chong briefly summarized the information provided to the Committee. She noted that in March 2016, the Board had approved the budget framework and that the Committee had received a report on the implementation of that budget.

12. **Executive & Governance Committee (Ms. Tracy Redies)**

a) **Proposed Changes in Board Procedures 2016/17** BOG-Sept27/16-17

Ms. Redies brief summarized the proposed changes recommended to the procedures.

**MOTION (T. Redies/A. Peredo):**

*THAT the Board of Governors approve the revised Procedures, as attached and amended, for the year 2016/17 and the Statement of Responsibilities of the Board of Governors and its Members.*

CARRIED

**President’s Report**

a. **External Relations Update** BOG-Sept27/16-18

Ms. Redies invited comments and questions on the update provide. Ms. Rogers commented on the presence of the UVic Edge in the Globe and Mail. Ms. Charette described the next steps in the roll-out.

Prof. Cassels commented that the UVic Edge advertising campaign was a small part of the larger strategy for raising UVic’s profile, so it could engender support and succeed.

b. **President’s Report**

- Prof. Cassels reported that the Sexualized Violence Working Group had completed an interim report, which would be released shortly. He noted the administration welcomed the preliminary findings.

- Prof. Cassels spoke about the results of the Canada First Research Excellence Fund (CFREF) competition, which had been announced during the summer.

Dr. Castle provided a debrief on the CFREF competition, noting that:
  - UVic had been 1 of 50 universities who submitted proposals;
  - 29 (including UVic) had reached the next step;
  - 15 had been invited to participate in the next phase – UVic was not amongst these; and
  - 13 awards had been made.

Dr. Castle said that UVic’s proposal had involved a great deal of work on the part of all who were involved and whilst the results were disappointing, there was an opportunity take what had been developed and advance it in other forums.
Dr. Castle described how he and others on campus at UVic planned to move ahead in aspects of ocean and climate research.

- Prof. Cassels spoke about his involvement in the beginning of term welcome of new faculty, students and others. He described the orientation new students receive and how the university was seeking to expand opportunities for students, including the expansion of student residence spaces to address difficulty students experience finding housing and to help ease the local shortage of rental accommodation.

- Prof. Cassels spoke about the success of the Vikes Championship Breakfast, held earlier in the day.

13. Other Business
   a. Presentation on Privacy Protection at UVic by Mr. Bill Trott, Chief Privacy Officer

   Mr. Trott gave a presentation on the University’s privacy program and responded to questions.

14. Adjournment

   There being no other business, the meeting was adjourned at 3:40 p.m.
To: The Board of Governors
From: Julia Eastman, University Secretary
Re: Correspondence re: Child Care Afterschool Program

November 16, 2016

As of November 16, 2016 seven letters concerning Child Care Services at UVic were received by my office. These letters were addressed to the Chair of the Board of Governors or Members of the Board of Governors. Due to the personal information contained in the letters, they were provided to Board members as correspondence to the Operations and Facilities Committee and are not posted here. The letter writer’s name and role, date received and addressee are summarized in the table below. An acknowledgement of receipt was provided to each of the writers.

The letter from Lora Carroll (November 14, 2016) sent on behalf of the UVic Childcare Alliance is reproduced below.

Summary of letters received regarding Childcare services at UVic as of November 16, 2016:

<table>
<thead>
<tr>
<th>Sender</th>
<th>Date Received</th>
<th>Addressee</th>
<th>Role/Organization</th>
<th>Ack. Sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennie Nilsson</td>
<td>Nov 3, 2016</td>
<td>Secretary/BOG</td>
<td>Employment Development Officer, Co-operative Education Program and Career Services</td>
<td>Nov 16</td>
</tr>
<tr>
<td>LeAnne Golinsky</td>
<td>Nov 10, 2016</td>
<td>Chair/BOG</td>
<td>Parent, UVic Staff Member/Member of the UVic Childcare Parent Alliance</td>
<td>Nov 16</td>
</tr>
<tr>
<td>Erica Woodin</td>
<td>Nov 14, 2016</td>
<td>Chair/BOG</td>
<td>Associate Professor, Dept. of Psychology</td>
<td>Nov 16</td>
</tr>
<tr>
<td>Vincenza Gruppuso</td>
<td>Nov 14, 2016</td>
<td>BOG</td>
<td>Scientific Coordinator, Institute of Aging and Lifelong Health</td>
<td>Nov 16</td>
</tr>
<tr>
<td>Lora Carroll</td>
<td>Nov 14, 2016</td>
<td>BOG</td>
<td>Member, UVic Childcare Alliance</td>
<td>Nov 16</td>
</tr>
<tr>
<td>Irina Paci</td>
<td>Nov 15, 2016</td>
<td>BOG</td>
<td>Associate Professor, Dept. of Chemistry</td>
<td>Nov 16</td>
</tr>
<tr>
<td>Maycira Costa</td>
<td>Nov 16, 2016</td>
<td>Chair</td>
<td>Associate Professor, Dept. of Geography</td>
<td>Nov 16</td>
</tr>
</tbody>
</table>
In addition several supporting documents were attached to the letter from the UVic Childcare Parents Alliance. The following is a list of these attachments:

- After School Time Period
- Bright Horizons Research
- CBC
- CFAX
- Harvard Family Research
- New Child Care Spaces are on their Way BC Govt. News
- $14.8 million now available for child care providers BC Govt. News
- 951 Martlet Ad CUPE
- PEA Newsletter Sept 2016
- Saanich News
- School-Age Child Care Policy
- SFU Expansion
- The Martlet_1
- The Martlet_2
- The Martlet_3
- U of Sask
- UBC Properties Trust
- UBC Child Care Expansion Report August 2009
- UVCC Alliance Press Release 10.19
- UVCC Memo June 2016
- UVic Child Care Expansion Memo and Final Report

These documents were made available to Board members at the Operations and Facilities Committee.
Every Child Counts

November 14, 2016

Dear members of the Board of Governors,

We are writing to alert you to the fact that an essential campus resource is at risk of being closed permanently on June 30, 2017. The decision to cancel the UVic Child Care Afterschool Program (ASC) was announced via email by Jim Forbes, Director of Campus Services, on June 23, 2016 (the last day of school). We are deeply concerned, as we firmly believe that it will have a negative, long-term impact on faculty, staff and students at the university.

The Centre 6 after-school care program is an essential resource for working parents at the university. The program runs Monday through to Friday from school closure at 2:50 pm to 5:30 pm, with Centre 6 staff picking up the children from school at the end of the day. The Centre is open on all professional development days, 8 am to 5:30 pm; early or unplanned school closures (e.g., student-led conferences, parent teacher interviews, teacher’s strike); and full-day programming is also provided during the two-week winter break, the two-week spring break, and throughout the summer months (July/August). Centre 6 provides over 58,000 hours of annual care to the UVic community. No other after school program in Victoria offers this level of quality, flexible care.

Cancelling this program will adversely impact the financial, educational, occupational, and social well-being of the affected families and will place an undue hardship on parents who rely on the university for support in managing what is often a very difficult work-life balance. Other community programs have extremely long wait lists for out of school care (1-2 years), as well as limited capacity to expand their programs to accommodate forty-six new students.

This closure will also put UVic out of step with our peer institutions, such as UBC and SFU, which provide afterschool care to their campus families. By next year, UBC and SFU will have 88 and 70 students per child care space on campus, respectively. UVic will have 270 students per space in 2017. Both UBC and SFU have recently built new facilities and expanded services: in part due to proactively securing provincial government funding (up to $500k). In a time of faculty and staff retirement and renewal, and an age when top employers provide quality family support programs, not following suit will be a significant step backward for UVic in meeting its own strategic aims and objectives.¹

UVic students affected by the cancellation of the after-school program will have more limited course options. Some may have to drop out in order to work or take care of their children. Staff

¹ “The UVic Edge is where dynamic learning and vital impact meet, in Canada’s most extraordinary environment for discovery and innovation. Together, these elements nurture creative activity and ground us in the urgency of sustainability and healthy societies; shape our world view with Indigenous and international perspectives; and fuel our commitment to economic well-being, technological advances and social justice.” http://www.uvic.ca/home/aboutedge/
and faculty with school-aged children may be forced to reduce working hours to find alternative
childcare, or to provide it themselves. On a yearly average, school hours cover one half of a forty-
hour workweek; and Centre 6 provides coverage for all of the hours not covered by the
school. Many UVic families depend upon it to fully participate in the workforce and in their
course load.

We are particularly concerned by the fact that communication regarding this momentous
administrative decision was solely limited to the Child Care Parent Advisory Board (PAB). We
firmly believe that a decision of this magnitude should involve all key constituents, including the
families currently in or planning to be a part of the Centre 6 community, as well as the larger
campus community. In addition to this, four members of the UVic Child Care Parents’ Advisory
Board (PAB) are on record as strongly opposing the discontinuation of the afterschool care
program (ASC). They each voiced their opposition and concern that the closure of this program
will be an undue hardship to students, staff, and faculty with school-aged children. They were not
given the opportunity to vote on the proposal or to consult with the parents that they represent:
which is against the mandate of the PAB. Lastly, no supporting document or evidence has
been produced to support the decision to close the ASC in favour of expanding preschool spaces.

The Faculty Associated (FA) is currently consulting with the Administration on this issue (under
article 14 of their collective agreement); a working group is underway to review the decision.
The Professional Employee Association (PEA) conducted a poll over the summer; and over
seventy-seven percent of the members indicated that they would like the administration to
maintain the ASC and expand care for ages 3-5 years (attached). The Canadian Union of
Professional Employees (CUPE) also released a statement in support of the maintaining this
valuable service for its members (attached).

REQUEST: To meet the high aspirations set out by the UVic Edge, we ask the Board of
Governors to take immediate action on this matter.

1. Commit to providing ongoing, quality after-school programming for the benefit of the
UVic community (students, faculty and staff); and
2. Commit to expanding childcare services across all ages (0-12 years) to meet the
substantial and growing need of the campus community: as reflected in the
recommendations made in the 2011 UVic Child Care Expansion Report written by Jane
Beach (attached).

This can be achieved by both completing the proposed $1.7 million renovation on the existing site
and identifying suitable spaces on campus that can be transformed into new childcare facilities
(e.g. the Queenswood property).²

Respectfully,
UVic Childcare Parents Alliance
https://uvicchild.wordpress.com

² NB: There is currently vacant space available at the Queenswood site. At the September 19, 2016 meeting open house on the
proposed re-development of the Queenswood property, a large group of parents and community members attended to support the use
of this space for childcare. This is reflected in the feedback and comments captured on the sticky note board.

The Sisters of St. Anne are recognized for their legacy of investing in education and health care; and they articulated a wish for the
site being used for purposes, such as childcare, when they sold the property to the university. The Cadboro Bay Residents’
Association endorses the use of the space for expanding childcare (a letter of support can be provided). Lastly, investing in an early
learning environment next to a globally renowned research facility (such as the Oceans Networks Canada) reflects an institutional
commitment to life-long learning, quality research and fostering a sustainable community.
Contacts:
Jonathan Faerber, Student, faerber@uvic.ca
Jennie Nilsson, Staff, nilsson@uvic.ca
Dr. Erica Woodin, Department of Psychology, ewoodin@uvic.ca, 250-721-8590
Dr. Irina Paci, Department of Chemistry, ipaci@uvic.ca, 250-472-4946
Dr. Maycira Costa, Department of Geography, maysira@uvic.ca, 250-721-7334
Dr. Basma Majerbi, Gustavson School of Business, majerbi@uvic.ca, 250-472-4281
Dr. Elisabeth Gugl, Department of Economics, egugl@uvic.ca, 250-721-8538

"As a graduate student and only parent Centre 6 has provided me with the opportunity to work as well as being able finishing my graduate degree. Without Centre 6, I simply would not have been able to complete my studies I would have had to return to work. Closing Centre 6 also means we are losing an extended family that we have come to rely on as we have gone through difficult times." ~ Jennifer Halbert, Graduate Student

"The University doesn't seem to be taking into account how far the ripple effects of cutting the after school care program will be felt. I am a staff member who provide services to students and my work unit. If every day I have to leave work to go an pick up my child to transport him to after school care (and this assumes I get a space after sitting on a 1-2 year wait list), or book days/hours off of work to cover Pro D-days, Spring Break/Christmas break, then I can't be at my job, doing my job. My family losing this valued child care, in turn affects the other staff members in my office and the students that I serve. The same will be true for every faculty, staff and student who loses this resource." ~ LeAnne Golinsky, Staff member

"My children go to a French school in Esquimalt. I sometimes teach until 5:20pm and it would have been impossible for me to go pick up my kids from the school's ASC program on time before closing. Having them at Center 6 on campus for ASC has been extremely helpful as I can leave my office or my class at 5:20 and still make it on time to pick them up before the centre closes at 5:30pm. I know other parents were in very similar situations."
~ Basma Majerbi, Faculty
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

To: COMPENSATION AND REVIEW COMMITTEE

From: Associate Vice President, Human Resources

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: COMPENSATION FOR INTERIM EXECUTIVE OFFICERS

Basis for Jurisdiction:

- University Act
- Public Sector Employers’ Act
- Board Procedures, Section 10

Strategic Relevance:

Objective 8: To recruit and retain a diverse group of outstanding staff by providing rewarding and fulfilling careers at the University of Victoria.

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Previous Consultation:
Discussion with Operations and Facilities Committee May 2016
Discussion with Compensation and Review Committee June 2016
Discussion with Compensation and Review Committee September 2016

MOTION:

That the Compensation and Review Committee recommend to the Board of Governors that the Board of Governors approve the proposed amendment to the Procedures for Interim Executive Appointments.
BACKGROUND:

- In May 2016, the Board approved Procedures for Interim Executive Appointments to assign decision making authority and operational responsibility when the University President, a Vice-President, or the University Secretary is unable to fulfill his or her responsibilities due to illness, vacation, absence or other events.
- For the purposes of these new Procedures, "Interim Executive Officer" means an individual who has been appointed to fulfill the decision making functions and duties of an Executive during a planned or unplanned absence of up to three months, where the incumbent retains the position and yet is unable to fulfill their responsibilities and duties.
- In cases where an appointment is needed for more than three months, the procedures for appointing an Acting Executive as per the relevant university appointment policies and procedures will apply.
- Executive compensation at UVic is guided by the 2014 Executive Compensation Plan (the Plan).
- While the Plan outlines how salaries and benefits will be assigned to individuals permanently assigned to executive roles, it does not specifically address compensation for individuals who are temporarily assigned to an executive position via the recently approved Procedures for Interim Executive Appointments.
- Similarly, the May 2016 Procedures for Interim Executive Appointments does not address compensation for individuals who are temporarily assigned to an executive position via the recently approved Procedures for Interim Executive Appointments.

DISCUSSION:

Periodically, either due to planned or unplanned absences or vacancies, individuals are assigned to temporarily act in a vacant executive position. The assignment may come with a range of expectations including adding basic short term signing authority associated with the absent incumbent through temporary assumption of the full scope of the mandate of the office during a long term assignment.

Most interim assignments will occur to provide coverage during a short period of absence (e.g. 2-3 weeks for vacation relief). Our normal practice is not to offer additional compensation in these circumstances, and we are not looking to change this practice. However, there will be exceptional occasions when additional compensation is appropriate. For these rare occasions, appointments would normally be compensated by temporarily assigning a salary on the salary range of the vacant position. The assigned compensation will depend on a number of factors, including the expected duration and mandate of the assignment, internal equity with other executives at that level and with comparable levels of experience, and of course the salary range ceiling.

Taking into account the above considerations, this could mean up to, or even modestly beyond, a ten percent increase. This flexibility is particularly needed when the interim assignment is made to an individual outside of the current set of executive employees (for example, a faculty member).

In all cases, it is recommended that the appointing executive member consult with the Associate Vice President Human Resources to review these principles and considerations and agree on appropriate compensation. In some cases, consultation with the Public Sector Employers Council Secretariat may also be necessary, particularly for appointments as interim President.
RECOMMENDATION:
As such, it is recommended that the Procedures for Interim Executive Appointments be amended to acknowledge the potential for, and decision-making authority for, compensation decisions in connection to these appointments. The recommended insertion is summarized below and a full copy of the revised Procedure is attached.

12.1 Interim Executive Appointments will ordinarily occur as a result of vacation coverage or other short term absences and will therefore not attract additional compensation. In the extraordinary circumstance where a longer term appointment is necessary:

- the interim appointee may be compensated in accordance with the compensation plan and salary range associated with the executive position.

- Such compensation to be approved by:
  - the President for individuals appointed as Interim Executive Officers, other than the President.
  - The Board Chair for individuals appointed as interim President.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 9, 2016

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: Proposal for Graduate Certificate in Indigenous Nationhood

Basis for Jurisdiction: Senate Committee on Planning meeting on May 11, 2016
Senate meeting on October 7, 2016

Strategic Relevance: The University’s success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build upon faculty expertise. The proposal for the Graduate Certificate in Indigenous Nationhood will help UVic to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.

Previous Consultation: At its meeting on October 7, 2016, Senate approved and recommends that the Board of Governors approve the establishment of a Graduate Certificate in Indigenous Nationhood. The proposal was approved by the Senate Committee on Planning at its meeting on May 11, 2016.
Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

History, Context, and Governance of the Indigenous Nationhood Certificate

The Indigenous Governance, Political Science and Law programs are committed to delivering a graduate certificate in Indigenous Nationhood. The units agree that they are institutionally and regionally uniquely positioned to train students in the area of Indigenous Nationhood. Students will be exposed to theoretical and applied lines of inquiry centered in Indigenous Nationhood through the lens of decolonization and resurgence, Aboriginal and Treaty Rights and Indigenous legal traditions, critical dialogues on diplomacy and sustainable relationships, critical race theory and settler colonialism, and Indigenous-state relations and constitutionalism. These intersections provide a unique opportunity for students to examine varied epistemological, theoretical, and methodological approaches within the fields of Indigenous governance, politics and law.

The Faculties of Social Science, Human and Social Development, and Law will offer the certificate, with their sponsorship coordinated through the Office of Interdisciplinary Academic Programs. The Indigenous Nationhood certificate will draw on faculty members and courses from the Political Science department, the school of Indigenous Governance and Faculty of Law. Core Indigenous Nationhood courses will be taught by faculty from the Indigenous Nationhood Program Committee, comprised of participating faculty.

Each year, the Indigenous Nationhood certificate will offer the Indigenous Nationhood Core Courses (Indigenous Nationhood 601: Foundations in Indigenous Nationhood and Indigenous Nationhood 697: Capstone Experience). In addition, each participating unit has agreed to offer at least one of the elective courses each year from their respective unit. The Indigenous Nationhood Core Course (Indigenous Nationhood 601) will be taught by the Indigenous Nationhood Director. Indigenous Nationhood 697 will be coordinated by the Director of Indigenous Nationhood and overseen by the Program Committee.

Alignment with the university’s mission and strategic plan

Anticipated Contribution to the UVic, Faculty, and Academic Units’ Strategic Plans

The Indigenous Nationhood certificate will advance the departmental, faculty and university goals of graduate student recruitment and retention, both for Indigenous and non-Indigenous students. With the expansion of Indigenous programing provincially, nationally and internationally, a new distinct graduate certificate will signal that the study and enhancement of Indigenous Nationhood remains a priority for the University of Victoria. With the growth of academic positions across Canada and across disciplines with a focus on Indigenous Nationhood, the
graduates will be uniquely positioned to further develop research and scholarship in this emerging area and to take up these academic positions. To our knowledge no other Canadian Political Science department or Faculty of Law offers an Indigenous Nationhood sub-field option.

**Anticipated contribution to the mandate and strategic plan of UVic:**

A key recommendation in the University’s strategic plan is “to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.” Key strategies for achieving this objective include:

- a) utilize the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding.
- b) building on the success of LE,NONET and other initiatives, coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties.
- c) strengthen our relationships with First Nations communities and increase the recruitment and retention of Indigenous students.

The Indigenous Governance, Political Science, and Law programs are well positioned to contribute to these efforts through the development and implementation of a graduate certificate in Indigenous Nationhood. Professors Taiaiake Alfred and Jeff Corntassel are already cross-appointed in Political Science, which further eases the transition to the certificate. This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US universities.

**Building academic-community research:**

The Indigenous Nationhood certificate will strengthen relationships with Indigenous communities through training in Indigenous Nationhood as well as carrying out research projects in collaboration with different Indigenous nations. For example, a number of faculty involved have secured grants to work with Indigenous nations in the area of Indigenous Nationhood. In order to carry out this work, students will be trained and prepared to work with Indigenous nations. These kinds of community-based research projects are increasingly emphasized by the University and funding agencies such as SSHRC.

**Wider university benefits:**

The graduate certificate in Indigenous Nationhood will build on existing strengths within Political Science, Indigenous Governance and Law and will fill a gap within UVic graduate programs in an area that is of high interest to graduate students. Further, collaboration across these programs in the development of a graduate certificate could lay the groundwork for future development of an interdisciplinary MA and Ph.D. degree in Indigenous Studies.

**Senate/academic considerations**

The graduate certificate in Indigenous Nationhood requires 7.5 units of study.
The foundation course for the graduate certificate in Indigenous Nationhood is IN 601: Foundations of Indigenous Nationhood. In addition to the 1.5 units of Indigenous Nationhood 601, students must complete a total of 4.5 units from electives. Students must take one 1.5 unit course from each of the three participating units. For course offerings, see the list of approved elective courses.

The final requirement is participation in Indigenous Nationhood 697: Capstone Experience. This course is 1.5 units and will involve either a comprehensive examination of Indigenous Nationhood or a committee-approved community internship, co-op placement, or other community-based work/service-integrated learning opportunity.

**Demand and availability**

*Existing student demand:* Many undergraduate and graduate students at UVic have expressed an interest in applying to and/or participating in a program at the graduate level that provides integrative training and scholarship in the three intersecting area of law, political science and Indigenous governance.

The demand for graduate-level directed studies courses in the field of Indigenous Nationhood has grown significantly. This collaboration will enable students to access graduate level courses in the participating academic units that were previously unavailable to them. Currently, only three doctoral programs in the broader but related field of Indigenous Studies exist across North America, each with a regional tribal focus.

*Pedagogical and research contributions:* Training in the field of Indigenous Nationhood, through a distinct graduate certificate, will increase student job placement across North America. It will also foster graduate student academic conferencing and publishing opportunities, and increased grant funding where Indigenous research has been recognized as a priority area. Over the last four years, faculty across these three units have facilitated an Indigenous Studies Faculty and Graduate Student Workshop that has fostered collaboration and generated increased support and unification for IN research on campus.

*National and international institutionalization of IN:* Professional organizations, such as the American (APSA) and Canadian (CPSA) Political Science associations, now have distinct sections on Indigenous Politics. The exponential growth of the Native American and Indigenous Studies Association (NAISA) over recent years also signals the increasing importance of Indigenous Studies. There has also been increasing interest in Indigenous Politics in traditional Political Science subfields (e.g. CPSA 2013 - IR workshop). The Indigenous Bar Association is committed to the institutional exploration of Indigenous Legal Traditions. A number of academic journals also take Indigenous Nationhood as their focus, such as *Indigenous Law Journal*, *American Indian Law Review*, *Native American and Indigenous Studies Journal*, *Aboriginal Policy Journal*, *Native Studies Review*, *American Indian Quarterly*, *American Indian Culture and Research Journal* and *Wicazo Sa*.

*Strategic funding opportunities:* External-funding opportunities dedicated to Indigenous research are increasingly available (e.g. SSHRC priority area, UVic Indigenous students received three of six nominations for the Trudeau Fellowships in 2013).
**Resource implications**

**Resource Plan**
The Indigenous Nationhood certificate will draw on existing faculty members and courses, adding only one core course requiring faculty instruction. The academic units of the faculty members who teach this core course and serve as the Program Director will be funded to hire sessional replacements.

**Other relevant factors**

This program responds to the *Truth and Reconciliation Commission of Canada: Calls to Action*. It has the potential for great impact on students across discipline areas and has the potential to attract cohorts enrolled in Master-level programs in areas such as nursing and social work.

The University of Victoria is nationally and internationally recognized as a leader in Indigenous research and scholarship. Through the development of this graduate certificate in Indigenous Nationhood across the units of Political Science, Law and Indigenous Governance, the University will be at the forefront of Indigenous programming nationally and internationally, and be better positioned in relation to other B.C. universities.

Outcomes: The graduate certificate in Indigenous Nationhood will develop students with knowledge of current and emerging Indigenous frameworks, and provide a solid grounding in a broad selection of some of the most important studies, conversations and debates in the field of Indigenous Nationhood.

**Attachment(s):**
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 14, 2016

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: Proposal for M. A. in Germanic and Slavic Studies – Holocaust Studies Stream

Basis for Jurisdiction: Senate Committee on Planning meeting on May 11, 2016
Senate meeting on October 7, 2016

Strategic Relevance: The University’s success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build upon faculty expertise. The proposal for a M. A. in Germanic and Slavic Studies – Holocaust Studies Stream will help UVic to continue to be nationally and internationally competitive in the recruitment and retention of graduate students of the highest caliber. This program will be the first of its kind in Canada. This proposal will also help to increase co-op, internship and other experiential learning opportunities for UVic students.

Previous Consultation: At its meeting on October 7, 2016, Senate approved and recommended that the Board of Governors approve the establishment of a M. A. in Germanic and Slavic Studies – Holocaust Studies Stream. The proposal was approved by the Senate Committee on Planning at its meeting on May 11, 2016.
Recommendation:

That the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

The Department of Germanic and Slavic Studies offers a Master of Germanic and Slavic Studies with two streams: one in Germanic Studies, and one in Slavic Studies. The proposed stream in Holocaust Studies will broaden the scope of the Master Program in Germanic and Slavic Studies.

Both the Germanic Studies and the Slavic Studies programs have maintained consistent growth in undergraduate enrolments. In recent years there has also been consistent interest in a graduate program in Slavic Studies, as demonstrated by the recruitment of high quality students to an MA in Slavic Studies by special arrangement. In order to deepen the integration of the two programs, an Honours degree and an MA Stream in Slavic Studies was proposed and approved in 2015.

The Department has run the I-witness Holocaust Field School since 2011 both as an upper-level undergraduate course and a graduate course. The department has garnered national visibility (and media coverage) because of innovative field school work. The topics of graduate students' theses in Germanic Studies provide evidence that Holocaust Studies is already a major disciplinary focus. Since 2012, six out of nine successfully defended MA theses have been written on Holocaust-themed topics. Furthermore, four colleagues in the department have been co-supervising students in the English Department, the School of Music, and in the Interdisciplinary Graduate Program working on Holocaust-related theses. The same trend has been emerging on the honours level for several years. At this point, it is a logical progression for the department to propose the formal implementation of a third stream in its graduate program.

PROGRAM AIMS AND OBJECTIVES

Distinctive Characteristics:

The proposed stream in Holocaust Studies will be a pioneering graduate program in Canada. Although there are major Holocaust Education Centres in Montréal, Toronto, Ottawa, Winnipeg and Vancouver, no Canadian post-secondary institution offers an MA in Holocaust Studies.

The Department’s vision is to create an outstanding MA program that will be exemplary both in its courses and delivery methods. The new stream will link scholarship with community-based field research to draw on the strengths of both academic research and experiential learning. The proposed stream in Holocaust Studies will provide students with key competencies to prepare them for a career in education, public history, museum and/or archival work, human rights education, journalism, public advocacy, and law.

UVic is ideally suited to offer an M.A. stream in Holocaust Studies: in addition to the department’s research expertise, other faculty members in a wide range of disciplines (History, Cultural Heritage...
Studies, Education, Digital Humanities, Music, Sociology, Political Science, among others) have expertise to the program. Moreover, UVic's location is situated in proximity to many relevant archives, relevant museums, local Jewish communities, and education centers, and will provide students with opportunities to conduct their summer internship/practicum. Summer practica will provide students with experiential learning opportunities, which are critically important in today's competitive labour market.

**Alignment with the university's mission and strategic plan**

The M.A. Stream in Holocaust Studies will contribute directly to several key commitments in the University's strategic plan, A Vision for the Future – Building on Excellence (February 2012):

**Objective 4:** To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest caliber. This program will be the first of its kind in Canada. Its interdisciplinary focus and scholarly reach have great potential to attract students from across Canada (as has been already demonstrated based on student enrolments in the I-witness Holocaust Field School, which has included participants from the Universities of British Columbia, Alberta, Calgary, Manitoba, Saskatchewan, and Waterloo).

**Objective 12:** To ensure that undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.

Faculty members specializing in Holocaust education and research have all attended the Hess Faculty Seminar at the United States Holocaust Memorial Museum in Washington DC.

**Objective 13:** To enhance the quality of our students' classroom experience and ensure that the strong research culture at the University of Victoria is brought into both the physical and the virtual classroom.

Research-based student learning is at the core of our program. The department will provide the necessary training and research support both on campus and during the students’ fieldwork program.

**Objective 15:** To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.

[https://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf](https://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf)

The program offers a varied set of learning platforms, environments and opportunities (both on and off campus) meeting the needs of different learning styles.

**Objective 18:** To increase co-op, internship and other experiential learning opportunities for UVic students.

Each student in the program will have to complete a practicum/internship through the Cultural Management Program. The department has numerous placement
opportunities available both in Canada and in Europe. A Co-op position is offered at Auschwitz-Birkenau Memorial and Museum in Oświęcim, Poland.

**Objective 19:** To increase opportunities for civic engagement in teaching and learning activities for all students.

Students will be encouraged to plan and organize Holocaust Outreach activities and collaborate with members of local Holocaust remembrance groups. The Department successfully introduced a new course (GMST 583: Teaching the Holocaust) in 2016—funded by a 2015 UVic Community-Engaged Learning fund. In this course students collaborate with Victoria High School and the Art Gallery of Greater Victoria’s New Extreme Program to design a teaching unit that links Holocaust education to the human rights and social justice curriculum in grades 11/12.

**Objective 23:** To enhance the societal benefit derived through mobilization of research knowledge and creative endeavors across disciplines.

Given the interdisciplinary focus of Holocaust Studies and education the Department has built working relationships at UVic with colleagues at the European Union Centre of Excellence, the Centre for Studies in Religion and Society, and the History Department. Internationally, the Department been collaborating with colleagues at the University of Osnabrück, the Technical University of Berlin (Germany), the Jagiellonian University in Kraków, Central European University in Budapest, and the University of Haifa in Israel.

**Objective 29:** To engage the community through programs and activities that meet the mandate of the university and the needs of the community.

The Department has a solid record of organizing Holocaust outreach activities, symposia and conferences. Most recently, in September 2015, the Department organized a well-attended international conference titled “Global Connections: Holocaust Education in a Time of Transition” at UVic. This conference brought together Canadian and international scholars, educators, activists, artists, and local community members. The conference was funded by a SSHRC Connections Grant, and was supported by a wide range of co-sponsors.

**Objective 33:** To further diversify our funding through philanthropy from individuals, corporations and foundations.

To date, the undergraduate field school ‘flagship’-program—the I-witness Holocaust Field School program—has received donations amounting to $43,329 (2011-2015). It has also received $34,961 (2010-2016) for the Holocaust Studies Fund. In 2015, the undergraduate field school ‘flagship’-program created an endowed travel award for the field school with a gift of $54,000 from an individual whose donation was matched by an anonymous donor.

**Demand and availability**

The proposed stream in Holocaust Studies will be a pioneering graduate program in Canada.
To date, Holocaust education has mostly been relegated to private institutions, foundations, and citizen-driven initiatives spearheaded by local Jewish communities such as the Montréal Holocaust Memorial Centre, the Sarah and Chaim Neuberger Holocaust Education Centre in Toronto, the Freeman Family Foundation Holocaust Education Centre in Winnipeg, and the Vancouver Holocaust Education Centre.

The proposed stream will target qualified graduates seeking both academic credentials and hands-on internship experience.

In 2014, the Department distributed a survey to I-witness Field School alumni, in order to gauge students’ interests in a graduate program in Holocaust Studies. The results were very encouraging: 88% (23 students) of former field school students (N=36) answered “yes” when asked if they “would have considered applying” for a program in Holocaust Studies at UVic.

**Resource implications**

No additional faculty are required to offer the stream. No space resources are required.

The projected maximum enrolment is six new students per year. The ultimate goal would be to teach twelve students in any given year. As Holocaust courses are open to all students in the graduate program, the Department will be able to meet a minimum requirement of 5 students in all GMST/SLST graduate courses.

**Senate/academic considerations:**

COMMUNITY SUPPORT AND CONSULTATION

The department has consulted across and off-campus on the feasibility of implementing this program. They received strong support from all of the consulted parties.

There are a considerable number of colleagues who would be available as thesis/project co-supervisors in other departments and faculties. The following is by no means exhaustive.

**Attachment:**

- Revised GERU_Holocaust_Stream.Proposal_June_2016.pdf
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 28, 2016

To: Operations and Facilities Committee

From: Valerie S. Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: New and Revised Awards

Basis for Jurisdiction: - University Act, 27(2)(k)
                        - Senate meeting of October 7 and November 4, 2016

Strategic Relevance: These new and revised awards support our objective of increasing financial support to current and future students. The awards support our student recruitment and retention strategies, provide competitive undergraduate and graduate scholarships and bursaries that enable us to be nationally and internationally competitive in the recruitment and retention of outstanding students (see objectives 2, 4, 16 b) and 18 b) of the Strategic Plan).

Previous Consultation: At its meeting on October 7 and November 4, Senate approved the attached new and revised graduate and undergraduate awards. Senate recommends that the Board of Governors approve these awards.
Recommendation:

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the new and revised graduate and undergraduate awards set out in the attached documents and listed below:

- May Yuen Memorial Scholarship*
- Roger Odlum Scholarship in Law
- Innis Christie Entrance Scholarship*
- Dairyland Vikes Athletic Award
- Kutzschan Graduate Scholarship in Philosophy*
- Robert J Murphy Travel Award in Greek and Roman Studies*
- Anne and Ivor Williams Spain and Latin America Scholarship*
- Canadian History Scholarship*
- Maurice William Summerhayes Memorial Fund
- 50th Anniversary Humanities Entrance Scholarship*
- 50th Anniversary Social Sciences Entrance Scholarship*
- 50th Anniversary Vikes Entrance Scholarship*
- Artes Y Letras Scholarship*
- David Harris Flaherty Scholarship *
- Dax Gibson Memorial Award in Gender Studies*
- Dr. Ken and Barbara Thornton Award*
- Edward Philip Oscapella Scholarship in Music*
- Jesse Short-Gershman Memorial Scholarship*
- Michael Miller Scholarship*
- Riley Jane Elhom Memorial Scholarship in Civil Engineering*
- Sherry Lovine Sagris Memorial Bursary in Art Education
- Simba Technologies Inc. Scholarship*
- Urbanecology.ca Scholarship
- William Petrie Scholarship*
- Henry & Marian Thiel International Business Bursary*
- Maureen McLeod Scholarship in Geography
- Joan Watson Memorial Scholarship
- The Leeder Family Memorial Bursary in Economics*
- The Leeder Family Memorial Bursary in Education – Elementary*
- The Leeder Family Memorial Bursary in Education – Secondary*
- The Leeder Family Memorial Bursary in Mathematics*
• Coast Capital Savings Entrepreneurship Scholarship
• E&S Theatre Scholarship
• MBA Pay It Forward Award*
• British Columbia Provincial Court Judges Association Bursary
• Chair in Transgender Studies Undergraduate Research Scholarship
• Eli Pasquale Basketball Award
• Gwyn Morgan “Be An Engineer” Bursary
• Union Club Scholarship
• Maureen De Burgh Memorial Scholarship
• Humanities Graduate Entrance Scholarship
• Wendy M Gedney Bursay in Elementary Education
• Tevlin Gleadle Curtis Scholarship in Employment Law
• Chair in Transgender Studies Doctoral Research Scholarship for Trans and Non-Binary Students
• Chair in Transgender Studies Master’s Degree Research Scholarship for Trans and Non-Binary Students
• Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Travel Award
• Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Bursaries*
• Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Fellowship*
• James A Mossey (SM) Award*
• Edra Ferguson Graduate Scholarship*
• Elaine Gallagher Award*
• Chair in Transgender Studies Doctoral Research Scholarship
• Chair in Transgender Studies Master’s Degree Research Scholarship
• Davidson Graduate Award in Russian and Slavic Studies
• Barbara J Shenton Scholarship
* Administered by the University of Victoria Foundation
TO: Secretary of Senate
   University Secretary’s Office

DATE: September 15, 2016

FR: Lori Nolt, Director, Student Awards and Financial Aid
    Secretary, Senate Committee on Awards

RE: Awards Recommended to Senate for Approval

_______________________________
Lori Nolt

2016/2017 Senate Committee on Awards
J. Walsh (Chair), S. Banerjee, C. Schallie, K. Barnes,
H. Hallgrimsdottir, J. Wood, S. Timayo, J. Fortin, M. Runtz, A. Cirillo,
Y. Rondeau, N. Greengoe, L. Nolt, F. Canjura

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined
Deletions are struck through

MAY YUEN MEMORIAL SCHOLARSHIP* (REVISED-GS)
A scholarship of at least $500 $1,000 is awarded to a graduate student who is in a master's program in the Department of Pacific and Asian Studies or PhD program and whose research is related to China or overseas Chinese. Selection will be made by the Graduate Awards Committee upon the recommendation of the Department of Pacific and Asian Studies.

ROGER ODLUM SCHOLARSHIP IN LAW (NEW-GS)
One or more scholarships are awarded to graduate students in the Faculty of Law who have, by their actions, demonstrated a practical commitment to creating a more ethical society, increasing civic responsibility, and developing a more civil, harmonious society. Students with a GPA of 6.0 or higher will normally be considered. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Faculty of Law.
INNIS CHRISTIE ENTRANCE SCHOLARSHIP* (NEW-UG)
One scholarship is awarded to an academically outstanding student entering the Faculty of Law JD program. Preference will be given to a student who either is from or has a connection to Atlantic Canada or has an expressed interest in employment/labour law. In the case where there is no applicant that meets one of these criteria, the scholarship will be awarded at the discretion of the Faculty of Law.

DAIRYLAND VIKES ATHLETIC AWARD* (NEW-UG)
One or more awards are given to undergraduate students who compete on a Vikes Varsity team at the University of Victoria. Eligible students must meet all Canadian Interuniversity Sport (CIS) eligibility requirements. Award recipient will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Manager of Athletics.

KUTZSCHAN GRADUATE SCHOLARSHIP IN PHILOSOPHY* (NEW-GS)
One or more scholarships are awarded to academically outstanding graduate students in the Department of Philosophy. Selection of recipients will be made by the Graduate Awards Committee, upon the recommendation of the Department of Philosophy.

ROBERT J MURPHY TRAVEL AWARD IN GREEK AND ROMAN STUDIES* (NEW-UG)
One or more travel awards of at least $1,000 each are awarded to undergraduate students who have a declared major in Greek and Roman Studies and who are enrolled in a field school, study tour or a study abroad course offered through the Department of Greek and Roman Studies, or approved by the department. The award will assist students with the costs of travel and/or fees associated with programs offered by the Department of Greek and Roman Studies. Students will be selected based on a written proposal submitted to the department.

ANNE AND IVOR WILLIAMS SPAIN AND LATIN AMERICA SCHOLARSHIP* (NEW-UG)
One or more Scholarships of at least $1000 each are awarded to academically outstanding undergraduate students pursuing a degree in Hispanic or Latin American Studies who are registered in a study abroad program, field school, experiential learning opportunity, or co-op work-term in Spain or Latin America.

CANADIAN HISTORY SCHOLARSHIP* (NEW-UG)
One or more scholarships of at least $1,000 each are awarded to students with the highest academic standing in introductory Canadian history courses.

MAURICE WILLIAM SUMMERHAYES MEMORIAL FUND (REVISED-UG)
One or more scholarships of $20,000 or more, payable over four years ($5,000 per year) will be awarded to a student with an outstanding academic record, who is entering an undergraduate program in the Faculty of Engineering. Preference will be given, in order, to students who completed secondary school studies on Vancouver Island, British Columbia, or in Canada. At the discretion of the Dean, this scholarship may not be awarded to students who hold another scholarship from the Faculty of Engineering. To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a cumulative grade point average of 7.00 or higher.
Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a cumulative grade point average of 7.00 or higher in the two terms. No Application is necessary for this scholarship. The Faculty of Engineering will select the recipients from the entering year.

**50TH ANNIVERSARY HUMANITIES ENTRANCE SCHOLARSHIP* (REVISED-UG)**
A one or more scholarships of $1,000 are awarded to an academically outstanding students entering the University of Victoria from a Canadian secondary schools who are pursuing an undergraduate degrees in the Faculty of Humanities.

**50TH ANNIVERSARY SOCIAL SCIENCES ENTRANCE SCHOLARSHIP* (REVISED-UG)**
A one or more scholarships of $1,000 are awarded to an academically outstanding students entering the University of Victoria from a Canadian secondary schools who are pursuing an undergraduate degrees in the Faculty of Social Science.

**50TH ANNIVERSARY VIKES ENTRANCE SCHOLARSHIP* (REVISED-UG)**
One or more scholarships of not less than $1,000 are awarded to an academically outstanding undergraduate students who are entering the University of Victoria directly from a Canadian secondary schools and who have demonstrated excellence in extramural athletics. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Manager of Athletics.

**ARTES Y LETRAS SCHOLARSHIP* (REVISED-UG)**
A scholarship of $150 is awarded to an outstanding student proceeding to the third or fourth year of a Major or Honours program in Spanish at the University of Victoria. In awarding the scholarship special consideration will be given to students showing special interest in Spanish art, art history, music or literature.

**DAVID HARRIS FLAHERTY SCHOLARSHIP* (REVISED-UG)**
One or more scholarships of at least $1,000 each are awarded to an academically outstanding undergraduate students in any discipline who can show how they have utilized library resources – be they print archival, music, multimedia, digital, etc. – for a class project, assignment or research paper. Eligible students must complete a 500 word essay explaining their use of library resources in an application. The University Librarian's Office will nominate the recipient.

**DAX GIBSON MEMORIAL AWARD IN GENDER STUDIES* (REVISED-UG)**
One or more awards are given to academically outstanding undergraduate students in the Department of Gender Studies who produce the most exceptional Gender Studies 400B independent research project and/or Gender Studies honours thesis. This award can go to a graduating student.
DR. KEN AND BARBARA THORNTON AWARD* (REVISED-UG)
An award is given to a one or more students enrolled in the School of Health Information Science and who has been a full-time resident of British Columbia for the preceding two years. Applications and further information can be obtained from the School of Health Information Science and must be returned by June 30th.

EDWARD PHILIP OSCAPELLA SCHOLARSHIP IN MUSIC* (REVISED-UG)
A One or more scholarships are awarded to a students entering a Major in Performance in the School of Music. Preference will be given to students of piano or violin.

JESSE SHORT-GERSHMAN MEMORIAL SCHOLARSHIP* (NEW-UG)
One scholarship of at least $1,000 is awarded to an undergraduate student in the Department of Computer Science and one scholarship of at least $1,000 is awarded to an undergraduate student in the Department of Mathematics & Statistics who submit a one-page essay indicating a mental health challenge they faced/are facing and what they learned/are learning through the experience. The essay should address activities that the student has participated in, such as: leadership, tutoring, peer mentoring, advocacy or self-care, which demonstrate how they have worked/are working on overcoming these challenges. Students with a GPA of 6.0 or higher will normally be considered. Selection of the recipients will be made by the Senate Committee on Awards. If one recipient from each Department is not possible in a given year, then two recipients from one Department may be selected.

MICHAEL MILLER SCHOLARSHIP* (REVISED-UG)
One or more scholarships are awarded to graduate students and/or undergraduate students entering 3rd or 4th year in the School of Health Information Science. The application process includes the submission of a short essay on manic depression (bipolar disorder). Application forms may be obtained in the School of Health Information Science. Completed forms must be submitted to the School of Health Information Science by June 15. Selection of the recipient(s) will be made upon the recommendation of the School of Health Information Science.

RILEY JANE ELHOLM MEMORIAL SCHOLARSHIP IN CIVIL ENGINEERING* (NEW-UG)
Two scholarships of at least $1,000 each are awarded to academically outstanding undergraduate students entering 2nd, 3rd or 4th year in the Department of Civil Engineering. Award selection will include consideration of students’ extracurricular activities in the engineering student community. Nominations will be made by the Department of Civil Engineering.

SHERRY LOVINE SAGRIS MEMORIAL BURSARY IN ART EDUCATION (NEW-UG)
The Bursary is awarded to a student entering their third or fourth year of the Bachelor of Education Secondary Program with art as a teaching focus. If no student can be found to meet this criteria, an entering first or second year student may be selected.

SIMBA TECHNOLOGIES INC. SCHOLARSHIP* (REVISED-UG)
Two scholarships are awarded to women students who are entering 2nd, 3rd or 4th year in the Bachelor of Science Major or Honours program in Computer Science or the Bachelor of Software Engineering program. Preference will be given to female students. Applications for the scholarship should reference volunteer service in the community and/or demonstrated leadership in or outside of the classroom. Application forms
are available from the Engineering Undergraduate Office, Faculty of Engineering and must be returned with the letter and resume to the Engineering Undergraduate Office by April 30th.

**URBANECOLOGY.CA SCHOLARSHIP (REVISED-UG)**
A scholarship of $500 to $300 is awarded to an academically outstanding undergraduate student who is beginning his or her final project in the Restoration of Natural Systems program. Preference will be given to those who plan a career in urban restoration.

**WILLIAM PETRIE SCHOLARSHIP* (REVISED-GS)**
One or more scholarships of at least $1,000 each are awarded to academically outstanding graduate students in any discipline who can show how the student has utilized library resources - be they print archival, music, multimedia, digital, etc. - for a class project, assignment or research paper. Eligible students must complete a 500 word essay explaining their use of library resources in an application. Graduate students must submit an application form to the University Librarian's Office by May 31st, to the attention of the Grants and Awards Librarian. Selection will be made by the Graduate Awards Committee upon the recommendation of the University Librarian's Office.

**HENRY & MARIAN THIEL INTERNATIONAL BUSINESS AWARD BURSARY* (REVISED-UG)**
An award A bursary will be given to a Canadian academically outstanding undergraduate student entering 4th year in the Bachelor of Commerce program who has completed the Bachelor of Commerce core and who is specializing in International Business.

**MAUREEN MCLEOD SCHOLARSHIP IN GEOGRAPHY (REVISED-UG)**
A Two scholarships of $1,000 each are awarded to academically outstanding undergraduate students in the Department of Geography.

**JOAN WATSON MEMORIAL SCHOLARSHIP (NEW-UG)**
A scholarship is awarded to a brass instrumentalist who is entering the School of Music at the University of Victoria and is a Canadian Resident. Preference for a student whose principal instrument is French Horn.

**THE LEEDER FAMILY MEMORIAL BURSARY IN ECONOMICS* (NEW-UG)**
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Department of Economics. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.

**THE LEEDER FAMILY MEMORIAL BURSARY IN EDUCATION – ELEMENTARY* (NEW-UG)**
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Faculty of Education – Elementary program. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.
THE LEEDER FAMILY MEMORIAL BURSARY IN EDUCATION – SECONDARY* (NEW-UG)
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Faculty of Education – Secondary program. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.

THE LEEDER FAMILY MEMORIAL BURSARY IN MATHEMATICS* (NEW-UG)
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Department of Mathematics. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.

COAST CAPITAL SAVINGS ENTREPRENEURSHIP SCHOLARSHIP (NEW-UG)
One or more scholarships are awarded to academically outstanding fourth year undergraduate students undertaking the entrepreneurial specialization in the Bachelor of Commerce program at the Peter B. Gustavson School of Business.

E&S THEATRE SCHOLARSHIP (NEW-GS)
Two $5,000 scholarships are awarded annually to academically outstanding graduate students in the Department of Theatre. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Department of Theatre.

MBA PAY IT FORWARD AWARD* (REVISED-GS)
Two or more awards of at least $1,200 each are awarded to students who are in good academic standing in their final year of the MBA program in the Sardul S. Gill Graduate School in the Peter B. Gustavson School of Business. At least one recipient will be from the daytime program and at least one recipient will be from the evening part-time program. This award is to recognize students who facilitate and promote a welcoming and positive learning environment for all MBA students. Students may self-nominate, or be nominated by other students, faculty and staff. Applications must be accepted by the Sardul S. Gill Graduate School by October 31st. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the MBA Awards Committee Gill Graduate School, Peter B. Gustavson School of Business.

BRITISH COLUMBIA PROVINCIAL COURT JUDGES ASSOCIATION BURSARY (NEW-UG)
The British Columbia Provincial Court Judges Association will provide an annual contribution of $1,000 for a bursary to an undergraduate student with financial need.

CHAIR IN TRANSGENDER STUDIES UNDERGRADUATE RESEARCH SCHOLARSHIP (NEW-UG)
Two or more $500 scholarships will be awarded to two academically outstanding undergraduate students entering third or fourth year and pursuing trans-related research in any field, including activity of a creative or performance type, in any field of study. Preference will be given to trans or non-binary-identified students, and/or to students who demonstrate financial need.
Students will submit an application, a 250-word statement about their research, a current copy of their CV, unofficial transcript, and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Student Awards and Financial Aid Office upon recommendation from the Chair in Transgender Studies Awards Committee.

**ELI PASQUALE BASKETBALL AWARD (NEW-UG)**
One or more awards are given to undergraduate students who compete on the Vikes Men’s Varsity Basketball team at UVic. Eligible students must meet all CIS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Manager of Athletics. Recipients must be Canadian citizens.

**GWYN MORGAN “BE AN ENGINEER” BURSARY (NEW-UG)**
One or more bursaries are awarded to undergraduate engineering students (BEng) entering their second year of study in the Faculty of Engineering.

**UNION CLUB SCHOLARSHIP (NEW-UG)**
A scholarship of $5,000 is awarded to an academically outstanding undergraduate Canadian citizen or permanent resident entering an undergraduate degree program directly from a public or private Greater Victoria secondary school who has demonstrated exceptional leadership and volunteerism with a non-profit organization in Greater Victoria. Preference will be given to students with demonstrated financial need. Applicants must be BC residents (defined as having lived at an address in BC at least one year prior to the application deadline).

**MAUREEN DE BURGH MEMORIAL SCHOLARSHIP (REVISED-GS)**
An One or more annual awards scholarships of up to $500 are awarded to a graduate students of high academic standing working in the field of marine biology. The award is to be made by the Graduate Awards committee upon the recommendation of the Department of Biology.

**HUMANITIES GRADUATE ENTRANCE SCHOLARSHIP (NEW-GS)**
One or more scholarships of $1000 each are awarded to academically outstanding students entering any graduate program in Humanities disciplines. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Associate Dean-Research of Humanities.
The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined
Deletions are struck through

**WENDY M GEDNEY BURSARY IN ELEMENTARY EDUCATION**
(NEW-UG)
A bursary is awarded to one or more students in elementary education in the Faculty of Education. Preference will be given to a mature student or a student who is a single parent.

**TEVLIN GLEADLE CURTIS SCHOLARSHIP IN EMPLOYMENT LAW**
(NEW-UG)
One scholarship is awarded to an academically outstanding JD student who has achieved the top grade in the Employment Law course. In a year when the course is not offered, the prize may be awarded to a student who has demonstrated excellence in the Labour Law course, or completed a paper or project on a topic related to Employment Law.
CHAIR IN TRANSGENDER STUDIES DOCTORAL RESEARCH SCHOLARSHIP FOR TRANS AND NON-BINARY STUDENTS (NEW-GS)
One or more $5,000 scholarship(s) will be awarded to current or entering, academically outstanding trans or non-binary-identified doctoral student(s) pursuing research in any field of study. Preference will be given to students who demonstrate financial need.
Students will submit an application, a 500-word statement about their research, unofficial transcript, a current copy of their CV, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.

CHAIR IN TRANSGENDER STUDIES MASTER’S DEGREE RESEARCH SCHOLARSHIP FOR TRANS AND NON-BINARY STUDENTS (NEW-GS)
Two or more $1,000 scholarships will be awarded to current or entering, academically outstanding trans or non-binary-identified master's students pursuing research in any field of study. Preference will be given to students who demonstrate financial need.
Students will submit an application, a 500-word statement about their research, unofficial transcript, a current copy of their CV, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.

JEFFREY RUBINOFF SCHOLAR IN ART AS A SOURCE OF KNOWLEDGE TRAVEL AWARD* (NEW-UG/GS)
The award is to cover travel, food and accommodation costs (the “Forum Costs”) for the recipient of the Jeffrey Rubinoff Scholar in Arts as a Source of Knowledge Fellowship and two graduate or undergraduate students to attend the Company of Ideas Forum (the “Forum”) which is conducted annually by the Jeffrey Rubinoff Foundation at the Jeffrey Rubinoff Sculpture Park (JRSP). Recipients will also be firstly chosen from Art History and Visual Studies, unless no eligible undergraduate or graduate students are available in a given year, in which case the student might be chosen from the Department or Visual Arts.

JEFFREY RUBINOFF SCHOLAR IN ART AS A SOURCE OF KNOWLEDGE BURSARIES* (NEW-GS)
One or more bursaries will be awarded to Art History and Visual Studies graduate students.

JEFFREY RUBINOFF SCHOLAR IN ART AS A SOURCE OF KNOWLEDGE FELLOWSHIP* (NEW-GS)
An award is given to a doctoral student in the field of Modern and Contemporary Art History. If there are no eligible candidates in this field, only outstanding doctoral candidates (excellent PhD proposal, high GPA) in other areas of Art History and Visual Studies will be considered.

JAMES A MOSSEY (SM) AWARD* (NEW-GS)
One scholarship will be awarded to a graduate student who is in good academic standing entering their final year of the MBA program (either full-time or part-time) in the Sardul S. Gill Graduate School at the Peter B. Gustavson School of Business. Students may be nominated by other students, faculty or staff, or may apply for this award on their own behalf.
EDRA FERGUSON GRADUATE SCHOLARSHIP* (REVISED-GS)
A one or more scholarships is are awarded to an outstanding graduate student(s) entering the LLM or PhD program in the Faculty of Law whose focus of study is Aboriginal law. Preference will be given to a student from Nunavut, Northwest Territories, or Yukon. Selection of the recipient will be made by the Graduate Awards committee upon the recommendation of the Faculty of Law.

ELAINE GALLAGHER AWARD* (NEW-GS)
One or more travel awards are given to outstanding graduate students doing research on aging who are presenting a paper or poster at a conference on aging. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Director of the Institute on Aging & Lifelong Health.

CHAIR IN TRANSGENDER STUDIES DOCTORAL RESEARCH SCHOLARSHIP (NEW-GS)
One or more $5,000 scholarships will be awarded to current or entering, academically outstanding doctoral students pursuing trans-related research in any field of study. Preference will be given to trans or non-binary-identified students, or to eligible students who demonstrate financial need. Students will submit an application, a 500-word statement about their research, a current copy of their CV, unofficial transcript, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.

CHAIR IN TRANSGENDER STUDIES MASTER'S DEGREE RESEARCH SCHOLARSHIP (NEW-GS)
Two or more $1,000 scholarships will be awarded to current or entering academically outstanding master’s students pursuing trans-related research in any field of study. Preference will be given to trans or non-binary-identified students, or to eligible students who demonstrate financial need. Students will submit an application, a 500-word statement about their research, a current copy of their CV, unofficial transcript, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.

DAVISON GRADUATE AWARD IN RUSSIAN AND SLAVIC STUDIES (NEW-GS)
One award of $1,500 is awarded each April to a graduate student in the Slavic Studies Graduate Program. Preference will be given, in descending order of priority, to a student who is:
   a) travelling to Russia, or the countries of the former Soviet Union, to do research
   b) travelling to an academic conference to present a research paper
If no eligible student will be undertaking travel, the award may be given to an academically outstanding student in Slavic Studies.

BARBARA J SHENTON SCHOLARSHIP (NEW-UG)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate mature student (23 years of age or older) who is a single parent studying education. Preference will be given to an eligible student with a background in social work or community work.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE

From: VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: November 29, 2016

Subject: STATUS REPORT ON CAPITAL PROJECTS

Basis for Jurisdiction: Committee’s Terms of Reference

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Previous Consultation:
Report provided to Board of Governors Operations and Facilities Committee at each meeting.

Background:

Attached please find the regular Board reports on the status of capital projects for current approved capital projects.

Attachment(s):

VPFO/FMGT Project Updates: November 01, 2016

1. Centre for Athletics, Recreation and Special Abilities (CARSA) and Parkade Buildings - Final
2. Continuing Studies Building Expansion – Final
3. District Energy Plant
4. Queenswood
PROJECT: CENTRE FOR ATHLETICS, RECREATION AND SPECIAL ABILITIES (CARSA) + PARKADE BUILDINGS

Project No.: 08-7758, 10-9565
Project Architect: Cannon Design Architecture Inc.
Contractor: Campbell Construction Ltd.

BUDGET STATUS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved Budget 29-Jan-2013</th>
<th>Approved Budget 28-May-2015</th>
<th>FINAL Forecast Costs 01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>$ 7,404,000</td>
<td>$ 7,530,670</td>
<td>$ 7,530,670</td>
</tr>
<tr>
<td>Construction</td>
<td>$ 62,255,600</td>
<td>$ 64,265,700</td>
<td>$ 64,826,500</td>
</tr>
<tr>
<td>Completion</td>
<td>$ 4,680,900</td>
<td>$ 4,686,165</td>
<td>$ 4,152,830</td>
</tr>
<tr>
<td>Contingency</td>
<td>$ 1,332,300</td>
<td>$ 867,300</td>
<td>$ 0</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>$ 75,672,800</td>
<td>$ 77,349,835</td>
<td>$ 76,510,000</td>
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<tr>
<td><strong>HST (3.4%) / GST (1.65%)</strong></td>
<td>$ 1,327,200</td>
<td>$ 1,350,165</td>
<td>$ 1,336,000</td>
</tr>
<tr>
<td><strong>TOTAL PROJECT COSTS</strong></td>
<td><strong>$ 77,000,000</strong></td>
<td><strong>$ 78,700,000</strong></td>
<td><strong>$ 77,846,000</strong></td>
</tr>
</tbody>
</table>

- Total forecasted Commitments to date are approximately $77,846,000.
- Forecast budget remaining unspent: C3 Completion $547,500 + C4 Contingency $306,500.

SCHEDULE STATUS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Revised Target Date 29-Jan-2013</th>
<th>Actual / Forecasted Date 01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARSA &amp; PARKADE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commence Schematic Design - Complete</td>
<td>Jan 2009</td>
<td>Jan 2009</td>
</tr>
<tr>
<td>Schematic Design - Complete</td>
<td>Apr 2009</td>
<td>May 2009</td>
</tr>
<tr>
<td>Design Development - Complete</td>
<td>Oct 2009</td>
<td>May 2010</td>
</tr>
<tr>
<td>Construction Documents - Complete</td>
<td>Jan 2011</td>
<td>Sep 2012</td>
</tr>
<tr>
<td>Tender - Complete</td>
<td>Dec 2012</td>
<td>Dec 2012</td>
</tr>
<tr>
<td>Construction Stage - Complete</td>
<td>Feb 2013</td>
<td>Feb 2013</td>
</tr>
<tr>
<td>Commissioning - Complete</td>
<td>Dec 2014</td>
<td>Mar 2015</td>
</tr>
<tr>
<td>Fit-up and Move In - Complete</td>
<td>Apr 2015</td>
<td>Apr 2015</td>
</tr>
<tr>
<td>MCKINNON BLDG RENOVATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commence Construction - Complete</td>
<td>May 2015</td>
<td>Jul 2015</td>
</tr>
<tr>
<td>Construction Stage - Complete</td>
<td>Jul 2016</td>
<td>Aug 2016</td>
</tr>
<tr>
<td>Fit-up and Move In - Complete</td>
<td>Aug 2016</td>
<td>Aug 2016</td>
</tr>
</tbody>
</table>

**Major Risks:**
- None
VPFO / FMGT PROJECT UPDATE:
CONTINUING STUDIES BUILDING EXPANSION
November 1, 2016

PROJECT: CONTINUING STUDIES BUILDING EXPANSION - FINAL

Project No.: 12-00643
Project Architect: Hughes Condon Marler Architects (HCMA)
General Contractor: Knappett Projects Inc.

<table>
<thead>
<tr>
<th>BUDGET STATUS:</th>
<th>Approved Budget 01-Oct-2013</th>
<th>Final Forecast Costs 01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>$ 1,570,000</td>
<td>$ 1,300,000</td>
</tr>
<tr>
<td>Construction</td>
<td>$ 9,500,000</td>
<td>$ 11,000,000</td>
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<tr>
<td>Completion</td>
<td>$ 1,900,000</td>
<td>$ 950,000</td>
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<tr>
<td>Contingency</td>
<td>$ 500,000</td>
<td>$ 0</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>$ 13,470,000</td>
<td>$ 13,250,000</td>
</tr>
<tr>
<td>GST (1.65%)</td>
<td>$ 230,000</td>
<td>included</td>
</tr>
<tr>
<td>TOTAL PROJECT COSTS</td>
<td>$ 13,700,000</td>
<td>$ 13,250,000</td>
</tr>
</tbody>
</table>

Total Commitments to date are $13,250,000 or 98% of the Approved Budget.

<table>
<thead>
<tr>
<th>SCHEDULE STATUS:</th>
<th>Target Dates 01-Oct-2013</th>
<th>Actual Dates 01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming</td>
<td>Apr 2013</td>
<td>Apr 2013</td>
</tr>
<tr>
<td>Schematic Design</td>
<td>Jun 2013</td>
<td>Jun 2013</td>
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<tr>
<td>Design Development</td>
<td>Dec 2013</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Construction Documents</td>
<td>Apr 2014</td>
<td>May 2014</td>
</tr>
<tr>
<td>Tender</td>
<td>May 2014</td>
<td>June 2014</td>
</tr>
<tr>
<td>Construction Complete</td>
<td>Jul 2015</td>
<td>Jan 2016</td>
</tr>
<tr>
<td>Occupancy for Fit-Out</td>
<td>Jul 2015</td>
<td>Feb 2016</td>
</tr>
</tbody>
</table>

Major Risks:

- None, project is complete.
**PROJECT:** DISTRICT ENERGY PLANT

**Project No:** 14-01397  
**Project Consultants:** FVB Energy Inc.  
**Construction Manager:** TBD

<table>
<thead>
<tr>
<th>BUDGET STATUS:</th>
<th>APPROVED BUDGET 01-Sept-16</th>
<th>FMGT Forecast Costs 01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>$2,888,770</td>
<td>$2,888,770</td>
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<tr>
<td>Construction</td>
<td>$13,900,000</td>
<td>$13,900,000</td>
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<tr>
<td>Completion</td>
<td>$1,900,000</td>
<td>$1,900,000</td>
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<tr>
<td>Contingency</td>
<td>$780,000</td>
<td>$780,000</td>
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<tr>
<td>Sub-Total</td>
<td>$19,468,770</td>
<td>$19,468,770</td>
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<tr>
<td>GST (1.65%)</td>
<td>$321,230</td>
<td>$321,230</td>
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<tr>
<td><strong>TOTAL PROJECT COSTS</strong></td>
<td></td>
<td><strong>$19,790,000</strong></td>
</tr>
</tbody>
</table>

- Total commitments to date are approximately $1,465,000, representing 7.4% of the approved Budget of $19,790,000.

<table>
<thead>
<tr>
<th>SCHEDULE STATUS:</th>
<th>Target Date 01-Sept-16</th>
<th>Actual / Forecasted Date 01-Nov-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE 1 – New Building w/ 1 Boiler, Underground Services, Transfer Station Reno’s Connections (April 2016 to March 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Documents</td>
<td>Mar 2017</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Tender</td>
<td>Apr 2017</td>
<td>Apr 2017</td>
</tr>
<tr>
<td>Construction Stage</td>
<td>Feb 2018</td>
<td>Feb 2018</td>
</tr>
<tr>
<td>Commissioning</td>
<td>Mar 2018</td>
<td>Mar 2018</td>
</tr>
<tr>
<td>Fit-up and Move In</td>
<td>Apr 2018</td>
<td>Apr 2018</td>
</tr>
<tr>
<td>PHASE 2 – Additional 2 Boilers, Transfer Station Reno’s, Decommissioning Existing Plants (April 2018 to TBD pending funding)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Documents</td>
<td>Apr 2018</td>
<td>Apr 2018</td>
</tr>
<tr>
<td>Tender</td>
<td>Jun 2018</td>
<td>Jun 2018</td>
</tr>
<tr>
<td>Construction Sate</td>
<td>Feb 2019</td>
<td>Feb 2019</td>
</tr>
<tr>
<td>Commissioning</td>
<td>Mar 2019</td>
<td>Mar 2019</td>
</tr>
<tr>
<td>Fit-up and Move In</td>
<td>Apr 2019</td>
<td>Apr 2019</td>
</tr>
</tbody>
</table>

**Major Risks:**

- Ministry funding provided on a fiscal year basis results in increased pressures on schedule.
- Ministry funding not made available.
PROJECT: Queenswood - Oceans Climate Campus

Project No: 35338
Project Consultants: Dialog Architecture/
KPL James Architecture
Construction Manager: TBD

BUDGET STATUS: APPROVED BUDGET Forecast Costs

<table>
<thead>
<tr>
<th></th>
<th>01-Sept-16</th>
<th>01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>$800,000</td>
<td>$800,000</td>
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<tr>
<td>Construction</td>
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<td>$5,200,000</td>
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<tr>
<td>Completion</td>
<td>$140,000</td>
<td>$140,000</td>
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<tr>
<td>Contingency</td>
<td>$700,000</td>
<td>$700,000</td>
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<tr>
<td>Sub-Total</td>
<td>$6,890,000</td>
<td>$6,890,000</td>
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<tr>
<td>GST (1.65%)</td>
<td>$110,000</td>
<td>$110,000</td>
</tr>
</tbody>
</table>

TOTAL PROJECT COSTS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$7,000,000</td>
<td>$7,000,000</td>
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</tbody>
</table>

- Total commitments to date are approximately $282,000, representing 4% of the approved Budget of $7,000,000.

SCHEDULE STATUS: Target Date Actual / Forecasted Date

<table>
<thead>
<tr>
<th></th>
<th>01-Sept-16</th>
<th>01-Nov-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE 1 - Base Building; selective demolition of the interior and hazmat abatement (December 2016 to March 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demolition design</td>
<td>Dec 2016</td>
<td>Dec 2016</td>
</tr>
<tr>
<td>Issue for tender hazmat &amp; demo package</td>
<td>Dec 2016</td>
<td>Dec 2016</td>
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<tr>
<td>Tender &amp; award</td>
<td>Jan 2017</td>
<td>Jan 2017</td>
</tr>
<tr>
<td>Demolition Stage</td>
<td>Feb 2017</td>
<td>Feb 2017</td>
</tr>
<tr>
<td>PHASE 2 - Base Building Upgrades; structural, seismic, building envelope, HVAC &amp; electrical. (April 2017 to June 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Documents</td>
<td>Jan 2017</td>
<td>Jan 2017</td>
</tr>
<tr>
<td>Issue for tender &amp; award</td>
<td>Mar 2017</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Construction stage</td>
<td>Apr 2017</td>
<td>Apr 2017</td>
</tr>
<tr>
<td>Handover to TI crew</td>
<td>Sep 2017</td>
<td>Sep 2017</td>
</tr>
</tbody>
</table>
PHASE 3 – Interior Improvements; office fit-up, finish electrical and mechanical work. (April 2017 to June 2017)

<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design development</td>
<td>Mar 2017</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Construction Documents</td>
<td>Jun 2017</td>
<td>Jun 2017</td>
</tr>
<tr>
<td>Issue for tender &amp; award</td>
<td>Jul 2017</td>
<td>Jul 2017</td>
</tr>
<tr>
<td>Construction stage (5 months)</td>
<td>Jan 2018</td>
<td>Jan 2018</td>
</tr>
</tbody>
</table>

Major Risks:
- Rezoning is required for the project. While we have received a letter of support from the district, the requirement could potentially increase costs.
- There is a requirement as part of the Strategic Infrastructure Fund to complete the project by April 2018.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE

From: VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: November 29, 2016

Subject: CONTINUING STUDIES BUILDING EXPANSION CLOSEOUT REPORT

Basis for Jurisdiction: Committee’s Terms of Reference

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Previous Consultation:

Approval of project May 2013 Board meeting. Regular status updates at every board meeting commencing September 2013 and ending January 2016.

Background:

A critical component of major projects on campus is the preparation of a Closeout Report. The purpose of the closeout report is to provide final reporting on project budget, scope and schedule as well as share lessons learned and recommendations for future projects. The project is completed by the Facilities Management Team with input from the building users.

The original Continuing Studies Building was built in 2003, was 4,137 sq. /m. / 44,532 sq. /ft., on a partial lower level, a main floor level and two upper levels.
The Continuing Studies Building Expansion (CST) project was intended to allow the University of Victoria, Division of Continuing Studies (UVCS) to realize their vision for expansion of the Pathways Program, an international student program, as well as accommodate facilities such as the student Support Centre, temporarily located in the Mearns Library and provide Executive Program facilities all in one centralized location.

Schedule & Milestones:

Budget & Costs

<table>
<thead>
<tr>
<th>CST Building Expansion</th>
<th>Target Date 01-Oct-2013</th>
<th>Actual Dates 01-Sept-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming - Complete</td>
<td>Apr 2013</td>
<td>Apr 2013</td>
</tr>
<tr>
<td>Schematic Design - Complete</td>
<td>Jun 2013</td>
<td>Jun 2013</td>
</tr>
<tr>
<td>Design Development - Complete</td>
<td>Dec 2013</td>
<td>Dec 2013</td>
</tr>
<tr>
<td>Construction Documents - Complete</td>
<td>Apr 2014</td>
<td>May 2014</td>
</tr>
<tr>
<td>Tender - Complete</td>
<td>May 2014</td>
<td>June 2014</td>
</tr>
<tr>
<td>Construction Complete</td>
<td>Jul 2015</td>
<td>Jan 2016</td>
</tr>
<tr>
<td>Occupancy for Fit-Out - Complete</td>
<td>Jul 2015</td>
<td>Feb 2016</td>
</tr>
</tbody>
</table>

Approved Budget | Final Forecast Cost  
01-Oct-2013 | 01-Sept-2016 

| Consulting | $1,570,000 | $1,300,000 |
| Construction | $9,500,000 | $11,000,000 |
| Completion | $1,900,000 | $950,000 |
| Contingency | $500,000 | $0 |
| Sub-Total | $13,470,000 | $13,250,000 |
| GST (1.65%) | $230,000 | included |
| Total Project Costs | $13,700,000 | $13,250,000 |

The initial timeline was revised due to slippage in the construction schedule related to mobilization and temporary exit stair construction. Substantially all expenditures have now been incurred and total project costs are $450,000 less than budgeted.

Issues’ Management & Communication:

From the beginning of the design process Facilities Management maintained quality control procedures. Throughout the construction of the project, Facilities Management upheld the demand for high quality construction standards to be monitored and delivered by the Consultant Team and Construction firms. Project Management Services, uses clear transparent communication methods to ensure clarity of project outcomes and efficient management of issues. The Building users were actively involved at the initial planning and throughout the construction.

Project Successes | Lessons Learned:

User Comments
- Successful project, very well received by students, staff and teachers.
- Expectations were realistic from the outset, therefore efficiencies in effective project delivery.
• Determining programming needs happened early and well; the timelines were clear and on task.
• Planning stage processes were organized focused and outcomes met milestone dates.
• User groups were located in various spaces spread around campus and were brought together in a central location.
• Expansion of the new lower level footprint was an important design decision for the future.
• Budget restrictions; design aligned to budget.
• Clients receive compliments for the expansion design from users and guests.
• Instructors like the advanced instructional technology in classrooms.
• Successful design concept converting an underutilized exterior courtyard into a highly successful internal collaborative, collegial space.
• Construction was well managed, environmental concerns were managed; informative, weekly logistic / communication meetings.
• After hours shifts for service shut downs, noisy work, respected classroom schedules maintained the academic mission as priority.

Project Challenges | Lessons Learned:

User Comments, Challenges
• Initial three-month contractor schedule slip in mobilization and temporary exit stair construction added up to a full term delay in occupancy.
• AV System reviews and purchasing was a challenge.
• Redundant electrical system designed throughout the building for power savings to shutdown certain receptacles may not be required.
• Secondary light and receptacles switches or motion sensors are not good in day-to-day use in most spaces, however, LEED and ASHRAE required.

Facilities Management Recommendations | Lessons Learned:

The Project team identified a number of things that worked well and should be repeated and / or suggests improvements upon to help other Projects.
• The success of the CST project was based on in-depth planning, client knowledge and engagement, adequate resources and high level support.
• CST Senior Management was imbedded in the project process from concept to completion providing leadership, direction and decisions through all stages.
• The Consultant, University and Contractor teams worked very well together; dedicated to the University vision, respectful of time and resources while ensuring quality and safety.
• The Contractor project manager and site superintendent were trustworthy, communicative and focused on achieving the project requirements.
• When initial project schedules are developed, ensure sufficient time is allocated for internal design document review, final test for fit coordination and commissioning.
• Plan as many interior completion items, W/C accessories, AV Systems and equipment, building signage, wayfinding, fire safety requirements into the contract documentation as possible.
• Limit contract cash allowances and owner driven change orders wherever possible to eliminate additional design and scope during construction phase; schedules and budgets are impacted.
• Commissioning may be best started in the schematic design stage and engagement of mechanical contractor’s agent would be best as early in construction as possible.
• The Commissioning Consultant, Mechanical Contractor Agent and Balancing Contractor should always be separate firms; authorized by the project Mechanical Engineer.
• Increase collaboration with FMGT Operations during the project development stages and begin their involvement in the system commissioning at the start of the design development stage.
• Ensure modifications to the existing building systems are part of the Contractor as built drawing mark ups and added to the FMGT record drawing library.
• Review lessons learned during the planning stage of the next project to ensure progressive elaboration of process occurs.

Attachment:

Photos of Project
Before and During Construction
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 6, 2016

To: Operations and Facilities Committee
From: Valerie S. Kuehne, Vice-President Academic and Provost

Meeting Date: November 29, 2016
Subject: Report on Student Financial Aid 2015-16

Basis for Jurisdiction: Strategic Plan Objectives 2 and 3

Strategic Relevance: The report provides information on UVic’s longstanding priority of recruiting and retaining outstanding students from diverse regions and backgrounds and removes barriers to admission and retention. The report also highlights funding that is in place to build on our commitment to support access and success for indigenous students. This annual report supports objectives 2 and 3 of the strategic plan and provides metrics for our goal of increasing student financial assistance.

Background: The Report on Student Financial Aid is an annual report presented to the Board of Governors.

Summary: The attached report provides an overview of the types and levels of financial assistance available to undergraduate students and need based funding received by graduate students during the May 2015 to April 2016 academic year. This includes scholarships, bursaries, awards, and work study funding.
In 2015-16, undergraduate students received more than $13.6 million in financial aid from a variety of sources including: operating budget, carry over, annual donor, and endowed sources of funding. More than $8.8 million in scholarships was awarded to 3,447 full time undergraduate students. In addition, 1,056 undergraduate students shared bursaries and awards valued at more than $3.3 million and 338 graduate students received bursaries and awards valued at more than $778k. The Work Study Program provided part-time employment opportunities to 487 students who earned more than $661k from September 2015 to April 2016.

From 2011 to 2015, the annual value of student financial aid received by undergraduate students and bursaries for graduate students has increased by almost $3.8 million dollars or a 38 percent increase. The University’s gross expenditures (including expenditures from the specific purpose and sponsored research funds) for scholarships and bursaries for all students has increased by almost $4.7 million dollars or 14.8 percent from $32.4m in 2011-12 to $37.1m in 2015-16. (see table on page 4).

**Attachment(s):** The 2015-2016 Report on Student Financial Aid and Study on Affordability and Accessibility.
2015 – 2016 Report on Student Financial Aid

General Information

The University of Victoria’s Goal

The renewed strategic plan “A Vision for the Future – Building on Excellence” (January 2012) articulates among its highest priorities the following objectives:

Objective 2:
To actively recruit and retain outstanding students from diverse regions and backgrounds and remove barriers to admission and retention other than academic and creative potential.

Objective 3:
To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.

Student financial aid offered as scholarships, bursaries, and the work-study program support the recruitment and retention of a diverse, high achieving student population.

Under the key area of Quality within the strategic plan, our goal is to offer programs in teaching, research and support of such quality as to place us in the upper 20 percent of a national set of comparable programs as judged by peer evaluation.

Based on the most recent available comparative data from the Canadian Association of University Business Officers’ (CAUBO) Financial Information of Universities and Colleges 2014-15, UVic meets the goal of being in the top 20 percent of Canadian universities in terms of expenditures on student financial assistance. For fiscal year 2014-15, UVic was within the top 20 percent and is ranked 10th overall as shown below:

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Rank</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Regina</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>École Polytechnique de Montréal</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Memorial University of Newfoundland</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Concordia University</td>
<td>7</td>
<td>12%</td>
</tr>
<tr>
<td>Trent University</td>
<td>8</td>
<td>13%</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>University of Victoria</td>
<td>10</td>
<td>17%</td>
</tr>
</tbody>
</table>
Undergraduate Student Financial Aid Funding

Over the past five years, the commitment of additional funding from various sources (base budget, carry over, annual donor, and endowed sources) has made it possible to increase both the value and number of undergraduate scholarships and bursaries as shown in the chart below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$5,177,606</td>
<td>$5,990,420</td>
<td>$8,029,202</td>
<td>$9,849,772</td>
<td>$8,863,835</td>
</tr>
<tr>
<td>Bursaries and Awards</td>
<td>$3,950,875</td>
<td>$3,727,287</td>
<td>$4,189,456</td>
<td>$4,585,880</td>
<td>$4,110,174</td>
</tr>
<tr>
<td>Work Study</td>
<td>$745,332</td>
<td>$718,713</td>
<td>$706,772</td>
<td>$714,538</td>
<td>$661,929</td>
</tr>
<tr>
<td>Total</td>
<td>$9,873,813</td>
<td>$10,436,420</td>
<td>$12,925,430</td>
<td>$15,150,190</td>
<td>$13,635,938</td>
</tr>
</tbody>
</table>

This report details funding for undergraduate scholarships, undergraduate and graduate bursaries, and the work study program administered by Student Awards and Financial Aid. Merit based awards for graduate students are administered by the Office of the Dean of the Faculty of Graduate Studies and are included in the table below.

The following figures, from UVic’s audited financial statements, include all types of student financial aid received by undergraduate and graduate students expended from general operating, specific purpose, and sponsored research funds.

All Gross Expenditures for Scholarships, Fellowships & Bursaries

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>$32,484,000</td>
</tr>
<tr>
<td>2012-13</td>
<td>$33,500,000</td>
</tr>
<tr>
<td>2013-14</td>
<td>$35,925,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>$37,440,000</td>
</tr>
<tr>
<td>2015-16</td>
<td>$37,157,000</td>
</tr>
</tbody>
</table>

A. University of Victoria’s Undergraduate Scholarship Program

The University of Victoria offers one-time and renewable entrance and in-course scholarships in support of the overall enrolment goals of the institution, in particular the recruitment and retention of high quality students.

In 2015-16, 3,117 undergraduate students received entrance and in-course scholarships totalling $8,862,835 from base budget, carry over, annual donor, and endowed sources of funding representing a 10 percent decrease in the total dollar value of scholarships awarded from the previous year. This decrease resulted from a number of factors discussed later in this report.

Scholarships are awarded in two categories: entrance and in-course. The majority of entrance scholarships are offered on the basis of the admission average of the applicant. There is also a category of entrance scholarships awarded with

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1SAFA administers bursaries and work study for both undergraduate and graduate students and the dollar values for these types of aid include funding awarded to graduate students.
consideration given to admission average, volunteer commitment, athleticism, leadership, or other criteria specified in the terms of reference for each award.

The majority of in-course scholarships are adjudicated based on grades in UVic courses in the previous 12 months of study while others are awarded based on departmental nomination. There are also in-course scholarships awarded on the basis of specific criteria, as well as grades.

The following table compares all undergraduate scholarships awarded in 2014-15 and 2015-16:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of scholarships</td>
<td>1,889</td>
<td>1,817</td>
<td>72</td>
</tr>
<tr>
<td>Number of recipients</td>
<td>1,718</td>
<td>1,636</td>
<td>82</td>
</tr>
<tr>
<td>Value of scholarships</td>
<td>$5,599,913</td>
<td>$4,220,651</td>
<td>$1,379,262</td>
</tr>
<tr>
<td>Average award per recipient</td>
<td>$3,529</td>
<td>$2,580</td>
<td>$949</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of In-Course Scholarships</th>
<th>May 2014 - Apr 2015</th>
<th>May 2015 - Apr 2016</th>
<th>Change from 2014-15 to 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of scholarships</td>
<td>1,925</td>
<td>1,973</td>
<td>48</td>
</tr>
<tr>
<td>Number of recipients</td>
<td>1,729</td>
<td>1,481</td>
<td>248</td>
</tr>
<tr>
<td>Value of scholarships</td>
<td>$4,249,859</td>
<td>$4,642,184</td>
<td>$392,325</td>
</tr>
<tr>
<td>Average award per recipient</td>
<td>$2,458</td>
<td>$3,135</td>
<td>$677</td>
</tr>
</tbody>
</table>

**Entrance Scholarships:**

The largest category of entrance scholarships is automatic scholarships awarded on the basis of admission average only. To be considered for this scholarship category, prospective students were required to self-report their grade 12 marks by March 31, 2015. Students entering with a self-reported admission average of 85 percent or higher were offered entrance scholarships with values ranging from $1,500 to $6,500. The scholarship offer letter advised that the award would be granted upon confirmation of final grades in August and registration in a full course load in the 2015-16 winter session. The number and total value of offers made each year varies depending on the admission average of each student in the entering class.
The following table details a comparison of the all automatic entrance scholarships offered and accepted in 2014-15 and 2015-16:

<table>
<thead>
<tr>
<th>Admission average required to qualify</th>
<th>Value</th>
<th>2014-15 # Offered</th>
<th>2014-15 # Accepted</th>
<th>2014-15 $ Awarded</th>
<th>2015-16 # Offered</th>
<th>2015-16 # Accepted</th>
<th>2015-16 $ Awarded</th>
<th>Change in # accepted from 2014-15 to 2015-16</th>
<th>Change in $ awarded from 2014-15 to 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98.00 - 100%</td>
<td>$6,500</td>
<td>46</td>
<td>21</td>
<td>$136,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97.00 - 100%</td>
<td>$6,500</td>
<td>114</td>
<td>58</td>
<td>$383,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96.00 - 97.99%</td>
<td>$5,000</td>
<td>174</td>
<td>71</td>
<td>$365,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94.50 - 95.49%</td>
<td>$4,000</td>
<td>194</td>
<td>71</td>
<td>$284,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Renewable</td>
<td>482</td>
<td>203</td>
<td></td>
<td>$1,032,500</td>
<td>221</td>
<td>105</td>
<td>$556,500</td>
<td>98</td>
<td>$476,000</td>
</tr>
<tr>
<td>Non-Renewable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94.00 - 95.99%</td>
<td>$3,500</td>
<td></td>
<td>341</td>
<td>$360,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93.50 - 94.49%</td>
<td>$4,000</td>
<td>220</td>
<td>58</td>
<td>$232,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90.00 - 93.99%</td>
<td>$2,500</td>
<td></td>
<td>1,141</td>
<td>$975,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90.00 - 93.49%</td>
<td>$3,000</td>
<td>1,083</td>
<td>33</td>
<td>$1,011,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85.00 - 89.99%</td>
<td>$2,241</td>
<td>2,241</td>
<td>306</td>
<td>$1,412,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85.00 - 89.99%</td>
<td>$3,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,508,500</td>
<td>174</td>
<td>$146,500</td>
</tr>
<tr>
<td>Total Non-Renewable</td>
<td>3,544</td>
<td>1,101</td>
<td>$2,655,000</td>
<td>3,834</td>
<td>1,275</td>
<td>$2,508,500</td>
<td>174</td>
<td>$146,500</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>4,026</td>
<td>1,304</td>
<td>$3,687,500</td>
<td>4,055</td>
<td>1,380</td>
<td>$3,065,000</td>
<td>76</td>
<td>$622,500</td>
<td></td>
</tr>
</tbody>
</table>

Automatic entrance scholarships:
- In 2015-16, 1,380 automatic renewable and non-renewable entrance scholarships were accepted with a total value of $3,065,000.
- There was a 6 percent increase in the total number and a 17 percent decrease in the total value of automatic entrance scholarships accepted when compared to the previous year.
- The average value of entrance scholarships per recipient in the automatic scholarship category was $2,232, for a 21 percent decrease from the average value of $2,828 in the previous year.

Automatic renewable entrance scholarships:
- There were 221 offers of renewable entrance scholarships made to eligible applicants in 2015-16 compared to 482 offers made in 2014-15.
- The lower number of renewable entrance scholarship offers made in 2015-16 was largely due to the elimination of the $16,000 renewable entrance scholarships and increases in the entering average required to qualify for the $20,000 and $26,000 renewable entrance scholarships.
  - 98.00 – 100% $26,000 payable at $6,500 per year for four years
  - 96.00 – 97.99% $20,000 payable at $5,000 per year for four years
- In 2014-15, 203 entering students with admission averages of 94.50 percent or higher accepted renewable entrance scholarships with values ranging from $16,000 to $26,000.
  - 97.00 – 100% $26,000 payable at $6,500 per year for four years
  - 95.50 – 96.99% $20,000 payable at $5,000 per year for four years
  - 94.50 – 95.49% $16,000 payable at $4,000 per year for four years
In-Course Scholarships:

The comparison of in-course scholarships on page 5 includes the following:

- In 2015-16, 1,481 students who demonstrated academic excellence in their previous year of study at UVic received in-course scholarships with a total value of $4,642,184.
- In 2015-16 there was a 14 percent decrease in the number of in-course scholarship recipients and a 9 percent increase in the value of in-course scholarships awarded in the previous year.
- Included in totals mentioned above, 424 students received renewals of entrance scholarships with a total value of $2,380,000. This represents a 7 percent increase in the numbers of students who were eligible to have their scholarships renewed and a 9 percent increase in the total value of renewals awarded.
- The average value of in-course scholarships was $3,135 for a 28 percent increase over the previous year. This increase was largely due to a greater number of renewable scholarships accepted since 2013-14.

Competitiveness of UVic’s Entrance Scholarship Program:

With over 70 percent of students coming from outside the south Vancouver Island region, our position as a destination university results in higher costs for students who relocate to study at UVic. In the fall of 2012, Student Awards and Financial Aid and Student Recruitment reviewed the scholarship strategy with a view to enhancing the entrance scholarship program to better ensure our competitiveness in recruiting high quality students, to meet the goal of being in the top 20 percent of Canadian universities in terms of expenditures on student financial assistance, and to support our domestic recruitment targets. As a result of that review, significant short-term enhancements were made to our entrance scholarship program that included the use of carry forward funds as well as a significant short term investment from the Integrated Planning Committee. Prospective students who were admitted in September 2013 with an admission average between 85-94.49 percent and domestic International Baccalaureate applicants reporting 32-37 IB points were offered higher value scholarships than those offered in previous years. In addition, students transferring from Canadian colleges or universities were eligible for higher value transfer scholarships.

The enhanced scholarship program was very successful but not sustainable. Between 2013-14 and 2014-15 there was an increase of $733k in the value of scholarships accepted and renewed. A proposal for an adjustment to the enhanced scholarship program was presented to the Integrated Planning Committee in June 2014 that included (a) one-time funding of $1.5 million for 2015-16 and (b) reductions in scholarship values for 2015-16 to offset the decrease in available carry forward funding:

- Renewable scholarships offered to students in the 96-100 percent range only (previously offered in the 94.50-100 percent range).
  - 98.00 – 100% $26,000 payable at $6,500 per year for four years
  - 96.00 – 97.99% $20,000 payable at $5,000 per year for four years
- Renewable scholarships valued at $16,000 were discontinued.
• Reduced scholarship values offered within revised admission average ranges to reduce the demand on the scholarship base budget.
  o Non-renewable scholarships previously valued at $4,000 per year reduced to $3,500
  o Non-renewable scholarships previously valued at $3,000 per year reduced to $2,500
  o Non-renewable scholarships previously valued at $2,000 per year reduced to $1,500
• University/college transfer previously valued at $3,000 reduced to $2,000

For the 2015-16 entering class, the most common scholarship amount offered was $1500 for students with an admission average of 85% to 89.99%.

The charts on the following page show UVic's competitive position in 2015-16 and 2016-17:

<table>
<thead>
<tr>
<th>School</th>
<th>Automatic Entrance Scholarship Comparators 2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic</td>
<td>UVic Excellence</td>
</tr>
<tr>
<td>UVic</td>
<td>UVic Excellence</td>
</tr>
<tr>
<td></td>
<td>President’s Entrance</td>
</tr>
<tr>
<td></td>
<td>UVic Entrance</td>
</tr>
<tr>
<td></td>
<td>UVic Entrance</td>
</tr>
<tr>
<td>Guelph</td>
<td>University of Guelph Entrance Scholarship</td>
</tr>
<tr>
<td></td>
<td>University of Guelph Entrance Scholarship</td>
</tr>
<tr>
<td>Queen’s</td>
<td>Principal’s Scholarship</td>
</tr>
<tr>
<td></td>
<td>Excellence Scholarship</td>
</tr>
<tr>
<td></td>
<td>Dean’s Admission Schol. for Bachelor of Arts (Honours)</td>
</tr>
<tr>
<td>SFU</td>
<td>Academic Excellence Scholarship</td>
</tr>
<tr>
<td></td>
<td>Automatic Entrance Scholarship</td>
</tr>
<tr>
<td>U of Calgary</td>
<td>President’s Admission Scholarships</td>
</tr>
<tr>
<td>U of Calgary</td>
<td>President’s Admission Scholarships</td>
</tr>
<tr>
<td>U of Calgary</td>
<td>U of Calgary Entrance Scholarships</td>
</tr>
<tr>
<td>U of Calgary</td>
<td>U of Calgary Entrance Scholarships</td>
</tr>
<tr>
<td>UBC</td>
<td>Automatic Entrance Scholarships</td>
</tr>
</tbody>
</table>
In November 2015, a request for additional support was presented to the Integrated Planning Committee. The request outlined the four important outcomes that UVic had realized as a result of implementing the enhanced entrance scholarship program in 2013-14:

1. Increased quality (i.e., entering average) of new students
2. Growth in undergraduate enrolment
3. Retention of undergraduate students
4. Enhanced competitiveness with comparator institutions

The Integrated Planning Committee approved an additional $1.5 million in both 2016-17 and 2017-18 to support the enhanced entrance scholarship program. While this represented a continued and significant investment, SAFA was required to reduce scholarship values in 2016-17 to ensure that the Student Awards budget remains sustainable. Detailed information regarding the 2016-17 scholarship program will be available in the coming months and will be included in next year’s Report on Student Financial Aid.

The following graph illustrates automatic scholarship offers and acceptances over the last 6 years:
B. University of Victoria’s Undergraduate Bursary Program

The Bursary Program helps remove the financial barriers to admission and supports the retention of a diverse student population. As one of the major funding tools in the University's financial assistance strategy for undergraduate students, bursaries are designed to reduce the gap between total financial need and available resources when primary resources are insufficient. Students are required to demonstrate financial need to qualify for bursaries.

Students who have applied and qualify for government student assistance, and whose financial need exceeds the maximum government aid available, are eligible to apply for bursary funding. While the majority of bursary funds require applicants to be in receipt of government student assistance, there are need based awards such as the LE,NONET Bursary and the UVSS Student-Parent Childcare Bursary that do not require the student to be receiving government aid.

To apply for bursaries, students submit applications that are assessed to determine eligibility. Basic educational expenses recognized by the provincial student assistance authority are included in the assessment of financial need. These costs include the associated program costs for tuition and mandatory fees, books and supplies, accommodation, food, transportation, personal expenses and childcare costs if applicable. The costs not covered by other sources, or unmet need, are calculated by deducting student, parental or spousal contributions and government aid from the allowable costs detailed above. Bursaries are made available to cover a percentage of the applicant’s unmet need.

Bursary funding is also provided to students who do not qualify for government student assistance due to extenuating circumstances or who experience unforeseen financial crisis. These students are invited to meet with a Financial Aid Officer to discuss their financial situation and bursary funding is approved on a discretionary basis.
In 2015-16:
- 1,056 undergraduate students shared bursaries and awards valued at $3,331,988.
- The average value of need-based funding per bursary or award recipient was $3,155.

Bursaries are awarded throughout the academic year and a detailed breakdown of bursaries and awards allocated to undergraduate students is included with this report (Appendix A).

The allocation formula used to distribute bursary funding is designed to ensure a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily composed of students with dependents. In consideration of the significant financial barriers that exist for high need students, applicants with need greater than $10,000 were awarded bursaries to cover 100 percent of the need not covered by other sources. The allocation of funding is as follows:

<table>
<thead>
<tr>
<th>Range of Unmet Need</th>
<th>Percentage of Need Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000+</td>
<td>100%</td>
</tr>
<tr>
<td>$15,001 – 20,000</td>
<td>100%</td>
</tr>
<tr>
<td>$10,001 – 15,000</td>
<td>100%</td>
</tr>
<tr>
<td>$7,501 – 10,000</td>
<td>90%</td>
</tr>
<tr>
<td>$5,001 – 7,500</td>
<td>80%</td>
</tr>
<tr>
<td>$4,001 – 5,000</td>
<td>70%</td>
</tr>
<tr>
<td>$3,001 – 4,000</td>
<td>70%</td>
</tr>
<tr>
<td>$2,001 – 3,000</td>
<td>70%</td>
</tr>
<tr>
<td>$1,001 – 2,000</td>
<td>70%</td>
</tr>
<tr>
<td>$501 – 1,000</td>
<td>70%</td>
</tr>
</tbody>
</table>

C. University of Victoria’s Graduate Bursary Program

Graduate bursaries are a funding tool made available to reduce the gap between total need and available resources when primary resources are insufficient. Students are required to demonstrate financial need to qualify for bursaries.

Graduate students submit online applications that are assessed to determine eligibility. The need assessment process outlined for the undergraduate bursary program is also used to assess the unmet need of graduate applicants.

In 2015-16:
- 338 graduate students shared bursaries and awards valued at $778,186.
- The average amount of need-based funding per bursary recipient was $2,302.

In 2014-15:
- 268 graduate students shared bursaries and awards valued at $706,824.
- The average amount of need-based funding per bursary recipient was $2,698.
Bursaries are awarded throughout the academic year and a detailed breakdown of bursaries and awards received by graduate students is included with this report (Appendix B).

D. University of Victoria’s Work Study Program

Created in the late 1970’s, the Work Study Program provides experiential learning in the form of part time employment opportunities and continues to be a valuable component of the total financial aid package available to students. The university recognizes that members of our student community may rely on part time income to support their post-secondary studies. Through the work study program, the university supports retention of students with financial need by providing valuable employment in a wide variety of academic and non-academic units across campus.

Facts about the Work Study Program:
- Students are not required to be in receipt of government student assistance to participate in the Work Study Program, but must demonstrate financial need according to a standardized needs assessment.
- The program has a base budget of $695,000 and the hourly rate of pay is a minimum of $11.00 per hour.
- In 2015-16 more than 1,121 students were eligible to participate in the program.
- 487 students were hired into 381 positions.
- Participants earned $661,929 for an average of $1,359 per student.
- For the 2016-17 program year we have created a greater focus on positions that engage students in research related employment.
- In 2015-16 there were 85 research related work study positions.

E. Indigenous Students

The University of Victoria is committed to increasing the number of Indigenous students graduating from all faculties, building on our commitment to and our unique relationship with the First Peoples of Canada.

The following table reports the types of funding received by undergraduate scholarship recipients, and both undergraduate and graduate bursary, award, and work study funding recipients who have self-identified as Indigenous:
As with all students, the financial need of this group of applicants varies from year to year. This is reflected in the increase in bursary recipients in 2015-16 while the bursary funding awarded to this group of applicants was lower than the total awarded in 2014-15.

F. University of Victoria’s Youth in Care Award

In 2013 Mary Ellen Turpel-Lafond, the BC Representative for Children and Youth, challenged universities and colleges in BC to offer a tuition waiver for students who grew up in the care system. Each year 700 youth age-out of government care and another 400 age-out of alternative care known as the Youth Agreement.

UVic rose to the challenge and a proposal to offer the University of Victoria Youth in Care Award was approved by UVic’s Executive as a pilot project in 2014-15 and 2015-16.

The award covers up to 8 terms of funding or completion of a first degree, whichever comes first, of actual tuition costs (excluding mandatory fees). Entering, in-course, and transfer students who meet the eligibility criteria and are registered in their first undergraduate degree are eligible to apply.

Seventeen applications were received for the inaugural year of the awards program and 9 candidates who demonstrated financial need were eligible to receive the award in 2014-15.

Eight students received funding through the award program in 2015-16. In addition to the tuition award, these students receive funding from the Youth Futures Education Award and the Youth in Care Living Expenses Bursary. UVic has secured endowed and annual donations to support financial awards for this group of students and the UVic Development team continues to work with private donors to create additional awards.

G. Government Student Assistance

In 2015-16, 4,974 undergraduate and graduate students received $51,253,570 in funding through all Canadian federal and provincial/territorial government student assistance programs. The table below provides details:

<table>
<thead>
<tr>
<th>Funding Received by Indigenous Students</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Recipients</td>
<td>$ Value</td>
</tr>
<tr>
<td>Scholarships (Undergraduate only)</td>
<td>80</td>
<td>$225,792</td>
</tr>
<tr>
<td>Bursaries</td>
<td>75</td>
<td>$210,001</td>
</tr>
<tr>
<td>Awards</td>
<td>3</td>
<td>$4,250</td>
</tr>
<tr>
<td>Work Study</td>
<td>12</td>
<td>$10,566</td>
</tr>
<tr>
<td>Total Students and Funding</td>
<td>149*</td>
<td>$450,609</td>
</tr>
</tbody>
</table>

*21 students received more than one type of funding
**9 students received more than one type of funding
assistance programs. Approximately $7,952,107 was awarded as non-repayable grant funding. Federal grant programs continue to play a significant role in meeting the financial need of students.

In addition to Canadian government student assistance, 59 students received Direct Loans from the US Department of Education totalling $515,655 USD.

Economic changes have an impact on participation in post-secondary studies, applications for government assistance, and the demand on the UVic Bursary Program. Trends in government student assistance and the impact on demand for UVic programs will continue to be reviewed and, where possible, our programs will be adjusted to meet the needs of students.

**Plan for Further Action**

We are currently in the process of developing a funding proposal to go to the Integrated Planning Committee that will review the outcomes of the significant, short term investments that have been made in student financial aid over the last 5 years. This proposal will be informed by work done through our Strategic Enrolment Management (SEM) process and be aligned with our Strategic Plan in order to ensure that we are positioned to meet our provincially funded targets as well as internal objectives regarding quality, particularly entering average and program utilization.

We anticipate making a decision about future funding in early 2017 in order to communicate our scholarship program to students applying to attend UVIC in 2018/19.

**Appendix A**

<table>
<thead>
<tr>
<th>Range of Awards</th>
<th>Number of Recipients</th>
<th>Total Assessed Need of Applicants</th>
<th>Average Assessed Need</th>
<th>Total Bursary Awarded</th>
<th>Average Bursary Awarded</th>
<th>Average Remaining Unmet Need</th>
<th>Total Remaining Unmet Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over $10,000</td>
<td>50</td>
<td>895,313</td>
<td>17,906</td>
<td>818,567</td>
<td>16,371</td>
<td>546</td>
<td>27,276</td>
</tr>
<tr>
<td>$9,001-10,000</td>
<td>16</td>
<td>176,757</td>
<td>11,047</td>
<td>151,781</td>
<td>9,486</td>
<td>1,561</td>
<td>24,976</td>
</tr>
<tr>
<td>$8,001-9,000</td>
<td>22</td>
<td>224,678</td>
<td>10,213</td>
<td>187,142</td>
<td>8,506</td>
<td>1,706</td>
<td>37,536</td>
</tr>
<tr>
<td>$7,001-8,000</td>
<td>17</td>
<td>150,457</td>
<td>8,850</td>
<td>126,054</td>
<td>7,415</td>
<td>1,435</td>
<td>24,403</td>
</tr>
<tr>
<td>$6,001-7,000</td>
<td>15</td>
<td>119,002</td>
<td>7,933</td>
<td>97,367</td>
<td>6,491</td>
<td>1,442</td>
<td>21,635</td>
</tr>
<tr>
<td>$5,001-6,000</td>
<td>50</td>
<td>351,794</td>
<td>7,036</td>
<td>272,935</td>
<td>5,459</td>
<td>1,577</td>
<td>78,859</td>
</tr>
<tr>
<td>$4,001-5,000</td>
<td>80</td>
<td>479,371</td>
<td>5,992</td>
<td>357,033</td>
<td>4,463</td>
<td>1,529</td>
<td>122,338</td>
</tr>
<tr>
<td>$3,001-4,000</td>
<td>91</td>
<td>437,174</td>
<td>4,804</td>
<td>302,861</td>
<td>3,328</td>
<td>1,476</td>
<td>134,313</td>
</tr>
<tr>
<td>$2,001-3,000</td>
<td>117</td>
<td>614,890</td>
<td>5,255</td>
<td>291,924</td>
<td>2,495</td>
<td>2,760</td>
<td>322,966</td>
</tr>
<tr>
<td>$1,001-2,000</td>
<td>159</td>
<td>594,409</td>
<td>3,738</td>
<td>230,044</td>
<td>1,447</td>
<td>2,292</td>
<td>364,365</td>
</tr>
<tr>
<td>$001-1,000</td>
<td>97</td>
<td>327,480</td>
<td>3,376</td>
<td>66,608</td>
<td>687</td>
<td>2,689</td>
<td>260,872</td>
</tr>
<tr>
<td>$000-1,000</td>
<td>52</td>
<td>354,411</td>
<td>6,816</td>
<td>14,447</td>
<td>278</td>
<td>6,538</td>
<td>339,964</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>766</strong></td>
<td><strong>4,725,736</strong></td>
<td><strong>2,916,763</strong></td>
<td><strong>1,759,503</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Undergraduate Awards May 2015 - April 2016**

<table>
<thead>
<tr>
<th>Number of Recipients</th>
<th>Total Funding Awarded</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>290</td>
<td>415,225</td>
<td>1,432</td>
</tr>
</tbody>
</table>
Appendix B

<table>
<thead>
<tr>
<th>Range of Awards</th>
<th>Number of Recipients</th>
<th>Total Assessed Need of applicants</th>
<th>Average Assessed Need</th>
<th>Total Bursary Awarded</th>
<th>Average Bursary Awarded</th>
<th>Average Remaining Unmet Need</th>
<th>Total Remaining Unmet Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over $10,000</td>
<td>15</td>
<td>253,652</td>
<td>16,910</td>
<td>234,785</td>
<td>15,652</td>
<td>1,258</td>
<td>18,867</td>
</tr>
<tr>
<td>$9,001-10,000</td>
<td>2</td>
<td>18,804</td>
<td>9,402</td>
<td>18,594</td>
<td>9,297</td>
<td>105</td>
<td>210</td>
</tr>
<tr>
<td>$8,001-9,000</td>
<td>2</td>
<td>18,476</td>
<td>9,238</td>
<td>16,915</td>
<td>8,458</td>
<td>781</td>
<td>1,561</td>
</tr>
<tr>
<td>$7,001-8,000</td>
<td>7</td>
<td>63,854</td>
<td>9,122</td>
<td>52,991</td>
<td>7,570</td>
<td>1,552</td>
<td>10,863</td>
</tr>
<tr>
<td>$6,001-7,000</td>
<td>7</td>
<td>60,333</td>
<td>8,619</td>
<td>45,947</td>
<td>6,564</td>
<td>2,055</td>
<td>14,386</td>
</tr>
<tr>
<td>$5,001-6,000</td>
<td>6</td>
<td>47,211</td>
<td>7,869</td>
<td>33,881</td>
<td>5,647</td>
<td>2,222</td>
<td>13,330</td>
</tr>
<tr>
<td>$4,001-5,000</td>
<td>17</td>
<td>124,686</td>
<td>7,334</td>
<td>74,388</td>
<td>4,376</td>
<td>2,959</td>
<td>50,296</td>
</tr>
<tr>
<td>$3,001-4,000</td>
<td>21</td>
<td>171,932</td>
<td>8,187</td>
<td>72,360</td>
<td>3,446</td>
<td>4,742</td>
<td>99,572</td>
</tr>
<tr>
<td>$2,001-3,000</td>
<td>26</td>
<td>99,668</td>
<td>3,833</td>
<td>65,850</td>
<td>2,533</td>
<td>1,301</td>
<td>33,818</td>
</tr>
<tr>
<td>$1,001-2,000</td>
<td>61</td>
<td>458,068</td>
<td>7,509</td>
<td>74,850</td>
<td>1,227</td>
<td>6,282</td>
<td>383,218</td>
</tr>
<tr>
<td>$401-1,000</td>
<td>84</td>
<td>544,431</td>
<td>6,481</td>
<td>56,645</td>
<td>674</td>
<td>5,807</td>
<td>487,786</td>
</tr>
<tr>
<td>$1-400</td>
<td>85</td>
<td>276,175</td>
<td>3,249</td>
<td>27,980</td>
<td>329</td>
<td>2,920</td>
<td>248,195</td>
</tr>
<tr>
<td>Totals</td>
<td>$ 333</td>
<td>$ 2,137,290</td>
<td>$ 775,186</td>
<td>$ 1,362,104</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UVic Graduate Bursary Program May 2015 - April 2016

<table>
<thead>
<tr>
<th>Number of Recipients</th>
<th>Total Funding Awarded</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3,000</td>
<td>600</td>
</tr>
</tbody>
</table>
Study on Affordability and Accessibility

Prepared by Institutional Planning and Analysis

Report to the Provost and Vice-President Academic

Results to be presented to
Board of Governors (2016-2017)

This report available at
http://web.uvic.ca/vpac/ and http://www.inst.uvic.ca/
Strategic Plan Objective 2: To actively recruit and retain outstanding students from diverse regions and backgrounds and to remove all barriers to admission and retention other than academic and creative potential.

In 2002, the provincial government lifted a six-year tuition freeze at BC’s public post-secondary institutions. In each of the three years since the freeze was lifted, undergraduate domestic tuition at the University of Victoria increased by 30%, 30% and 16.6%. Most recently, government has instituted limits on the increases to tuition to the rate of inflation in the province (approximately 2%).

While the increases to tuition have slowed and indeed are limited to 2% per annum, there continues to be concern that higher education in the province may no longer be as widely accessible as it has been in the past. In particular, the Board of Governors wants to be vigilant to ensure that tuition increases do not cause the socio-economic profile of undergraduate students to change.

Under the leadership of the Vice-President Academic and Provost, Institutional Planning and Analysis has developed an ongoing long-term study to monitor and analyze the effect of tuition increases on affordability and accessibility. The study has three principal components:
1. The monitoring of employment income as reported to the Canada Revenue Agency of baccalaureate graduates from one to eight years after graduation.
3. The monitoring of debt loads and debt repayment of baccalaureate graduates two and five years after graduation.

Taken together, these studies will assist in determining the impact of tuition fee increases on accessibility and affordability to BC university education.
1. Canada Revenue Agency Tax Linkage Study

In 2016 the University of Victoria participated in ground-breaking research on graduate employment income through a novel match of our own graduate records with the Canada Revenue Agency’s tax filer database. This project, led by Dr. Ross Finnie of the University of Ottawa’s Education Policy Research Initiative, included participating institutions from across Canada including four from British Columbia: UVic, UBC, BCIT and VIU.

From this study we see that immediately upon exit from university, the median income for UVic graduates across all fields of study, from Fine Arts to Business, is about $40,000 per year. The study, which looks at eight distinct cohorts and tracks their earnings from graduation up to the present, dispels the low-paid or unemployed graduate myth with data directly from Income Tax records.

The results highlight both economic realities as well as program differences – we see the effect of the 2008 recession that saw starting salaries decline from their height of $42,000 in 2007 to $34,000 in 2009. From 2009 onwards, however, salaries have been climbing and are now back to earlier levels.

The principal benefit of the study, is that we see income growth over time. While year 1 earnings are well-above average and higher than for any other educational segment, they continue to climb annually as the benefits of university education accrue and our graduates take on positions and roles with greater responsibility and higher remuneration. For UVic 2005 grads, starting salaries averaged $38,300 and eight years later were up to $65,100 (adjusted for inflation) a 70% increase.

For some disciplines, the differences are even more striking: for 2005 Engineering graduates, median starting salaries were $60,600 and eight years later had climbed to $95,300, again adjusted for inflation a 57% increase.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Starting Salary</th>
<th>Salary after 8 Years</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>$43,200</td>
<td>$61,600</td>
<td>42.6%</td>
</tr>
<tr>
<td>Engineering</td>
<td>$60,600</td>
<td>$95,300</td>
<td>57.3%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>$18,500</td>
<td>$27,500</td>
<td>48.6%</td>
</tr>
<tr>
<td>Health</td>
<td>$64,800</td>
<td>$81,100</td>
<td>25.2%</td>
</tr>
<tr>
<td>Humanities</td>
<td>$25,500</td>
<td>$48,300</td>
<td>89.4%</td>
</tr>
<tr>
<td>Mathematics &amp; Computer Science</td>
<td>$48,900</td>
<td>$84,300</td>
<td>72.4%</td>
</tr>
<tr>
<td>Sciences &amp; Agriculture</td>
<td>$30,300</td>
<td>$60,600</td>
<td>100.0%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>$33,100</td>
<td>$55,900</td>
<td>68.9%</td>
</tr>
<tr>
<td><strong>Median All Fields</strong></td>
<td><strong>$38,300</strong></td>
<td><strong>$65,100</strong></td>
<td><strong>70.0%</strong></td>
</tr>
</tbody>
</table>

UVic, along with the other public post-secondary institutions in BC and with support from the Advanced Education Ministry, is exploring how to regularize this study to update results every year.
2. Financial and socio-economic status of new applicants and registrants: Family Income Study

The relationship between family income and university attendance has been well established (Corak, Lipps, Zhao, 2003): lower family income reduces the probability of university attendance. What is less clear in the research literature is whether the differences in participation are a result of financial barriers. The available evidence suggests a more complex relationship between university attendance and socio-economic status (Butlin, 1999, Foley, 2003). Nevertheless, there is concern that the increases in tuition fees at BC universities have been substantial enough to adversely affect students from lower income groups.

Universities do not collect information on the financial or socio-economic status of their students or applicants, nor would it be appropriate to do so. Therefore indirect methods must be used to determine trends in access based on income factors. We use a method based on postal codes and taxation data to approximate family income of applicants and registrants. Statistics Canada data on median family income by neighborhood (postal code forward sortation area) is used as a proxy for the distribution of household incomes of UVic applicants and registrants.

The data for this study was drawn from two sources: a combined data file of BC grade 12 applicants and registrants to the University of Victoria; and, a special tabulation file from Statistics Canada of 2001 BC Tax Filer data that includes median income (of families with children) by postal code Forward Sortation Area (FSA’s) along with the number of families (with children) within an FSA. It is important to realize that the data results in a correlation, not an actual measure of income. Our study makes use of the relatively safe assumption that university participation will be correlated with median family income of the FSA.

Given that median family incomes have increased relatively steadily in Canada since 2001, it is important to distinguish between the effects of rising income and university participation by income band. By holding family income constant at 2001 levels, we are able to distinguish if the distribution of family income among applicants and registrants to UVic has changed. In other words, changes to the income distribution will reveal a change in the socio-economic make-up of our applicants and registrants. Given that over a decade that has elapsed since 2001, for ease of interpretation, these 2001 income levels have been restated in 2010-11 dollars using the Consumer Price Index for Vancouver.

Over the fifteen years that applicant and registrant family income has been tracked, income levels have remained relatively stable. In fact, at the 10th, 20th, 50th and 80th percentiles, median family income levels of applicants and registrants are never more than $4,200 apart and in most cases are virtually identical. For the most recent year (2015) income differences between applicants and registrants are within $2,000 of each other. The increases in
income by percentile band are generally uniform and there is no statistically significant difference between incomes over the study period. Indeed, where there are increases in income levels, they occurred as frequently in years with no increases in tuition.

In the period immediately before tuition increases occurred (from 2001 onwards to 2015) socio-economic diversity of applicants and registrants in the 50th and 80th percentiles has remained largely unchanged. In the 10th and 20th percentiles (the lowest income bands), socio-economic diversity of new applicants and registrants actually increased from 2001 onwards – a reflection of UVic’s bursary program introduced in 2001 that targeted those students with the greatest need.
Table 1:
Neighborhood Family Incomes of UVic Applicants and Registrants
From BC Grade 12 (2001 dollars restated to 2010-11)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in UVic Tuition</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>30%</td>
<td>16.6%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>10th Percentile Applicant</td>
<td>$50,266</td>
<td>$50,266</td>
<td>$51,090</td>
<td>$50,266</td>
<td>$49,560</td>
<td>$50,266</td>
<td>$49,207</td>
<td>-2.1%</td>
<td></td>
</tr>
<tr>
<td>10th Percentile Registrant</td>
<td>$50,266</td>
<td>$52,267</td>
<td>$52,149</td>
<td>$52,620</td>
<td>$52,974</td>
<td>$52,620</td>
<td>$51,325</td>
<td>$50,266</td>
<td>-3.8%</td>
</tr>
<tr>
<td>20th Percentile Applicant</td>
<td>$55,799</td>
<td>$55,799</td>
<td>$56,270</td>
<td>$55,799</td>
<td>$55,799</td>
<td>$55,799</td>
<td>$55,799</td>
<td>$54,622</td>
<td>-2.1%</td>
</tr>
<tr>
<td>20th Percentile Registrant</td>
<td>$55,799</td>
<td>$57,800</td>
<td>$56,387</td>
<td>$59,095</td>
<td>$59,448</td>
<td>$57,800</td>
<td>$56,387</td>
<td>$55,799</td>
<td>-3.5%</td>
</tr>
<tr>
<td>Median (50th pct) Applicant</td>
<td>$70,160</td>
<td>$70,278</td>
<td>$71,691</td>
<td>$70,631</td>
<td>$71,220</td>
<td>$71,809</td>
<td>$71,691</td>
<td>$69,807</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Median (50th pct) Registrant</td>
<td>$69,807</td>
<td>$71,220</td>
<td>$70,396</td>
<td>$71,691</td>
<td>$72,044</td>
<td>$72,044</td>
<td>$71,809</td>
<td>$71,220</td>
<td>0.0%</td>
</tr>
<tr>
<td>80th Percentile Applicant</td>
<td>$85,935</td>
<td>$85,935</td>
<td>$85,935</td>
<td>$85,935</td>
<td>$88,642</td>
<td>$88,642</td>
<td>$88,642</td>
<td>$85,935</td>
<td>0.0%</td>
</tr>
<tr>
<td>80th Percentile Registrant</td>
<td>$85,935</td>
<td>$86,053</td>
<td>$85,935</td>
<td>$85,935</td>
<td>$90,879</td>
<td>$88,642</td>
<td>$88,642</td>
<td>$85,935</td>
<td>-0.1%</td>
</tr>
</tbody>
</table>
There are only modest variations in median income at any income-band (Table 1 and Figure 1.) As such, there is little to suggest that the socio-economic make-up of our entering undergraduate population has changed over the last seven years. The lone exception is that median incomes at the 80% percentiles rose in the 2011 but those levels have returned to normal most recently.

The data file provided by Statistics Canada has been discontinued and so this analysis will no longer be updated.

As the survey results that follow will reveal, many students do suffer economic hardship during the route to their degree, but they appear to be making the necessary adjustments and sacrifices to accommodate current higher tuition.

3. Debt load and debt repayment by baccalaureate graduates

Evidence from the annual survey of baccalaureate graduates suggests that around half of UVic grads complete their program with debt. Two-years after graduation, one quarter of UVic grads have repaid all their outstanding debt, the remainder with debt have reduced their debt load by almost half. Five-years after graduation, one third have completely repaid their outstanding debt, and those with debt on average owe less than $10,000. Differences in debt-loads between UVic graduates and grads from the other BC universities are largely attributed to the fact that over 70% of UVic students have come from outside the Greater Victoria region in order to study, thereby incurring higher living costs (less likely to be living at home during their studies).

The most recent information on graduate debt levels is as follows:

5 years after graduation (2013 Survey of 2008 Grads)

<table>
<thead>
<tr>
<th>Percent who incurred debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic: 51%</td>
</tr>
<tr>
<td>Provincial Average: 50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Debt upon graduation (for those with debt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic: $25,000</td>
</tr>
<tr>
<td>Provincial Average: $20,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent who have repaid all debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic: 33%</td>
</tr>
<tr>
<td>Provincial Average: 40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount left to be repaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic: $9,000</td>
</tr>
<tr>
<td>Provincial Average: $8,000</td>
</tr>
</tbody>
</table>

2 years after graduation (2015 Survey of 2013 Grads)

<table>
<thead>
<tr>
<th>Percent who incurred debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic: 49%</td>
</tr>
</tbody>
</table>
Provincial Average: 47%

**Median Debt upon graduation (for those with debt)**
- UVic: $25,000
- Provincial Average: $25,000

**Percent who have repaid all debt**
- UVic: 22%
- Provincial Average: 26%

**Amount left to be repaid**
- UVic: $17,000
- Provincial Average: $13,500

How have debt levels of UVic graduates changed over time? From the two-year-out survey, debt levels have remained constant over the past eight years as has the proportion taking on debt. Almost a fifth of all students with debt have repaid those loans in full (and that proportion is rising). After five years, over a third of graduates with debt have repaid those loans in full. Those with debt after five years owe between $5,000 and $9,000.
University of Victoria Baccalaureate Graduate Survey
5 Years After Graduation
Student Debt Incurred and Left to be Repaid
Based on the most recently posted information from the University of Victoria’s office of the Registrar, the average baccalaureate degree costs about $68,000 (http://www.uvic.ca/registrar/safa/planning/index.php) for four years of study. It follows that just over half of our graduates are actually financing that through debt. For those with debt, the median amount ($25,000) is about 40% of their total educational cost. After two years, those with debt have reduced the median amount outstanding down to $17,000, and after five years that amount falls to between $5,000 and $9,000.

How do baccalaureate graduates achieve this outcome? Two years after graduation, ninety-one percent of our graduates (across all disciplines) who are in the labour force are employed and they have an average annual salary of around $54,000. After five years, that median salary rises to $60,800 (based on the 2015 surveys of 2013 and the 2013 survey of 2008 grads). The evidence supports the view that education is a good personal investment that pays for itself over a relatively short time horizon.

4. Conclusions

Despite tuition increases which have lately been limited, most students are meeting their financial needs by reducing their expenses and accessing additional income. Most also expect that they will find a way to cope with further increases. There is, however, a small group of students who are at the margin where further cost increases would prevent them from completing their studies. This provides some guidance to the university in the continued formulation of appropriate financial assistance policies. Students access a wide variety of sources of income to pay for their education – while student income and parental/family contributions play a key role, scholarships, bursaries and loans are also major contributors.

5. References


SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE

From: Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: November 29, 2016

Subject: DUE DILIGENCE REPORTS – FACILITIES MANAGEMENT

Basis for Jurisdiction:

University Act Section 27(2)(y)


Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Previous Consultation:

Report provided annually to the Operations and Facilities Committee

Attachment: Facilities Management Due Diligence Report
<table>
<thead>
<tr>
<th>Obligation to Report</th>
<th>Fulfillment of Obligation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elevating Devices Safety</strong></td>
<td>1. In accordance with the provision of the Safety Standards Act, the University of Victoria currently operates and maintains 75 elevating devices at the Gordon Head Campus.</td>
</tr>
<tr>
<td></td>
<td>2. Regular inspections are conducted by a Provincial Inspector.</td>
</tr>
<tr>
<td></td>
<td>3. All units are regularly serviced by workers qualified under the Act. Several contracted service providers.</td>
</tr>
<tr>
<td></td>
<td>4. Each unit has an installation number assigned by, and registered with, the B.C. Safety Authority. Individual Certificates for each elevating device are on file and renewed on an annual basis.</td>
</tr>
<tr>
<td></td>
<td>5. A complete detailed listing of elevating devices including location, Certificate Number, and all inspection reports, is maintained by and available upon request from UVic FMGT.</td>
</tr>
<tr>
<td><strong>Heritage Conservation Act</strong></td>
<td>1. There are no buildings on Campus which have been designated as Provincial, Regional, or Municipal Heritage Sites.</td>
</tr>
<tr>
<td></td>
<td>The Corporation of the District of Saanich in their “Saanich Heritage Structures: An Inventory” dated 1991, lists nine (9) University buildings as having heritage significance:</td>
</tr>
<tr>
<td></td>
<td>• <strong>Huts A, B, E, Q, and R.</strong> They are all of the huts that remain from the “Gordon Head Army Camp”, Department of National Defence 1940.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Y Hut – the Maritime Naval / Communications Centre Building</strong> is located off of McCoy Road. UVic has had discussions with the Saanich Heritage Foundation for possible heritage designation. Part of the discussion includes possible relocation as part of the feasibility assessment for the rugby field expansion.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Hamsterley Farm Water Tower</strong> located at 2489 Sinclair Road. UVic has had discussions with the Saanich Heritage Foundation for possible heritage designation.</td>
</tr>
<tr>
<td>Obligation to Report</td>
<td>Fulfillment of Obligation</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>2. None of the above buildings are currently protected through formal designation.</td>
<td>The Corporation of the District of Saanich staff are required to present a report to Saanich Council should there be a University application to alter or remove the building. They are all identified as having heritage value and significance to the community but are not protected by a more formal Heritage Designation By-Law (along with its regulations).</td>
</tr>
</tbody>
</table>

**‘Integrated Pest Management Act’ Regulations (This pertains only to the pesticides under the control of FMGT)**

<table>
<thead>
<tr>
<th>1. <strong>Permits, Licenses &amp; Certificates</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. FMGT is committed to integrated pest management practices.</td>
</tr>
<tr>
<td>b. FMGT holds the proper Pesticide Control Use License.</td>
</tr>
<tr>
<td>c. FMGT holds the Public Land Endorsement which entitles FMGT to apply pesticides to public lands.</td>
</tr>
<tr>
<td>d. All employees involved in the application of pesticides hold the necessary Applicator Certificate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Storage and Disposal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A limited inventory of pesticides is stored in a locked, ventilated and heated room away from the general workplace.</td>
</tr>
<tr>
<td>b. The storage premises are subject to occasional inspection, and on a periodic basis by the Environmental Protection Division of the Ministry of Environment &amp; Ecology, and occasionally by Occupational Health and Safety (OHSO).</td>
</tr>
<tr>
<td>c. The disposal of pesticides that are no longer required is arranged through the Hazardous Waste Management Program of UVic.</td>
</tr>
</tbody>
</table>

**Pest Control**

<p>| 1. FMGT engages a provincially certified pest control company (Victoria Pest Control) to manage pest infestations in and around building and structures. |</p>
<table>
<thead>
<tr>
<th>Obligation to Report</th>
<th>Fulfillment of Obligation</th>
</tr>
</thead>
</table>
| **Safety Standards Act** | 1. UVic staff, qualified under the Act, operate and maintain:  
   a. 10 interconnected hot water, heating boilers with a combined registry capacity of 3550 horsepower.  
      The boilers are located in the Clearihue (2), Cadboro Commons (2), McKinnon (2), and the Engineering Laboratory Wing Building (4).  
   b. 28 hot water, and 4 high pressure steam, stand-alone boilers with a combined registered capacity of 518.93 horsepower located in 15 buildings.  
   c. 215 registered pressure vessels; including an ammonia refrigeration plant serving the Ice Arena of the Ian Stewart Complex.  
2. 24 hours per day, 7 days per week, qualified staffing is in place to meet the requirement of the Act. |
| **Power Engineers and Boiler & Pressure Vessel Safety Act** | 1. All boilers and pressure vessels (239) bear installation numbers assigned by, and registered with B.C. Safety Authority.  
   a. Individual Certificates are renewed annually and are posted near the locations of the boilers or pressure vessels.  
2. The University maintains a Contractor’s “A” License No. 679 that allows maintenance, repair and installation of equipment covered by The Boilers and Pressure Vessels Act when performed by qualified UVic staff.  
3. On April 11, 2001, Risk Assessment Certificates were issued by the B.C. Safety Authority for the operation of the four Main Boiler Plants and the Ian Stewart Complex Ammonia Refrigeration Plant. The Certificate Numbers are:  
   - Main Boiler Plants (No. 43663)  
   - Ian Stewart Complex Refrigeration Plant (No. 35630)  
   These are reviewed annually.  
4. A list of all boilers and pressure vessels indicating location, Certificate Number, and Safety Manuals, is available from UVic FMGT upon request. |
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 29, 2016

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 29, 2016

Subject: 2016/17 Enrolment Analysis

Basis for Jurisdiction: University Act, s 27(1) and s 27(2)(r)

Strategic Relevance: This enrolment analysis supports the Strategic Plan’s objective to actively recruit and retain outstanding students from diverse regions and backgrounds and assists the university in developing effective, data-driven student recruitment and retention programs. Within the context of remaining a comprehensive university with a breadth of academic programs and with overall student enrolment of about the same size, supporting students continues to be a top priority. This year, UVic will focus on supporting limited targeted growth in areas of demand, balancing international student enrolment to ensure recruitment from a wider range of countries and enrolment in a wider range of academic programs while continuing to enhance the student experience for all students. The report also informs our annual “Institutional Accountability Plan and Report” which is approved by the Board and submitted to the Ministry of Advanced Education.
**Previous Consultation:**  None

**Background:**  The Enrolment Analysis is an annual report that describes enrolment projections for the current year and contains information about applications, admissions, and registrations.

**Summary:**  The interim enrolment report to the Ministry of Advanced Education (AVED) will indicate that UVic continues to exceed its enrolment target with the province and that projected AVED-funded enrolments at the University of Victoria are approximately 170 FTEs higher than last year. UVic exceeds its overall target by balancing graduate enrolments above target and undergraduate enrolments at target. While overall enrolments are expected to remain at about the same size, UVic has plans to increase the quality and diversity of both domestic and international student populations.

**Planned Further Action:**  None

**Attachment:**  The 2016/17 Enrolment Analysis and Appendix A - Undergraduate applications, Admissions and Registration.
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Executive Summary and Analysis

The post-secondary enrolment landscape is competitive and constrained by demographic challenges that are expected to persist until about 2022. UVic is expected to achieve its enrolment goals for the current year and beyond and is taking active measures to ensure that we anticipate and meet these and future challenges. In line with the 18-24-year-old demographic trough, our overall applications have been declining. While gross volumes are less of a concern, we do need to be vigilant of our conversion of qualified and high quality applicants to new registrants: UVic’s recruitment efforts and scholarship programs are tailored such that we continue to attract and retain the highest quality students in that applicant pool, although future investments will be required to maintain and enhance this goal. Following several years of much larger entering classes, UVic has moderated new intake by raising admissions cut-offs which, in this demographic landscape, has the dual benefit of reinforcing quality and also enables us to remain at about the same size. Admission cut-offs to the Faculties of Science and Social Sciences have increased and increases are being contemplated in other Faculties. The average entering grades of our new students have been consistent and sit above 85 percent. Under the leadership of the Provost, a Strategic Enrolment Management framework has been launched which will ensure our enrolment goals, which include size, composition and quality, will be refined and subject to continual assessment and improvement.

The University of Victoria’s annualized student FTE enrolment is expected to increase this year to 19,042 – a 1.4% increase from last year. Our 2016 Fall term headcount is 21,696 with undergraduate students comprising a projected annualized FTE of 16,087 FTE or a headcount of 18,389 and graduate students comprising a projected annualized FTE of 2,955 or a headcount of 3,307. While applications and new registrations are lower this year compared to last year, reducing the size of our new intake assists in maintaining our overall size and focus on commitments to enhancing the diversity and quality of our new students.

The interim enrolment report to the Ministry of Advanced Education (AVED) shows that 2016/17 AVED-funded enrolments (which does not include international undergraduate students) at UVic are projected to be about 170 FTE higher than last year. UVic has significantly exceeded the graduate enrolment target set by AVED (by over 800 FTE) and has met the domestic undergraduate enrolment target set by AVED (by 37 FTE) ensuring that total FTE targets have been surpassed. Strategically, UVic is focussed on increasing the diversity of incoming classes through recruitment efforts and enhancing the quality of incoming classes through refinements of the scholarship program.

We have exceeded our recommended enrolment level associated with full-fee-paying international undergraduate students. Growing our international undergraduate population has been a strategic priority although we expect future growth to be moderated – the size of the incoming international undergraduate class is smaller than in previous years.
Within the context of remaining a comprehensive university with a breadth of academic programs and with an overall student enrolment of about the same size, supporting students is a top priority. As part of its Strategic Enrolment Management (SEM) framework, UVic will focus on supporting limited targeted growth in areas of demand, supporting the growth of international students in academic programs in which they are currently under-represented while continuing to enhance the student experience for all students. Further SEM goals include enhancing the quality of our entering class, increasing overall retention rates, and diversifying our undergraduate international student population in alignment with our tiering strategy. Diversifying our domestic enrolments include actively recruiting students from regions and backgrounds that are currently under-represented by removing barriers to admission and retention. Enhancing retention, and therefore
student success, will continue to be a key enrolment management strategy. The university is now also exploring the possibility of rebalancing the undergraduate-graduate mix in order to better reflect our mission as a research intensive institution.

From an enrolment perspective, the SEM quality enhancements will be achieved by offering a competitive entrance scholarship package for one more year (requiring one-time investments), increasing applications and admissions of high calibre undergraduates, and enhancing retention rates and timely graduation for all students. This will also allow us to achieve the Ministry and internal targets associated with domestic undergraduates.

Our internationalization goals will be achieved by diversifying current enrolments (both by country of origin and program of interest) and maintaining current retention rates of international students. As well, we will continue to enhance pathways between the Division of Continuing Studies and our academic programs, and increase opportunities for student exchange experiences.

With a substantial growth in post-secondary capacity across the province and a declining 18-24 year-old population, the student recruitment environment is increasingly competitive. With a goal of being a university of choice, the recruitment and retention of outstanding students from diverse backgrounds and areas continues to be a high priority.

Given that the university’s undergraduate student growth over the past four years has occurred mostly in first year enrolments (as opposed to college transfer students), this growth is now compounding as the larger first-year classes progress to the upper years.

**Enrolment Planning: Targets and Resources**

Grant funding from the Province of BC is accompanied by undergraduate and graduate enrolment targets and accountabilities. This represents our “AVED-funded target” and an annual “Institutional Accountability Plan and Report” is submitted through the Board to AVED. The University also sets a higher internal target for enrolments for the purpose of its own academic and budget planning, and largely to take into account undergraduate international students who are not funded by government and pay full international tuition. International graduate students are included along with domestic students in the AVED graduate targets. Out of a 2016/17 annualized FTE total of 2,955 graduate students at UVic, 866 were international.

Our international recruiting strategy formulated a staged movement towards a “self-funded” model of undergraduate international student enrolments and that has been achieved. Our total enrolments should eventually exceed AVED-funded enrolments by the number of full-fee international undergraduate students. The total enrolment target is currently over 2000 FTE beyond the AVED target (we now exceed the undergraduate international student goal by around 130 FTE). Overall across domestic and international undergraduates and graduates, we are 969 FTE over our target.

Each Faculty has undergraduate and graduate enrolment targets, and is resourced to meet those targets. Deans subsequently set enrolment expectations within the faculties. There is no mechanical formula for per student funding in the Faculties since costs and resources vary substantially depending upon a number of factors including the nature of the pedagogy, different services, equipment and related personnel, labour market differences by discipline, the success of the faculty in generating additional resources, economies of scale, the different costs of research support, etc.
Undergraduate Enrolment and Quality

While the number of graduating grade 12 BC students continues to decline, participation rates, especially in historically underrepresented groups has increased although the overall increase is levelling off. UVic has focused its efforts on geographical regions with demographic growth in the 18-24 year old range and/or traditionally strong rates of participation. To date these regions outside BC have included southern Ontario and Alberta within Canada, and China, India and the US outside Canada. We have also begun to expand our efforts into Saskatchewan and Manitoba as we believe the strong economy in both of these provinces has increased student mobility for indigenous and non-indigenous students in those provinces. Our international recruitment tiering strategy further expands our focus to United States of America, Germany, Denmark, Vietnam, Ghana, Zimbabwe, Kenya and Uganda.

The high quality of the student body is achieved by admitting and retaining a large proportion of new undergraduates whose entering grade average would be characterized as excellent – over the past four years the average entering GPA from high school students in the fall term was 85.3 percent. From year to year the university alters its general admission cut-off, but these changes affect only a small proportion of the total incoming class.

![Undergraduate fall applications and registrations with average entering GPA](chart.png)

The strategy pursued this last year in achieving a high proportion of excellent students involved an enhanced scholarship program to increase our pool of applicants who fall into that high-admission-average category.
Graduate Enrolment

Over the past 10 years, the university has achieved significant growth in graduate enrolments. Within the last five-year period enrolments have grown by 7 percent—and 12 percent at the PhD level. In accordance with UVic’s strategic plan, the university has now met its goal for being the appropriate size. Moving forward however, discussions are taking place with Deans to determine incremental areas for strategic growth, while keeping the overall graduate enrolments at approximately current levels.
Undergraduate International Enrolment

In the area of undergraduate international enrolments, the University of Victoria’s goal is to maintain current enrolments, diversify the student population in alignment with our “International Recruitment Tiering Strategy”, and increase the quality of incoming undergraduate international students. UVic is also committed to supporting international students once they are here. Broadly speaking three different types of international students can be focused upon to meet these goals:

- Degree-seeking undergraduate students (full-fee paying);
- Visiting students, typically attending for one term or one academic year (full-fee paying);
- Exchange students, coming for some period of time, ranging from a number of weeks to a term or an academic year (non-full-fee paying).

UVic experienced growth in full fee-paying undergraduate international students in the fall of 2016. The number of full-fee paying FTE students increased by 1.6 percent over last year, while the number of incoming exchange FTE students (non-full fee paying) decreased by about 15 percent.

International student recruitment has changed its operations significantly since 2007, with the intent of making UVic more competitive in the current marketplace. The major objective of the changes has been to improve support for prospective students. This has been done in four general ways: focusing our staff on a few key countries to build up expertise and to allow for effective follow up; developing a limited number of hybrid agent/employee agreements with highly reputable individuals and organizations; offering a credit pathways program; and creating a competitive entrance scholarship program as well as supporting international students from lower socio-economic backgrounds.
To help realize growth, the office of Student Recruitment and Global Engagement has instigated five broad initiatives in the past few years:

- Focus BC recruitment in institutions with high concentrations of international students and a reputation for strong student support. The intent of this is to make UVic the #1 choice for BC international students planning to continue post-secondary studies in Canada.

- In collaboration with Continuing Studies, refine and enhance the Pathways Program whereby international students who are not academically admissible due to our language requirements would be allowed the opportunity to take credit courses in a program through Continuing Studies while improving their language skills. At the conclusion of a 12 month program successful students are admissible into the second year of study at UVic.

- Build highly selective agent programs in key countries and develop appropriate metrics to measure success.

- Focus recruitment efforts in countries noted in the International Recruitment Tiering Strategy.

- Actively pursue Germany and other European markets for short-term full-fee-paying visiting students to further internationalize classrooms across our academic disciplines.
Other enrolment goals – Indigenous Students

While the size of the Canadian and BC 18-24 age groups have been declining, for Indigenous populations this age group has been growing. The growth in the number of Indigenous students studying at UVic has mirrored this. The potential exists to continue that growth by keeping Indigenous student recruitment closely aligned with our national recruitment team and linked to the Office of Indigenous Affairs. Included in that alignment is a continual evaluation of the nature of support programs provided. In addition, new community-based programs may lead to changes in existing admission and registration processes.

Other enrolment goals – New Canadians

Along with the Indigenous population, new Canadians in the 18-24 age group will represent some of the highest population growth in Canada. Historically, new Canadians have placed a high priority on education – participation rates are generally higher than average. However, there are specific challenges to recruiting from this population: UVic’s ability to compete with medical/doctoral institutions in Ontario, Alberta, and Quebec; and, the significant cultural considerations of not moving away from home. The provincial immigration policy to bring more immigrants to Victoria is intertwined with UVic’s success in broadening its student body in this category.
Application and Admissions Patterns

Detailed information regarding application rates from different segments of the population is presented in Appendix A. At the undergraduate level, overall applications decreased by 3 percent since last year, while overall new registrations decreased by 5 percent.

From secondary schools, applications decreased by 2 percent overall since the fall of 2015 and by 3 percent within BC. Registration rates were down 5 percent across all secondary schools and 8 percent within BC. Applications from post-secondary institutions decreased by 6 percent, while applications from the BC Colleges decreased by 1 percent. Registration rates for all post-secondary students decreased by 3 percent and from the BC Colleges registrations increased approximately 7 percent.

There are approximately 3,400 international students in fall 2016 currently attending UVic, including exchange students.

Challenges, new strategies and initiatives

The 18-24 year-old age cohort in BC is projected to decline between 1 and 2 percent in every year from 2015 to 2021 at which point modest (<1%) growth is anticipated. In the Greater Victoria region, declines in that age group are in the 1 to 3 percent range annually and continue through to 2023. Indeed, most regions in BC are experiencing declines in the 18-24 year-old age cohort with the exception of the Lower Mainland. While recruitment efforts in that region have increased, conversion to registration has been difficult due to the competitive nature of that market. There is certainly increased competition in the province, notably from “teaching” universities in communities where we see significantly higher school graduation rates (for example: Surrey, Richmond). The choice to attend these schools is attractive for students and parents as the overall cost is less and access is readily available.

Government initiatives to increase enrolments under the “jobs plan” are creating an even greater level of competition amongst BC institutions in the trades and technological skills job market. Many UVic programs are aligned with the jobs plan objectives—over the next four years UVic will demonstrate that it is meeting the objectives of this plan and will ensure that 25 percent of its operating grant is targeted towards programs in support of the “Top 60 Jobs” and other areas of priority.

There is also the increasingly competitive nature of entrance scholarship programs at competitor institutions. Further challenges to conversion rates involve admissions staff receiving an increasing number of requests for admission deferrals, whereby a student can delay their offer of admission to a later term. The most commonly cited reasons for deferral requests are concerns related to finances and the ability to afford university studies.

In light of these challenges and to address our strategic direction in sustaining high quality domestic undergraduate enrolment, a number of initiatives are underway:

- Review of scholarship programs to increase our competitiveness in attracting and supporting high quality students. Focus on admissions processing time and ensure scholarship offers are matched with offers of admission.
- Focus on greater coordination between the office of Student Recruitment and Global Engagement and the Faculties to organize conversion activities such as regional events,
call campaigns, and expanded webinars. Ensure all materials are aligned with UVic’s Edge campaign.

- UVic is also expanding the scope of the student recruitment committee to emphasize more strategic enrolment management initiatives.

While there are challenges associated with demographics and increased competition from other universities, UVic is well positioned for the coming years. The university must ensure that our branding and outreach activities resonate in the post-secondary market and that key university services, such as Academic Advising and Career Services are responsive to the needs of our students. Our Strategic Enrolment Management framework will help guide the priorities above and to identify further opportunities for us to move forward.
Appendix A—Undergraduate Applications, Admissions, and Registrations

1. Fall applications, admissions & registrations

The number of applicants to the University of Victoria’s undergraduate fall programs decreased by 3.1 percent this year. The number of those admitted increased by 0.4 percent, while the number who registered decreased by 4.5 percent.

The Faculty of Law has historically not been included in the overall numbers of undergraduate applications and registrations as their application data were not systematically captured in the past. For consistency, in addition to the totals highlighted below, there were 1,071 applicants and 139 registrants to the Faculty of Law in the fall term of 2016.

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</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>11,452</td>
<td>11,760</td>
<td>11,988</td>
<td>12,226</td>
<td>12,463</td>
<td>12,792</td>
<td>14,059</td>
<td>15,500</td>
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<tr>
<td>Admissions</td>
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<td>9,448</td>
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<td>4,152</td>
<td>4,481</td>
<td>4,478</td>
<td>4,391</td>
<td>4,118</td>
<td>4,604</td>
<td>4,746</td>
<td>4,610</td>
<td>4,401</td>
</tr>
</tbody>
</table>

2. Previous institution of undergraduate applicants – fall term

(a) Previous institution type – applicants
As of October 2016, there was a 1.5 percent decrease since last year in the number of applicants from high schools outside of BC, while there was a 2.5 percent decrease in applicants from BC high schools. The number of applicants from BC colleges decreased by 1.4 percent, and has continued to lag since the designation of five new BC universities in 2008. Applicants from all post-secondary institutions decreased by 5.8 percent.

Overall, the number of applicants to UVic for the fall term from all regions has decreased by 7 percent this year (exclusive of the Faculty of Law).

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</thead>
<tbody>
<tr>
<td>BC High School</td>
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<td>5,942</td>
<td>5,726</td>
<td>5,748</td>
<td>6,020</td>
<td>6,495</td>
<td>6,867</td>
<td>7,538</td>
<td>7,157</td>
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<td>BC Colleges</td>
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<td>1,086</td>
<td>1,211</td>
<td>1,194</td>
<td>1,216</td>
<td>1,138</td>
<td>1,092</td>
<td>1,077</td>
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<tr>
<td>Total BC</td>
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<td>7,326</td>
<td>6,914</td>
<td>6,834</td>
<td>7,231</td>
<td>7,689</td>
<td>8,083</td>
<td>8,676</td>
<td>8,249</td>
<td>8,053</td>
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</thead>
<tbody>
<tr>
<td>All High School</td>
<td>7,690</td>
<td>8,096</td>
<td>8,180</td>
<td>8,308</td>
<td>8,435</td>
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<td>10,041</td>
<td>11,512</td>
<td>10,766</td>
<td>10,531</td>
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<tr>
<td>All Post Secondary</td>
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<td>3,918</td>
<td>4,028</td>
<td>3,824</td>
<td>4,018</td>
<td>3,988</td>
<td>3,706</td>
<td>3,492</td>
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<tr>
<td>Grand Total</td>
<td>11,452</td>
<td>11,760</td>
<td>11,988</td>
<td>12,226</td>
<td>12,463</td>
<td>12,792</td>
<td>14,059</td>
<td>15,500</td>
<td>14,472</td>
<td>14,023</td>
</tr>
</tbody>
</table>

![Graph](image-url)
(b) Geographic location of previous institution – applicants

In total, 60 percent of undergraduate applicants to the University of Victoria were from British Columbia, while 18 percent were from the rest of Canada and 22 percent were from outside Canada (this category includes “unknown” previous institutions). The Lower Mainland continues to be a strong source of applicants—28 percent were from that area. Vancouver Island is the origin of 20 percent of applicants.

There was a 3 percent decrease in applicants from the Lower Mainland and a 5 percent decrease from the rest of Canada. Applicants from outside Canada decreased by 4 percent.

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</thead>
<tbody>
<tr>
<td>Vancouver Island</td>
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<td>2,465</td>
<td>2,310</td>
<td>2,522</td>
<td>2,554</td>
<td>2,521</td>
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<td>2,745</td>
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<td>Lower Mainland</td>
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<td>3,722</td>
<td>3,326</td>
<td>3,288</td>
<td>3,390</td>
<td>3,715</td>
<td>3,921</td>
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<td>4,007</td>
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<td>1,022</td>
<td>992</td>
<td>977</td>
<td>926</td>
<td>1,083</td>
<td>1,182</td>
<td>1,253</td>
<td>1,208</td>
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<tr>
<td>Northern BC</td>
<td>182</td>
<td>423</td>
<td>426</td>
<td>429</td>
<td>440</td>
<td>426</td>
<td>400</td>
<td>430</td>
<td>441</td>
<td>438</td>
</tr>
<tr>
<td>Unspecified BC</td>
<td>538</td>
<td>44</td>
<td>122</td>
<td>329</td>
<td>466</td>
<td>308</td>
<td>460</td>
<td>44</td>
<td>51</td>
<td>44</td>
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<tr>
<td>Rest of Canada</td>
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<td>2,201</td>
<td>2,614</td>
<td>2,700</td>
<td>2,521</td>
<td>2,292</td>
<td>2,497</td>
<td>2,815</td>
<td>2,709</td>
<td>2,576</td>
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<tr>
<td>Outside Canada</td>
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<td>1,926</td>
<td>2,013</td>
<td>2,178</td>
<td>2,147</td>
<td>2,571</td>
<td>3,177</td>
<td>3,776</td>
<td>3,264</td>
<td>3,138</td>
</tr>
<tr>
<td>Total</td>
<td>11,458</td>
<td>11,760</td>
<td>11,988</td>
<td>12,226</td>
<td>12,463</td>
<td>12,792</td>
<td>14,059</td>
<td>15,500</td>
<td>14,472</td>
<td>14,023</td>
</tr>
</tbody>
</table>
3. *Previous institution of undergraduate registrants – fall term*

(a) *Previous institution type — registrants*

There was an 8 percent decrease in the numbers of registrants who were from BC high schools and an increase of 1 percent in those from high schools outside BC. Numbers from post-secondary institutions decreased by about 3 percent.

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</tr>
</thead>
<tbody>
<tr>
<td>BC High School</td>
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<td>2,081</td>
<td>2,239</td>
<td>2,135</td>
<td>2,000</td>
<td>2,003</td>
<td>2,182</td>
<td>2,293</td>
<td>2,215</td>
<td>2,044</td>
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<td>BC Colleges</td>
<td>790</td>
<td>631</td>
<td>593</td>
<td>563</td>
<td>596</td>
<td>585</td>
<td>599</td>
<td>543</td>
<td>540</td>
<td>577</td>
</tr>
<tr>
<td>Total BC</td>
<td>2,548</td>
<td>2,712</td>
<td>2,832</td>
<td>2,698</td>
<td>2,596</td>
<td>2,588</td>
<td>2,781</td>
<td>2,836</td>
<td>2,755</td>
<td>2,621</td>
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</thead>
<tbody>
<tr>
<td>All High School</td>
<td>2,236</td>
<td>2,581</td>
<td>2,808</td>
<td>2,750</td>
<td>2,592</td>
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<td>2,842</td>
<td>3,111</td>
<td>2,964</td>
<td>2,803</td>
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<tr>
<td>All Post Secondary</td>
<td>1,547</td>
<td>1,571</td>
<td>1,673</td>
<td>1,728</td>
<td>1,799</td>
<td>1,625</td>
<td>1,762</td>
<td>1,635</td>
<td>1,646</td>
<td>1,598</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4,048</td>
<td>4,152</td>
<td>4,481</td>
<td>4,478</td>
<td>4,391</td>
<td>4,118</td>
<td>4,604</td>
<td>4,746</td>
<td>4,610</td>
<td>4,401</td>
</tr>
</tbody>
</table>

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**Registrants' Previous Institution Type**

- **All High School**
- **All Post Secondary**
- **BC High School**
- **BC Colleges**
(b) Geographic location of previous institution — registrants

The greatest numbers of undergraduate students who registered at UVic in the fall of 2016 were from Vancouver Island (33 percent). A total of 65 percent of UVic registrants were from the province of BC in 2016, 18 percent were from the rest of Canada, and 17 percent were from outside Canada. The overall number of registrants decreased by 3 percent from last year.

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</tr>
</thead>
<tbody>
<tr>
<td>Vancouver Island</td>
<td>1,309</td>
<td>1,300</td>
<td>1,368</td>
<td>1,356</td>
<td>1,323</td>
<td>1,358</td>
<td>1,400</td>
<td>1,455</td>
<td>1,478</td>
<td>1,455</td>
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<tr>
<td>Lower Mainland</td>
<td>830</td>
<td>942</td>
<td>971</td>
<td>865</td>
<td>843</td>
<td>813</td>
<td>897</td>
<td>1,014</td>
<td>878</td>
<td>809</td>
</tr>
<tr>
<td>Rest of Southern BC</td>
<td>342</td>
<td>427</td>
<td>425</td>
<td>399</td>
<td>367</td>
<td>334</td>
<td>389</td>
<td>403</td>
<td>462</td>
<td>418</td>
</tr>
<tr>
<td>Northern BC</td>
<td>60</td>
<td>164</td>
<td>207</td>
<td>170</td>
<td>176</td>
<td>148</td>
<td>168</td>
<td>169</td>
<td>158</td>
<td>176</td>
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<tr>
<td>Unspecified BC</td>
<td>179</td>
<td>21</td>
<td>50</td>
<td>128</td>
<td>198</td>
<td>114</td>
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<td>14</td>
<td>10</td>
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<td>Rest of Canada</td>
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<td>706</td>
<td>866</td>
<td>820</td>
<td>799</td>
<td>674</td>
<td>722</td>
<td>697</td>
<td>758</td>
<td>790</td>
</tr>
<tr>
<td>Outside Canada</td>
<td>453</td>
<td>592</td>
<td>594</td>
<td>740</td>
<td>685</td>
<td>677</td>
<td>861</td>
<td>996</td>
<td>862</td>
<td>743</td>
</tr>
<tr>
<td>Total</td>
<td>4,048</td>
<td>4,152</td>
<td>4,481</td>
<td>4,478</td>
<td>4,391</td>
<td>4,118</td>
<td>4,604</td>
<td>4,746</td>
<td>4,610</td>
<td>4,401</td>
</tr>
</tbody>
</table>

Previous institution of fall registrants by region
4. International Registrations

Including incoming exchange students, there were 904 new international students (undergraduate and graduate) who registered at UVic in 2016, a decrease of 9 percent from the previous year. There are a total of 3,437 international students overall currently attending UVic (headcount for the fall term only), reflecting a 19 percent increase in total international student enrolment.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 16, 2016

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: UVic Child Care Services After School Care Program

Basis for Jurisdiction: Strategic Plan, Objective 6 and 37

Strategic Relevance: The quality of our endeavors is determined by the quality of our faculty, students and staff. In a resource-constrained environment, we continue to implement programs to support and encourage the success of all of our community members (Objective 6 d)) while optimizing the use of our human and physical (Objective 37).

Previous Consultation: None

Background:

The University of Victoria Child Care Services (UVCCS) has provided child care to the university community since 1969. Initially operated by the UVic Alma Mater Society (now the UVic Students'
Society), responsibility for the program was transferred to the University in 1993. The UVCCS operating capacities over the past 5 years are noted below including its current capacity of 84 full-time spaces for children 0-5 and 48 school age spaces (after school) for children in grades 1 to age 12 for a total of 132 spaces.

### Child Care spaces by age group (2012-2017)

<table>
<thead>
<tr>
<th>Type</th>
<th>Age group</th>
<th>2011/2012</th>
<th>2015/16</th>
<th>2016/17</th>
<th>01-Jul-17</th>
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</thead>
<tbody>
<tr>
<td>Full day care</td>
<td>Infant Care</td>
<td>10-12*</td>
<td>12</td>
<td>10**</td>
<td>10</td>
</tr>
<tr>
<td>Full day care</td>
<td>Toddler Care</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Full day care</td>
<td>3-5 Year Old Care</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>82-90****</td>
</tr>
<tr>
<td>Full day care</td>
<td>After School Care</td>
<td>50</td>
<td>50</td>
<td>48***</td>
<td>0</td>
</tr>
<tr>
<td>Total Spaces</td>
<td></td>
<td>134-136</td>
<td>136</td>
<td>132</td>
<td>117-125</td>
</tr>
</tbody>
</table>

*2011/12 UVCCS increased # of infant spaces to from 10 to 12
**2016/17 UVCCS reduced # of infant care spaces by 2 spaces to increase quality of care with support of Parent Advisory Board
***2016/17 Licensing advised UVCCS to lower ASC spaces from 50 to 45 via attrition
****Architectural design consultants in process of determining space allocations based on provincial regulations

Child care is an important support for students, faculty and staff and, over the last five years, we have made significant investments in renewing and enhancing programs and facilities. We regularly consider the balance of our child care resources and how they best reflect the ways in which demand for child care is changing at UVic. Currently, our wait-list statistics show the greatest needs are for toddler care (38.5%); 3- to 5-year-old care (26.5%); infant care (20%); after-school care (15%).

In terms of the University’s strong commitment to the UVCCS and the broader Child Care community, the following investments have been made over the past five years:

- $1,685,000 in one-time funding to support major renovation of the child care facilities
- $2,469,537 over the past 5 years to support the UVCCS operational budget
- $300,000 in 2011/12 for Complex A playground renewals for 3 programs
- $100,000 in 2011/12 for roof renewals in Complex A and B
- $100,000 over the past 4 years to support child care programming in partnership with UVic’s School of Child and Youth Care
Expansion of Child Care Strategy and Benefits

Due to the continued need for full day child care spaces and to better calibrate the supply of child care spaces to demand, a strategy was developed in May 2016 by UVCCS to convert the Centre #6 facility into two (2) new 3-5 year-old care centres (adding up to 40 spaces) by eliminating the After School Care (ASC) program (45 spaces) as of June 30, 2017 (see some relevant key dates in Appendix A). The planned renovations provided an opportunity to convert programs at a critical renewal period for the facility and provide child care spaces that are in high demand by the student, staff and faculty parents in the University community and supported by wait-list statistics.

While the ASC program is incredibly important for the families that utilize the service, the decision to repurpose this space for full day care allows the university to:

- Meet institutional demand from students, staff, and faculty for full day 3-5 year-old care;
- Achieve greater space utilization and benefit to the University community in caring for children over a longer period of time (Full day care: 8am to 5:30pm vs. ASC: 3-5:30pm)
- Significant net new child care hours: 227.5 per day, 1,137.5 per week and 4,550 per month (based on the loss of 45 ASC spaces at 2.5 hours/day and addition of 40 3-5 year-old (or multi-age care) spaces at 8.5 hours/day)
- Fulfill long-term commitment to expand and rebalance student family ratio in UVCCS as the current ASC program has a much lower student participation rate than does full day care

What are the next steps (November 2016 to February 2017)

The University is entering into discussions with the Faculty Association while keeping the University of Victoria Students’ Society and the Graduate Students’ Society apprised of the decision to close the After School Care program. The University expects these discussions will take place very soon. The decision to close the After School Care program is suspended, pending the outcome of these discussions.

In parallel, the architectural design consultants are working on detailed design plans and costing for all Child Care Centres in order to meet the tendering timelines for a July 1st, 2017 start of construction for either outcome.

Discussions have been on-going with parents who are staff and students at UVIC, Jim Forbes, Director, Campus Services has held individual meetings with students, staff and faculty as requested and has responded to all e-mail inquiries.

Once the discussions with the Faculty Association have been completed, we will determine potential next steps including adopting:

1. The maintenance of the ASC program in Centre #6;
2. A new strategy that emerges following the discussions; or
3. The June 2016 strategy to convert Centre #6 into two (2) new 3-5 year old care centres and eliminating the ASC program.
It should be noted that if the ASC program is closed UVic will work diligently to:

- communicate with and support Centre 6 parents regarding their options in finding alternate care; and
- establish a working group to research alternate after-school solutions and care models in the community that could be replicated on campus;

Planned Further Action:

We recognize that the Board has received some correspondence from concerned parents with respect to the proposed closure of the ASC program. At this time, given the ongoing discussions, it would be premature to anticipate a final decision in this regard. We will follow-up with the Board and provide an update in due course.
Appendix A

UVic Child Care Services Expansion and Renewal Timeline (Key Dates)

- January 2011: University of Victoria Child Care Expansion Plan final report (Jane Beach) issued with 11 recommendations
- February 2012: Expansion Report Recommendations - update issued
- All 2011 recommendations implemented except #9 and #11
- Recommendation #9: Develop a new 12-space toddler program and a 25-space 3-5 centre, and secure appropriate space in the Queenswood building
- Recommendation 11: Adopt a long-term expansion strategy and set targets to meet identified need (in process)
- January 2014: Child Care Licensing issues warning to UVIC Child Care Services that facility renewal required to address end of facilities’ useful life, code and safety concerns
- June 2014: McFarland, Marceau and Associates awarded contract to lead facility renewal process
- September 2014: McFarland, Marceau and Associates issues facility renewal report to UVic
- October 2015: Renovation costing confirmed by Advicas Group at October 22, 2015
- October 2015: Renovation Funding Support request submitted to Integrated Planning for fiscal 2016/17
- October 2015: Advised by Licensing that renovations would require the ASC program to be separated into K-1 and 2-5 age groups and from 50 space to 45 spaces as part of renewal
- April 2016: Integrated Planning Committee approves funding for renovations on April 20, 2016
- May 2016: Strategy developed to expand full-time care spaces for 3-5 year olds in Centre #6 by eliminating ASC program
- May 2016: Meetings with UVic Child Care Parents Advisory Board held on May 20, 24 and June 1, 2016 to discuss ASC conversion strategy
- June 2016: Memo (June 14, 2016) to Executive for approval to convert Centre 6 to full day care for 3-5 year olds
- June 2016: Memo (June 22, 2016) to Centre #6 parents announcing strategy to convert Centre 6 to full day care facility for 3-5 year olds and eliminating ASC
- June 22, 2016 – July 7, 2016: ASC closure e-mails received (from 6-8 parents)
- July 7, 2016: UVic Faculty Association and UVic agree to a consultative process regarding closure of ASC program and FA agrees to become the representative for its members. (e-mails cease)
- July 25, 2016: Director, Campus Services presents at UVSS Board meeting (UVSS defers further consultations until FA consultative process completes)
- October 5, 2016: President’s Campus update – ASC questions (2) raised by student and faculty
- October 20, 2016: Martlet publishes ASC closure article
- October 20, 2016: McFarland, Marceau and Associates to assess and revise Centre 6 design
- October 31, 2016: Saanich News publishes ASC closure article
- November 2016: ASC closure e-mail campaign to UVic Executive and members of the Board of Governors
- November 2016 to January 2017: University to engage in consultative process with Faculty Association
- November 2016 to December 2016: Architectural design consultants are working on a draft design plan to convert Child Care Centre 6 into 3- to 5-year-old centres
- February 2017: UVic will need to determine future path of renovation strategy in order to meet tendering timeline for renovations to begin on July 1, 2017
- July 1, 2017: Potential start date for renovations of Child Care Centres
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE
From: VICE-PRESIDENT FINANCE AND OPERATIONS
cc: President and Vice-Chancellor

Meeting Date: November 29, 2016

Subject: EMERGENCY PLANNING AT THE UNIVERSITY OF VICTORIA

Basis for Jurisdiction: Committee’s Terms of Reference

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Background:

At a recent Board of Governors meeting, a request was made for an update on emergency planning at the University of Victoria.

The University of Victoria, like all public institutions, has a responsibility to plan for, respond to and recover from emergencies and disasters. History has proven that organizations that have taken steps to be prepared are able to provide a more effective response and recovery, thereby reducing the potential harmful impacts to people, property and even the organization’s viability.

The University of Victoria has a comprehensive emergency management program in place. This program requires continuous activity to maintain and improve upon it. This is done through a variety of activities, including training, exercises, and emergency plan development and review.

Emergency planning at the university relies on partnerships both on and off campus. Many departments on campus participate in the planning process and take on significant roles during
major emergencies. These include academic departments, Campus Security Services, Facilities Management, Occupational Health, Safety and Environment, Privacy, Risk, Student Affairs, and University Communications and Marketing. Solid working relationships are also maintained with staff engaged in emergency planning at the local municipalities and provincial government.

Emergency planning at the University of Victoria includes several features that provide an effective and coordinated response to any major emergency or disaster. These features include:

- Building Evacuation / Building and Floor Emergency Coordinators
- Fire drills and building emergency plans
- Campus Evacuation
- Site Response Team
- Emergency Operations Centre
- Department Operations Centres for each of: University Communications & Marketing, Facilities Management, Campus Security Services
- Rapid Damage Assessment capability
- UVic Emergency Alerts
- Executive Policy Group

These activities and response teams are supported through the use of training and exercises. As well, students, faculty and staff have opportunities to learn about emergency preparedness through displays, presentations, drills, posters, website and social media.

Plans for the near future include an active threat training video, increased training and exercises for people with emergency roles on campus, and updated fire safety plans.

**Future Consultation with the Board:**

A presentation will be made at the Open Board on Emergency Planning at UVic.

Recognizing the unique role that the Board of Governors performs in any major emergency or disaster affecting the campus, management is willing to develop a short exercise for the Board that could be incorporated in an upcoming Board meeting.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

To: FINANCE COMMITTEE

From: VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: November 29, 2016

Subject: Signing Authority Policy (FM5100) Purchasing Policy (FM5105)

Basis for Jurisdiction: Committee’s Terms of Reference 6.1

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the revised Signing Authority Policy FM5100 and the revised Purchasing Services Policy FM5105.

Background:

The university’s Signing Authority Policy (FM5100) is a Board approved policy which was last updated in 2010 with minor editorial changes. It has been long overdue for review and updating.
The current policy consists primarily of a detailed schedule identifying various contracts along with the university officers authorized to sign them. While the policy focuses on commitment authority it is silent on other types of signing authority such as approval authority.

Summary:

The attached policy and procedures are structured as outlined in the following illustration which we believe is clear and easy to follow. We have received feedback from a number of groups on campus including the Executive, President’s Advisory Council, Vice-President Finance & Operations direct reports and other key stakeholders and received positive support for the new structure.

Structure of Revised Signing Authority Policy and Procedures

A key component of the Signing Authority Policy is the table identified as Schedule A which outlines the commitment/contract types and the positions with authority to sign and bind the university. In May of 2016, the Board confirmed it was comfortable in continuing the practice of approving commitments/contracts in excess of $5 million. We have now updated the complete table and highlights of the changes follow:

- Signing thresholds below $5 million have been increased by approximately 100% across most categories corresponding with the growth in university expenditures since 1997, when we believe the policy thresholds were last reviewed. Over this timeframe, university expenditures grew by 116% from $260 million to $548 million.

Previously, there had been a large gap between the next highest threshold of $500,000 and $5 million which has now been narrowed to $1 and $5 million.
• A number of new commitment/contract types have been added, such as donations, utilities and real property agreements including some links to existing policy and procedures to help provide clarity and avoid duplicating thresholds.

• The format of the table provides for combinations of signatures on some commitment types to ensure a secondary approval from specific positions.

• Under the commitment type, Purchase of Goods and Services subject to the Purchasing Policy (FM5105), the $2,500 threshold linked to the $2,500 threshold in the Purchasing Policy requiring quotes from qualified suppliers has been increased to $15,000 to bring the threshold more in line with practice at other comparable universities. Consequently, the Purchasing Policy has also been revised in section 1.3.6 to correspond to this same figure. No other changes to the policy are proposed at this time. It is anticipated that this change will provide more flexibility to faculty and staff in the acquisition of goods and services and reduce the workload in acquiring multiple quotes on low dollar items.

Approval authority thresholds in Schedule B have also been increased in line with thresholds found in Schedule A. Approval thresholds require a second one-over-one approval on single transactions over the stated dollar values ensuring a supervisory review of larger dollar expenditures.

The Contract Review Procedures outline a number of reviews to ensure internal expertise is consulted prior to contract execution. These reviews include legal, insurance, privacy, faculty relations and excluded employment contacts.

The Approval Procedures outline what it means to approve certain transactions and formalizes the concept of one-over-one approval for expenditures that may give rise to potential or perceived conflict of interest.

The Delegation procedures outline the procedures for delegating both commitment and approval authority. Section 3.00 delegates the Board’s commitment authority to the Executive and Governance Committee in the case of commitments exceeding $5 million that require approval between regular Board meetings. A similar delegation exists in the current policy. The procedure also allows positions identified in Schedule A to appoint others in an acting capacity in order to sub-delegate their commitment authority for a temporary period.

The delegation of approval authority facilitates the sub-delegation of approvals from account holders to others and introduces the secondary review of larger dollar transactions as outlined in Schedule B.

Once the Signing Authority policy is approved we plan to consult with Deans and others to determine how best to socialize the new policy across the university.

Attachments:
Revised Signing Authority Policy FM5100
Revised Purchasing Policy FH5105
SIGNING AUTHORITY POLICY

PURPOSE
1.00 The main purposes of this policy are to provide direction to the members of the university through a consistent framework that ensures that:

   a) Authorities are clearly assigned, properly approved and that delegation instruments are regularly updated;
   b) The responsibilities and duties of those with signing authority are clearly communicated and understood;
   c) Transactions and commitments are only entered into with appropriate authority; and
   d) The university’s activities are conducted in a manner that provides sound financial accountability and control of public funds entrusted to the university in accordance with appropriate policies, laws and regulations.

SCOPE
2.00 This policy applies to all contracts, commitments or obligations to which the university is a party and to all funds administered by the university.

3.00 Nothing in this policy limits the authority of the Senate. Persons exercising signing authority must ensure that all requisite approvals from the Senate have been obtained prior to execution, or that execution is expressly subject to obtaining the necessary Senate approvals. Signing authorities cannot bind the Senate to make any particular decision.

DEFINITIONS
4.00 For the purposes of this policy:

“account holder” means the primary person responsible for a budget or restricted fund within the university’s financial system.

“approval authority” means the authority to expend uncommitted funds against a budget or other available funding, to which a person has a direct or delegated authority up to the limit of the available funding in compliance with relevant policies and directives.

“commitment authority” means the authority to commit the university to legally binding contracts with external parties.
“contract” means a legally binding promise or agreement between two or more parties for consideration that is enforceable by law.

“one-over-one approval” means approval authority provided by an individual’s supervisor attesting to the validity of the expenditure where there may be a potential or perceived conflict of interest so that no one is placed in a position where they authorize a payment to themselves or to their benefit.

“signing authority” means legal authority delegated to specific positions within the university. This encompasses various types of authority including commitment and approval authority.

POLICY

COMMITMENT AUTHORITY

5.00 The Board of Governors of the University of Victoria is responsible for the management of the university and its resources. The Board may delegate signing authority and responsibility for matters necessary for the management of day-to-day operations in accordance with the University Act to the President, Vice-Presidents and other employees of the university.

6.00 The level of authority required to enter into contracts and to bind the university to the terms of such shall depend on the dollar amount of such contracts as set out in Schedule A of this Policy. For clarity, the values of interdependent contracts that comprise a single obligation are deemed to be a single transaction for purposes of determining signing thresholds in Schedule A.

7.00 No person may sign any document that creates an obligation or undertaking on behalf of the university unless that individual has signing authority in accordance with this policy and the attached Schedule A.

8.00 The delegated signing authority must ensure that contracts are reviewed and approved in accordance with the Contract Review Procedures prior to contract execution.

9.00 Signing authority delegated by the Board can be delegated in accordance with the Signing Authority Delegation Procedures.

APPROVAL AUTHORITY

10.00 Approval of the university’s Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget, subject to:

   a) the dollar amount limits for single transactions as outlined in Schedule B;
   b) the Signing Authority Approval Procedures;
   c) relevant University policies and procedures; and
   d) external funding, including donor, terms and conditions, if applicable.
11.00 Account holders of restricted funds (e.g. sponsored research, endowment spending and other specific purpose funds) may approve expenditures within the amounts of the restricted funding available, subject to (a), (b), (c), and (d) in section 10.00 above.

12.00 Signing authority may be delegated in accordance with the Signing Authority Delegation Procedures. Account holders remain responsible to ensure that expenditures do not exceed the funding available, and in the case of restricted funds, are consistent with the restricted intent of the funding.

AUTHORITIES AND OFFICERS
13.00 The following is a list of authorities and officers for this policy:

i) Approving Authority: Board of Governors
ii) Designated Executive Officer: Vice-President Finance and Operations
iii) Procedural Authority: Vice-President Finance and Operations
iv) Procedural Officer: Executive Director, Financial Services

RELEVANT LEGISLATION
University Act, RSBC 1996, c. 468

RELATED POLICIES AND DOCUMENTS
Contract Review Procedures
Signing Authority Approval Procedures
Signing Authority Delegation Procedures
Purchasing Services Policy (FM5105)
Determination of Employee Relationship (HR6325)
Research Funding Management and Financial Accountability Policy (FM5405)
## SCHEDULE A – Commitment Authority Table

### Corporate Seal

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>To affix the corporate seal on all deeds, transfers, mortgages, instruments or documents</td>
<td>Unlimited</td>
<td>President; VP Academic &amp; Provost; VP Finance &amp; Operations; VP Research; University Secretary; Executive Director, Finance; Registrar</td>
</tr>
</tbody>
</table>

### Banking and Investments

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking documents including line of credit up to $10M and to authorize signatories to cheques and banking documents and sell, assign or transfer securities</td>
<td>Unlimited</td>
<td>President; University Secretary</td>
</tr>
<tr>
<td>Authority to sign cheques and banking documents</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; AVP Financial Planning; Treasurer; Director, Pensions; Executive Director, Finance; Director, Accounting Services; Manager, Financial Accounting; Manager, Treasury Services;</td>
</tr>
<tr>
<td>Authority to sell, assign or transfer securities</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; AVP Financial Planning; Treasurer; Director, Pensions; Executive Director, Finance; Director, Accounting Services; Manager, Financial Accounting; Manager, Treasury Services;</td>
</tr>
</tbody>
</table>

### Research Funding Agreements

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
<td>And One of Signature 3</td>
</tr>
</tbody>
</table>
### Research Funding Agreements

Research Funding Agreements including grants, contracts, contribution agreements or other agreements providing funding for research purposes.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td>Up to $1,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; AVP Research Operations</td>
</tr>
<tr>
<td>Up to $250,000</td>
<td>VP Research; AVP Research; AVP Research Operations</td>
</tr>
</tbody>
</table>

#### Revenue Contracts

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide administrative, educational or professional services (not including goods for re-sale) to parties outside the university</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; AVP Academic Planning;</td>
</tr>
<tr>
<td></td>
<td>Up to $250,000</td>
<td>Executive Director or Director, Administrative Unit; University Librarian; Unit Head in Library;</td>
</tr>
<tr>
<td>Commitment/ Contract Type</td>
<td>Threshold (Single transaction)</td>
<td>Required Signatures</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Practicum agreements</td>
<td>Unlimited</td>
<td>University Secretary; Associate University Secretary; Dean</td>
</tr>
<tr>
<td>University level agreements</td>
<td>Unlimited</td>
<td>President; VP Academic &amp; Provost; VP Research; Dean</td>
</tr>
<tr>
<td>Faculty or department level agreements</td>
<td>Unlimited</td>
<td>VP Academic &amp; Provost; VP Research; Associate VP Academic; Dean; Associate Dean</td>
</tr>
</tbody>
</table>

### Research, Training, Exchange, Cooperation and International Agreements

<table>
<thead>
<tr>
<th>Commitment/ Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts to be accepted by the university</td>
<td>See the Fundraising and Gift Acceptance Policy (ER4105) and related procedures</td>
<td></td>
</tr>
</tbody>
</table>

### Donations

<table>
<thead>
<tr>
<th>Commitment/ Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts to be accepted by the university</td>
<td>See the Fundraising and Gift Acceptance Policy (ER4105) and related procedures</td>
<td></td>
</tr>
</tbody>
</table>

### Purchase of Goods and Services subject to University Purchasing Policy

<table>
<thead>
<tr>
<th>Commitment/ Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Goods and Services subject to Purchasing Policy (FM5105) and not included elsewhere in this Appendix</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG; Executive Director, Finance</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Finance &amp; Operations; President;</td>
</tr>
</tbody>
</table>
### Purchase of Goods and Services NOT subject to University Purchasing Policy

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Goods and Services NOT subject to university Purchasing Policy (FM5105) and not included elsewhere in this Appendix.</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; VP Research</td>
</tr>
<tr>
<td></td>
<td>Up to $500,000</td>
<td>Executive Director or Director of Administrative Unit; Dean; Director, Research Centre</td>
</tr>
<tr>
<td></td>
<td>Up to $50,000</td>
<td>Executive Director or Director of Administrative Unit; Dean;</td>
</tr>
<tr>
<td></td>
<td>Up to $15,000</td>
<td>President; A VP; An AVP</td>
</tr>
</tbody>
</table>
### Purchase of Academic Services

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Academic Services - not including employment. Please see Contracting for Academic Services page on VPAC website.</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Academic &amp; Provost; AVP Academic Planning; AVP Faculty Relations</td>
</tr>
<tr>
<td></td>
<td>Up to $100,000</td>
<td>President; A VP; An AVP; Dean;</td>
</tr>
<tr>
<td></td>
<td>Up to $25,000</td>
<td>Chair or Director of Academic Unit</td>
</tr>
</tbody>
</table>

### Purchase of Library Materials and Services

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of Library materials and services.</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $500,000</td>
<td>VP Academic &amp; Provost; University Librarian; Manager or Unit Head in Library</td>
</tr>
<tr>
<td></td>
<td>Up to $50,000</td>
<td>University Librarian; Manager or Unit Head in Library</td>
</tr>
</tbody>
</table>
### Construction and Renovation Contracts (and related consultants)

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single project for construction contracts)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>One of Signature 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And One of Signature 2</td>
</tr>
<tr>
<td>Contracts relating to the construction and renovation of buildings, site development, landscaping and related capital planning and feasibility consultants, following the process outlined in section 1.5 of the university Purchasing Policy.</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations VP Academic &amp; Provost; VP Research</td>
</tr>
<tr>
<td></td>
<td>Up to $500,000</td>
<td>Executive Director, Facilities Management; Director, Purchasing</td>
</tr>
<tr>
<td></td>
<td>Up to $200,000</td>
<td>Executive Director, Facilities Management; Director, Purchasing</td>
</tr>
<tr>
<td></td>
<td>Up to $75,000</td>
<td>Director in Facilities Management department</td>
</tr>
<tr>
<td></td>
<td>Up to $25,000</td>
<td>Manager in Facilities Management department</td>
</tr>
</tbody>
</table>

### Utilities

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>One of Signature 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And One of Signature 2</td>
</tr>
<tr>
<td>Contracts for the purchase of utilities (electricity, gas, sewer, water)</td>
<td>$5,000,000 or more</td>
<td>Board of Governors</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; VP Research</td>
</tr>
<tr>
<td></td>
<td>Up to $500,000</td>
<td>Executive Director or Director, Facilities Management</td>
</tr>
</tbody>
</table>
### Real Property Contracts

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition, disposal and long term lease of land 25 years or longer, including those requiring approval of the Minister under the University Act</td>
<td>Unlimited</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>Short term lease of space under 25 years (acquire and provide)</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; AVP Financial Planning User of leased space</td>
</tr>
<tr>
<td>Documents related to rights of way, easements, land title and licenses</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; Executive Director, Facilities Management</td>
</tr>
</tbody>
</table>

### Purchases of Goods and Services using University Purchase Cards

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Daily/ Monthly Limit)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorization to acquire goods and services in accordance with University Purchasing Card program subject to daily/monthly transaction limits</td>
<td>Up to $50,000</td>
<td>Executive Director, Facilities Management; Director, Purchasing</td>
</tr>
<tr>
<td></td>
<td>Up to $30,000</td>
<td>University Librarian; Manager, Bookstore; Director, Residence Services; Purchasing Officers</td>
</tr>
<tr>
<td></td>
<td>Up to $10,000</td>
<td>President; A VP; An AVP; University Secretary; Deans; Assistant Deans; Associate Deans; Executive Directors; Registrar; Chairs; Directors; Associate Directors; Assistant Directors; Executive Assistants; Managers;</td>
</tr>
<tr>
<td>Purchasing Officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td><strong>Up to $5,000</strong></td>
<td>Supervisors; Administrative Officers; Administrative Support staff; Purchasing Assistants</td>
<td></td>
</tr>
<tr>
<td><strong>Up to $2,500</strong></td>
<td>Shop Heads in Facilities Management; Other FAST account holders</td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE B – Approval Authority Table

The following persons are able to authorize expenditures for single transactions up to the limits below assuming sufficient funds are in the budget. Single transactions in excess of an individual’s authority require “one-over-one” approval, except sponsored research funding where the principal investigator has authority to sign on expenditures contained within the grant budget and terms.

<table>
<thead>
<tr>
<th>Dollar Threshold</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 5,000,000</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>Up to $5,000,000</td>
<td>President</td>
</tr>
<tr>
<td>Up to $1,000,000</td>
<td>Vice-President</td>
</tr>
<tr>
<td>Up to $500,000</td>
<td>Associate Vice-President</td>
</tr>
<tr>
<td>Up to $250,000</td>
<td>Dean/Executive Director</td>
</tr>
<tr>
<td>Up to $100,000</td>
<td>Chair/Director</td>
</tr>
<tr>
<td>Up to $50,000</td>
<td>Manager/Account Holder</td>
</tr>
</tbody>
</table>
SIGNING AUTHORITY - CONTRACT REVIEW PROCEDURES

Procedural Authority: Vice-President Finance
Procedural Officer: Vice-President Finance
Parent Policy: Signing Authority Policy (FM5100)
Effective Date: New
Supersedes: New
Last Editorial Change:

PURPOSE
1.00 To outline the process by which university contracts and agreements are reviewed prior to their execution.

SCOPE
2.00 These procedures apply to all agreements, contracts, commitments or obligations to which the university is a party.

DEFINITIONS
3.00 The definitions contained in the university's Signing Authority Policy (FM5100) apply to these procedures.

PROCEDURES
4.00 Individuals with signing authority must be assured that:

   a) The appropriate level of approval has been obtained as per Schedule A of the Signing Authority Policy;
   b) The university is able to meet its obligations within the terms of the contract and that it is likely the other party can meet its obligations;
   c) The contract is in accordance with any legislative or regulatory requirements, policies, guidelines, collective agreements, or other obligations of the university;
   d) They are aware of the financial and other benefits that are expected to flow to the University as a result of the contract; and
   e) The recovery towards indirect costs included in the contract are consistent with university policies.

5.00 In addition to the assurances outlined above, individuals with signing authority must also ensure that contracts receive all necessary reviews including:

   a) Legal, indemnity and liability review by the Office of the General Counsel
   b) Insurance review by the Manager, Risk, Insurance and Continuity Planning
   c) Privacy review by the Office of the Chief Privacy Officer
   d) Faculty Relations review by the Office of the Vice-President Academic
   e) Excluded employment contracts review by Associate Vice-President, Human Resources, or delegate.
Legal Review

6.00 The General Counsel must review all contracts, regardless of value, where there is potential for significant or uncertain liability to the university. While contract signing authorities must use their own judgment in determining which contracts need to be reviewed by the General Counsel, some examples include:

   a) All contracts with a total annual financial value greater than $50,000;
   b) All contracts involving the lease, transfer, mortgage, acquisition or disposition of an interest in land, or licenses involving land, regardless of value;
   c) All contracts with entities from a jurisdiction other than British Columbia, where the laws of that jurisdiction are the governing laws of the contract;
   d) Contracts that could negatively impact the university’s reputation; and
   e) Contracts where there is the potential for injury to persons, property, or the environment.

7.00 If contract signing authorities are uncertain regarding any contract provision, they should seek legal advice from the General Counsel.

Insurance and Indemnity Review

8.00 Contracts that contain insurance and/or indemnity provisions must be reviewed by the Manager, Risk, Insurance and Continuity Planning. This ensures that the university is not accepting an unreasonable degree of financial risk.

Privacy Review

9.00 Contracts in which a third party may have access to personal information under the custody or control of the university must be reviewed by the Privacy Officer, unless the General Counsel is reviewing the contract and the two offices have determined that an additional review by the Privacy Officer is not required.

10.00 Anyone reviewing a contract should refer to the Freedom of Information and Protection of Privacy Act, RSBC 1996, c. 165 (FIPPA), and the university’s Protection of Privacy Policy. The Protection of Privacy Policy requires the university to attach the Privacy Protection Schedule to any third party contract or agreement that requires the collection, use, or disclosure of personal information, to ensure that the third party treats personal information in accordance with FIPPA and university policies and procedures.

Faculty Relations Review

11.00 All tenured and tenure-track faculty appointment contracts require review by Faculty Relations and approval of the Vice-President Academic and Provost prior to the conveyance of the written employment offer and/or appointment contract to the candidate. Deans may develop standard appointment contracts and hiring packages which are pre-cleared for use in routine hires.
Excluded Employment Contracts Review

12.00 All excluded employee appointment contracts, not including Deans or Associate Deans, require review by the Associate Vice-President Human Resources, or designate, prior to the conveyance of the written employment offer and/or appointment contract to the candidate.

Exceptions

13.00 Legal, insurance and privacy reviews may not be required in situations where the signing authority has used template agreements that have been previously approved by the General Counsel or Chief Privacy Officer, with no alternations to legal or risk or privacy terms. Contract signing authorities must consult the General Counsel if they wish to amend a term or condition of such contracts.

14.00 Standard contracts or contractual terms adopted for one specific use must never be amended, or terms of one such contract transferred to a different contractual area, without the General Counsel’s express agreement.

15.00 Contracts falling under the jurisdiction of Office of Research Services, Purchasing Services and Facilities Management are reviewed by each of these respective offices who have contract review procedures in place reflecting the unique nature of their contracts. These offices periodically consult with General Counsel, the Manager, Risk, Insurance and Continuity Planning and the Chief Privacy Officer as required.

High Risk Contracts

16.00 Contract signing authorities must bring contracts that:
   a) Have an unusually high risk factor;
   b) Bring the university’s activities under public scrutiny; or
   c) Involve any controversial matter,

to the attention of the appropriate Vice-President prior to the contract being signed. The Vice-President may seek advice or approval from the Board of Governors as required.

RELATED POLICIES AND DOCUMENTS

- Signing Authority Policy (FM5100)
- Purchasing Policy (FM5105)
- Privacy Protection Schedule
SIGNING AUTHORITY - APPROVAL PROCEDURES

Procedural Authority: Vice-President Finance
Procedural Officer: Vice-President Finance
Parent Policy: Signing Authority Policy (FM5100)

PURPOSE
1.00 To outline the responsibilities of those individuals within the university who have authority to approve expenditures and to provide assurance that expenditures:

   a) are required for university purposes;
   b) comply with university policy and procedures and applicable external funding, including donor, terms, where applicable; and
   c) avoid any potential or perceived conflict of interest.

SCOPE
2.00 These procedures apply to all funds administered by the university.

DEFINITIONS
3.00 The definitions contained in the university's Signing Authority Policy (FM5100) apply to these procedures.

PROCEDURES
4.00 Approval of the university's Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget and subject to the dollar limits outlined in Schedule B of the Signing Authority Policy.

5.00 Individuals responsible for restricted funds such as research and specific purpose funds, including endowment spending, are authorized to make expenditures within the amounts and scope of the funding received.

6.00 Account holders must ensure that expenditures are required for university purposes and are in compliance with university policies and procedures and external funding, including donor, terms and conditions, where applicable. Any expenditure that may be deemed ineligible or inappropriate is the responsibility of the account holder.

7.00 While administrative staff may prepare expenditure transactions for approval, the approver is ultimately responsible for transactions they have signed.
8.00 Approval signatures affixed to expenditure transactions, whether written or electronic, attest to the following criteria:

   a) That expenditures are required for university purposes;
   b) That expenditures comply with university policy and procedures and, where applicable, external funding, including donor, terms and conditions;
   c) That the transaction form has been filled out accurately and completely and that appropriate supporting documentation is provided; and
   d) That sufficient uncommitted funds are available in the account to be charged.

9.00 The university reserves the right to withhold the commitment or payment of expenditure transactions that do not meet all of the criteria outlined in section 8.00.

One-Over-One Approval

10.00 Expenditure transactions that may represent a potential or perceived conflict of interest must be approved by the claimant’s supervisor. The one-over-one approval provides assurance that due diligence has been exercised and ensures that no one is placed in a position where they can to authorize a payment to themselves or to their benefit.

11.00 The claimant must provide complete, accurate information and documentation to substantiate the claim in order for the one-over-one approver to sign off.

12.00 Examples of where one-over-one approval is required are as follows:

   a) Travel expense claims and advances;
   b) Expense claims including hospitality;
   c) Petty cash reimbursements;
   d) PCard statements;
   e) Honoraria, consulting fees or other payments; and
   f) Payments to family members or relatives.

13.00 The above examples are a guide only and do not represent an exhaustive list. If there is uncertainty that an expenditure represents a potential or perceived conflict of interest, then one-over-one approval should be obtained.

RELATED POLICIES AND DOCUMENTS

Signing Authority Policy (FM5100)
Purchasing Policy (FM5105)
Research Funding Management and Financial Accountability Policy (FM5405)
SIGNING AUTHORITY - DELEGATION PROCEDURES

Procedural Authority: Vice-President Finance
Procedural Officer: Signature Policy (FM5100)
Parent Policy: Signing Authority Policy (FM5100)
Effective Date: New
Supersedes: New
Last Editorial Change: 

PURPOSE
1.00 To outline the process by which commitment and approval authorities can be delegated.

SCOPE
2.00 These procedures apply to both commitment and approval authority as outlined in the university's Signing Authority Policy and to all funds administered by the university.

PROCEDURES

Commitment Authority
3.00 Contracts in excess of $5,000,000 normally require the approval of the Board of Governors. Where such approval is required between regular meetings of the Board, the Executive and Governance Committee may deal with the matter - See the Procedures of the Board of Governors.

4.00 Individuals who have been delegated commitment authority by the Board of Governors, as set out in Schedule A of the university's Signing Authority Policy may sub-delegate their authority to sign contracts on behalf of the university by temporarily appointing another individual to their position in an acting capacity.

5.00 The person holding an acting position will have the same commitment authority as the person making the sub-delegation, subject to the dollar limits outlined in “Schedule A” to the Policy.

6.00 The person holding the acting position who receives a sub-delegation of commitment authority cannot further sub-delegate this authority to others.

7.00 Individuals delegated commitment authority by the Board remain ultimately responsible for the contracts executed by their delegates.

8.00 The temporary appointment of a person to an acting position may only be made to an employee of the university.

9.00 The sub-delegation must be in writing using the prescribed form.

Approval Authority
10.00 Account holders are assigned responsibility for budgets and FAST accounts by virtue of their position.

11.00 Account holders may delegate authority to approve expenditures, subject to the amounts allocated in their budgets or for a lower fixed dollar value, and within the limits outlined in “Schedule B” of the Signing Authority Policy.

12.00 Delegations can be temporary or ongoing.

13.00 Only the account holder may delegate approval authority to other employees.

14.00 Account holders remain responsible for expenditures approved by delegates even though delegates have been granted authority.

15.00 One-over-one approval authority cannot be delegated although if another person is appointed in a temporary acting capacity to the account holder’s position they will inherit the account holder’s approval authority as well as one-over-one approval authority.

16.00 Delegation of approval authority must be in writing using the prescribed form.

RELATED POLICIES AND DOCUMENTS
Signing Authority Policy (FM5100)
Purchasing Policy (FM5105)
Research Funding Management and Financial Accountability Policy (FM5405)
1.1 PURPOSE AND SCOPE OF PURCHASING SERVICES POLICY:

The purpose of the Purchasing Services Policy is to set out the responsibilities and accountability associated with the efficient and economical acquisition of goods and services. This policy applies to all university faculty and staff and includes all purchases, leases and rentals using operating, capital and restricted funds from trusts, contracts and research grants under the administration of the University and its affiliated entities (Section 1.6).

1.2 POLICY STATEMENT:

It is the policy of the University of Victoria to acquire goods and services through a competitive process whenever practical that results in supply arrangements at the most effective net cost, in the correct quantities, of the appropriate quality, and from the most responsive and responsible source.

Purchasing and supply management functions at the University of Victoria are centralized within the Purchasing Services Department which is delegated the responsibility and authority for acquiring goods, equipment, services and construction for all academic, administrative, and affiliated entities (Section 1.6), except those areas listed in Section 1.3 as being specifically delegated. Units responsible for excluded areas are required to comply with the same regulatory, common law, public procurement principles, processes, and procedures as if their requirements were conducted through Purchasing Services.

The chief purchasing agent will be the director, purchasing services, who shall administer the Purchasing Services Policy, and establish and employ such practices, processes, procedures or methods as are determined appropriate to the efficient and effective operation of supply management services.

In certain circumstances a portion of the Purchasing Services function may be delegated to other departments upon written approval of the vice-president finance and operations.

Contracts, Agreements and Purchase Requisitions are to be executed only as is stipulated in Signing Authority Policy (FM5100).
1.3 POLICY PROVISIONS:

1.3.1 Acquisition of goods, services and construction through purchase, lease or rental are to be undertaken in a fair, open and competitive manner.

1.3.2 Normally commitments to third parties may not be made, nor items acquired through lease which extend beyond confirmed funding availability (e.g. fiscal year budget, research grant); however, month-to-month rentals may be permitted subject to review by Purchasing Services providing there are no financial obligations initially, during, or at the expiration of an agreement that would result in a funding shortfall to the respective budget. Adjudication’s regarding leases are the responsibility of the executive director, financial services, with exceptions requiring the approval of the vice-president finance and operations.

1.3.3 Commitments or indications of preference to third party suppliers are not to be made by departments, principal investigators or others apart from Purchasing Services or those responsible for excluded goods and services in 1.3. For unique and/or larger value equipment and other purchases, Purchasing Services shall be advised of the requirements at an early date both to utilize its expertise and sourcing contacts and to have the time to locate and finalize the best terms and conditions.

1.3.4 The purchase of goods and/or services shall be initiated by a properly completed and approved purchase requisition, stores requisition, or service request in accordance with spending and commitment authority guidelines (Purchasing Operating Guidelines Manual) and shall be contracted by a purchase order or formal agreement except for petty cash and purchasing card transactions. This provision also applies to delegated purchasing authority transactions.

1.3.5 Purchasing Services may issue purchasing cards, ghost cards or initiate other e-commerce purchase and payment mechanisms to facilitate acquisition of low value goods and/or services consistent with Signing Authority Policy (FM5100) and in accordance with Purchasing Operating Guidelines and the Purchasing Card Program Manual.

1.3.6 Whenever practical, Purchasing Services or the delegated unit responsible under 1.3 shall invite quotations from qualified suppliers for all goods and services and construction if the estimated cost is in excess of $15,000. Purchasing Services shall establish Corporate Supply Agreements covering frequently required goods and services. Purchasing Services will, upon request, assist departments with the preparation and processing of quotations, tenders, requests for proposals, transactions, and contracts of any value including those identified in 3.1 as having delegated purchasing authority. The Spending and Commitment Authority Level Chart illustrated in the Purchasing Operating Guidelines Manual should be used as a guide in all acquisitions.
1.3.7 As set out in 1.4 and 1.5, Purchasing Services will obtain the advice, recommendation and sign-off of the various departments indicated prior to committing to a purchase with an external third party.

1.3.8 In order that Purchasing Services is aware of any potential conflict of interest in dealing with suppliers and can ensure there are no adverse consequences from such conflict, University employees with direct or indirect interest in a University supplier or merchant or potential supplier must report such interest to the director, purchasing services. Soliciting or accepting money, loans, credits, or prejudicial discounts, or the acceptance of gifts, entertainment, favors, or services from present or potential suppliers that might influence, or appear to influence purchasing decisions is prohibited. (Refer to Conflict of Interest and Confidentiality Policy GV0210)

1.3.9 Purchasing Services and other contracting officers shall refrain from entering into reciprocal agreements that restrain competition.

1.3.10 Purchasing Services shall comply with the letter and spirit of laws and regulations governing the public procurement function.

1.3.11 Contractual arrangements between the University and external organizations may include an agreed-upon exchange of cash, goods, and/or services that have a direct measurable value.

1.3.12 Purchasing Services is responsible for the disposal of all surplus materials and assets through re-allocation, direct sale, auction, trade, donation or landfill. All academic and administrative departments must provide Purchasing Services with a list of such items for disposal, including computers and other equipment and capital assets acquired with professional development account funding.

1.3.13 Organizational units responsible for the acquisition of goods or services under Section 1.3 must ensure that processes used to purchase goods or services are conducted in a manner that best serves the interests of the University and are consistent with this Purchasing Services Policy. Purchasing Services shall periodically review practices for these excluded goods and/or services to evaluate whether effectiveness and best value procurement practices are being followed.

1.3.14 Purchasing Services will make purchases in compliance with legislation and statutory regulations including CSA for safety standards, WHMIS for hazardous products, customs duties, excise taxes, GST and provincial sales taxes.

1.3.15 Delegated units/departments are encouraged to engage the expertise and services of purchasing services who are available to assist in sourcing requirements through established processes and methods.
### 1.3 GOODS AND SERVICES EXCLUDED FROM PURCHASING POLICY

<table>
<thead>
<tr>
<th>Excluded Goods or Service</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuarial Services</td>
<td>Pension Trustees and Executive Director, Financial Services</td>
</tr>
<tr>
<td>Arbitrators</td>
<td>Associate Vice-President, Human Resources</td>
</tr>
<tr>
<td>Auditing</td>
<td>Respective Boards of Governors or Directors</td>
</tr>
<tr>
<td>Banking</td>
<td>Vice-President Finance and Operations</td>
</tr>
<tr>
<td>Employee Outplacement Services</td>
<td>Associate Vice-President, Human Resources</td>
</tr>
<tr>
<td>Food products for resale (non-surplus items)</td>
<td>Director, University Food Services (Does not include items to be supplied to internal departments)</td>
</tr>
<tr>
<td>Instruction and Honorariums</td>
<td>FAST Account Holders (Refer to BOG Policy FM5100)</td>
</tr>
<tr>
<td>Insurance (Property &amp; Casualty)</td>
<td>Executive Director, Financial Services</td>
</tr>
<tr>
<td>Investments and Investment Manager Appointments</td>
<td>Foundations, Pension Trustees, and Executive Director, Financial Services</td>
</tr>
<tr>
<td>Labour Relations and Benefits Advisors</td>
<td>Associate Vice-President, Human Resources</td>
</tr>
<tr>
<td>Legal Services (External Counsel)</td>
<td>General Counsel</td>
</tr>
<tr>
<td>Library Materials (Books, Periodicals &amp; Multi Media)</td>
<td>University Librarian</td>
</tr>
<tr>
<td>Merchandise for Resale (Non surplus Items)</td>
<td>Bookstore, Computer Store Managers, (Does not include items supplied to internal departments)</td>
</tr>
<tr>
<td>Multi Media – In House Production</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td>Permits, Fees, Licenses (Government Issued)</td>
<td>Accountable Department</td>
</tr>
<tr>
<td>Personal Services Contracts</td>
<td>See Business Firm Retainer Form and Determination of Employment Relationship Policy (HR6325)</td>
</tr>
<tr>
<td>Petty Cash</td>
<td>Executive Director, Financial Services</td>
</tr>
<tr>
<td>Internal Photography Service</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td>Real Estate: Acquisitions, Disposals and Leases</td>
<td>Vice-President, Finance and Operations</td>
</tr>
<tr>
<td>Utilities (Electricity, Gas, and Water)</td>
<td>Executive Director, Facilities Management</td>
</tr>
<tr>
<td>Wall Mounted Articles</td>
<td>Executive Director, Facilities Management</td>
</tr>
</tbody>
</table>
### 1.4 GOODS AND SERVICES REQUIRING TECHNICAL APPROVAL (SPECIFICATIONS) PRIOR TO PURCHASE.

<table>
<thead>
<tr>
<th>Goods or Service</th>
<th>Area of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers and Peripherals</td>
<td>Computing and Systems Services</td>
</tr>
<tr>
<td>Furniture</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Graphic Design (Off Campus services)</td>
<td>External Relations and Development</td>
</tr>
<tr>
<td>Graphic Design (On Campus services)</td>
<td>External Relations and Development</td>
</tr>
<tr>
<td>Printing</td>
<td>Printing Services</td>
</tr>
<tr>
<td>Video Tapes</td>
<td>Film Library</td>
</tr>
</tbody>
</table>

### 1.5 GOODS AND SERVICES WHERE DEPARTMENTS IDENTIFY REQUIREMENTS THROUGH SPECIFICATIONS OR SCOPE OF WORK, PURCHASING SERVICES CONDUCTS SOURCING EXERCISE, AND DEPARTMENT RECOMMENDS APPROVAL OF SUPPLIER OR CONTRACT.

<table>
<thead>
<tr>
<th>Goods or Service</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising and Visual Identity Program</td>
<td>External Relations and Development</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>Registrar or Computing and Systems Services</td>
</tr>
<tr>
<td>Communications – Media Relations</td>
<td>External Relations and Development</td>
</tr>
<tr>
<td>Construction</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Consultants – Capital Planning/Feasibility</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Environmental, Recycling, Sustainability</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Family Assistance Programs</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Marketing</td>
<td>External Relations and Development</td>
</tr>
<tr>
<td>Printing and Duplicating (Photocopiers)</td>
<td>Printing Services</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>External Relations and Development</td>
</tr>
<tr>
<td>Relocations</td>
<td>(See Relocation Grant Policy (HR6405))Vice-President Academic</td>
</tr>
<tr>
<td>Telecommunication Services (Voice, Data, Other)</td>
<td>Network Services (CASS)</td>
</tr>
<tr>
<td>Temporary Staff Agencies</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>
Travel – Non Staff Various FAST Account Holders
Related (Research and Other)

Travel - Staff Related (See Travel and Business Expenses Policy HR6500 and Hospitality Expenditure Policy FM600)

University Logo Items External Relations and Development

1.6 AFFILIATED ENTITIES:

1.6.1 University Industry Partnerships
1.6.2 University of Victoria Foundation
1.6.3 Foundation for the University of Victoria
1.6.4 Pension Plans
1.6.5 Centres of Excellence
1.6.6 Bamfield Marine Centre
1.6.7 Vancouver Island Technology Park
1.6.8 University of Victoria Properties Investments Inc.
ALUMNI and DEVELOPMENT
A detailed mid-year report has been presented to the Finance Committee (#BOG-Nov29/16-18) which includes information on funds raised to date, fundraising goals, and alumni engagement activities.

At the January 26, 2016 Board meeting, the Board approved the re-naming of the Administrative Services Building to the ‘Michael Williams Building’. A building naming ceremony and luncheon was held on November 17, 2016 to recognize, honour and remember Michael Williams for his legacy of support to the university and the Greater Victoria community, and to inspire others to give to UVic through the communication of Williams’ legacy.

CEREMONIES, EVENTS, FARQUHAR AUDITORIUM
Ceremonies and Events: Fall Convocation ceremonies were held November 9 and 10, marking the successful completion of studies for 1,379 graduating students. Honorary degrees were conferred upon computer scientist and engineer Lynn Conway, Canadian telecommunications industry leader Darren Entwistle, four-time Olympic triathlete Simon Whitfield, and champion for sustainability and people living with disabilities Mike Harcourt. The President Cassels and Chancellor Rogers both attended other events with the honorands.

A ‘Countdown to Convocation’ social media campaign (#uvic2016) included photo contributions from various UVic departments. This successful collaboration by Ceremonies, Alumni Relations and Communications + Marketing will be featured during a presentation by UVic’s Social Media Coordinator at the Higher Ed Social Media Online Conference November 30.

Farquhar Auditorium: The venue hosted over 6,000 attendees at various events this October, including Mick Fleetwood’s Blues Band; two sold-out performances of Just for Laughs; Quebec troupe Sursaut Dance introducing the Farquhar’s family series; and the Jazz at Lincoln Centre Orchestra with Wynton Marsalis, during which UVic trumpet students participated in an open discussion and meeting with the jazz icon. The Walrus Foundation presented Youth Leadership Talks with activist Sally Armstrong, Olympian Ryan Cochrane, and UVic’s Joshua Coutts of the Victoria Hand Project. Chancellor Rogers moderated this very successful event.
LEGAL ART GALLERIES
Legacy has planned a busy Canada 150 year in 2017 to celebrate this country’s diversity. Many activities and projects serve both the academic and wider communities, including:

- A new workshop: **Open Eyes, Open Minds: Building Cultural Competency through Art.**
  This cross-disciplinary workshop will be offered eight times over the winter term to any faculty member wishing to book for their class. Students will engage in a variety of dynamic and thoughtful activities with art from the collection to foster critical thinking.
- A major exhibition at the Legacy Downtown: **Ellen Neel: The First Woman Totem Pole Carver.**
  Headed up by the Williams Legacy Chair, this exhibition is part of our yearlong focus on First Nations art and builds upon our recent collaboration with the City to hold a public Totem Pole forum.
- Also opening in January: **Who Was Grafton Tyler Brown?** This exhibition delves into the career of the first African American artist to work in BC. Legacy has commissioned three local artists of colour to create new performance works in response to this exhibition.

COMMUNITY and GOVERNMENT RELATIONS (CGRO)

**United Way:** The UVic United Way campaign started in September and will run until mid-December. This year’s goal is $275,000 and we are currently 77% towards achieving target. The CGRO office administers the campaign budget each year on behalf of the large volunteer committee, helps out wherever necessary and liaises with the Greater Victoria Campaign on event logistics and leadership giving. More information on the campaign, events and donating can be found [here](#).

**Canada 150:** CGRO has made progress coordinating UVic’s strategy to mark Canada’s 150th birthday in 2017. Four signature series (university-wide) events will be led by the Department of History, the Faculty of Law, the Faculty of Social Sciences, CAPI, and the Gustavson School of Business and we are having ongoing discussions with other departments seeking to organize unit-level events. The Canada 150 web page is under development and should be live by early December. Outreach continues campus-wide to explore additional opportunities for Canada 150.

MUNICIPAL GOVERNMENT

**Canada 150 municipal partnerships:** CGRO will be holding a joint meeting on November 28 with the Municipal Liaison Committee and other interested councilors and municipal staff involved in planning for Canada’s 150th anniversary to see if there are areas where we can partner or collaborate on events.

**Export Innovation - Victoria Delegation to China:** From October 14 to 20, Vice-President Carmen Charette joined City of Victoria Mayor Lisa Helps and a local delegation to China for Export Innovation. The focus of the trip was to increase export channels and opportunities for Victoria businesses; to continue to support local post-secondary institutions, their partnerships and co-op opportunities with Chinese institutions; and to showcase Victoria as Canada’s premier tourism and educational destination. UVic signed a partnership agreement with Soochow University. The new agreement allows Soochow University students who complete two years of study in Suzhou and then transfer to UVic’s economics program for the remaining two years to receive a double degree in economics from both Soochow University and UVic. This is the third partnership agreement with Soochow University. Discussions on future partnerships with Soochow University and East China Normal University were very productive and will lead to new agreements in the coming year.

**City Studio:** UVic continues to provide support the City of Victoria’s City Studio initiative. The City will be approaching UVic, Royal Roads University, and Camosun College for a financial contribution to fund a City Studio Coordinator, who will be instrumental developing and managing the program going forward.
Vancouver Island Economic Alliance: Jennifer Vornbrock attended VIEA’s annual summit in Nanaimo October 26-27. CGRO was a sponsor of the event which was extremely well attended with a strong focus on Indigenous partnerships. Premier Clark addressed the conference.

PROVINCIAL GOVERNMENT

- With continued focus on building visibility, credibility and strengthening key relationships at both the political and bureaucratic levels, recent engagement has focused on the following files:
  - Student housing
  - Program development/expansion
    - Computer Science and Engineering
    - Joint Program in Canadian Common Law and Indigenous Legal Orders (JD/JID – Juris Doctor / Juris Indigenous Doctor)
  - Student experience and success
    - Indigenous Plan
    - Sexualized Violence
    - Student Mental Health
  - Capital planning and investment
    - Computer Science and Engineering
    - Rising deferred maintenance costs and diminishing capital funding
- Successful meeting with Deputy Minister of BC Public Service to support the province’s new Corporate HR Strategy and work underway on a new Co-op and Intern Strategy for the BC Public Service.
- UVic hosted the Deputy Minister and two Assistant Deputy Ministers of Aboriginal Relations and Reconciliation to discuss the university’s ongoing initiatives in Indigenous law, languages, entrepreneurship, and education and possible collaborative efforts.
- On October 6 Minister Amrik Virk, Technology, Innovation, and Citizen’s Services announced funding for the West Coast Wave Initiative to support their wave measurement research and its clean energy potential. The Minister also announced funds for the ARIEL initiative at TRIUMF, which will bolster their capacity to produce rare isotopes.
- Jennifer Vornbrock and Robina Thomas represented UVic at the BC Post-Secondary Truth and Reconciliation Summit, which took place in Vancouver October 19 and 20.
- November 24: UVic hosted a number of government and community members at the Public Policy Forum’s Annual Western Awards Dinner in Vancouver.

FEDERAL GOVERNMENT

- In order to effectively support UVic’s national leadership on Indigenous education and reconciliation, a UVic delegation led by President Cassels and Chancellor Rogers went to Ottawa to engage with the federal government on the topic. The delegation met with almost two dozen elected and government officials, including the Prime Minister’s Office and the Department of Finance, Justice, and Indigenous and Northern Affairs. There was strong support for UVic’s work to establish the Indigenous Law Program and build an Indigenous Legal Lodge for national scholarship and innovation in this area.
- Recent events:
  - November 8: Parliamentary Secretary to the Minister of Environment and Climate Change, Jonathan Wilkinson, held a media availability at Oceans Network Canada. The availability was provided as part of the federal government’s Oceans Protection Plan, announced November 7. The plan includes $1.5 billion in funding with specific measures to protect B.C.’s coast. This investment may result in support for the work being done at Oceans Network Canada and UVic. Specifics on where the funding will be directed to be announced at a later date (see Times Colonist coverage here).
  - November 21: Universities Canada President, Paul Davidson, toured UVic. His visit included meetings with President Cassels and various academic and administrative leaders.
COMMUNICATING THE UVIC EDGE: PROGRESS REPORT
The communications and marketing plan implementation continues in 10 priority areas. The following provides an update on major activities in some of those areas.

Launch and support positioning internally
The Edge Department and Unit Implementation Team (DU-IT) is wrapping up a very successful pilot project in the Faculty of Social Sciences with updated websites launching weekly (examples: http://www.uvic.ca/socialsciences/environmental/ or http://www.uvic.ca/socialsciences/economics/). Dynamic new student testimonial videos are being posted regularly in the undergraduate section of the sites and print materials are in production. DU-IT aims to produce Edge-related digital and print positioning materials for academic departments, schools and research centres over a two-year period.

The team has begun meeting with units in the next faculty—Humanities. Work is underway in Gender Studies, Greek and Roman Studies and History with Philosophy and Linguistics set to start in early December. Work has also begun with the Centre for Global Studies.

A significant portion of the November 23 Edge Team meeting was devoted to identifying audiences and defining the goals of an annual UVic brand camp that will be launched in 2017.

Create a media-rich storytelling strategy
Videos continue to be produced that tell stories about UVic’s research impact and student experiences. See the video galleries at www.uvic.ca/partners/ and http://www.uvic.ca/home/about/edge for examples. Planning is underway for a “Research Reels” video contest that will be part of Ideafest in March. It is another way of collecting and curating user-generated content.

Update key UVic website elements
The RFP to design the information architecture for the front end of a new UVic News and Story Hub website has closed and submissions are being evaluated. The website will make Edge-related stories and assets such as photos and videos readily and widely accessible to UVic units for their use. Staff training has started for the back-end management system for the hub.

Create a content management strategy for social media
Onboarding for the Hootsuite social media management platform is complete for UC+M staff and our eight campus partners. Three workshops were conducted for Deans’ Council members on the strategic use of social media.

Develop and implement a paid advertising campaign
Both the leaders and student campaigns are well underway with ads in targeted newspapers, magazines, airports, transit systems, movie theatres and online in accordance with the campaign strategies. The third of the four leaders ads ran on November 16. Development of the fourth ad is underway. The leaders landing page is at www.uvic.ca/partners/. On the student campaign, all online and social media advertising launched in mid-October. The students landing page is at www.uvic.ca/future-students/. Information about the campaign for campus audiences (with graphics of the ads and a schedule) can be found at www.uvic.ca/adcampaign.

The final pre-campaign baseline research report is complete. Among its findings, it confirms for us that UVic is not as well-known, understood or regarded in Metro Vancouver as we want and need to be among community leaders or high school students. The report will serve as a useful baseline against which to assess the impact of our advertising and reputational advancement initiatives in the future.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 9, 2016

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: Proposal for Graduate Certificate in Indigenous Nationhood

Basis for Jurisdiction: Senate Committee on Planning meeting on May 11, 2016

Senate meeting on October 7, 2016

Strategic Relevance: The University's success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build upon faculty expertise. The proposal for the Graduate Certificate in Indigenous Nationhood will help UVic to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.

Previous Consultation: At its meeting on October 7, 2016, Senate approved and recommends that the Board of Governors approve the establishment of a Graduate Certificate in Indigenous Nationhood. The proposal was approved by the Senate Committee on Planning at its meeting on May 11, 2016.
Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Overview/nature of the academic program

History, Context, and Governance of the Indigenous Nationhood Certificate

The Indigenous Governance, Political Science and Law programs are committed to delivering a graduate certificate in Indigenous Nationhood. The units agree that they are institutionally and regionally uniquely positioned to train students in the area of Indigenous Nationhood. Students will be exposed to theoretical and applied lines of inquiry centered in Indigenous Nationhood through the lens of decolonization and resurgence, Aboriginal and Treaty Rights and Indigenous legal traditions, critical dialogues on diplomacy and sustainable relationships, critical race theory and settler colonialism, and Indigenous-state relations and constitutionalism. These intersections provide a unique opportunity for students to examine varied epistemological, theoretical, and methodological approaches within the fields of Indigenous governance, politics and law.

The Faculties of Social Science, Human and Social Development, and Law will offer the certificate, with their sponsorship coordinated through the Office of Interdisciplinary Academic Programs. The Indigenous Nationhood certificate will draw on faculty members and courses from the Political Science department, the school of Indigenous Governance and Faculty of Law. Core Indigenous Nationhood courses will be taught by faculty from the Indigenous Nationhood Program Committee, comprised of participating faculty.

Each year, the Indigenous Nationhood certificate will offer the Indigenous Nationhood Core Courses (Indigenous Nationhood 601: Foundations in Indigenous Nationhood and Indigenous Nationhood 697: Capstone Experience). In addition, each participating unit has agreed to offer at least one of the elective courses each year from their respective unit. The Indigenous Nationhood Core Course (Indigenous Nationhood 601) will be taught by the Indigenous Nationhood Director. Indigenous Nationhood 697 will be coordinated by the Director of Indigenous Nationhood and overseen by the Program Committee.

Alignment with the university’s mission and strategic plan

Anticipated Contribution to the UVic, Faculty, and Academic Units’ Strategic Plans

The Indigenous Nationhood certificate will advance the departmental, faculty and university goals of graduate student recruitment and retention, both for Indigenous and non-Indigenous students. With the expansion of Indigenous programming provincially, nationally and internationally, a new distinct graduate certificate will signal that the study and enhancement of Indigenous Nationhood remains a priority for the University of Victoria. With the growth of academic positions across Canada and across disciplines with a focus on Indigenous Nationhood, the
graduates will be uniquely positioned to further develop research and scholarship in this emerging area and to take up these academic positions. To our knowledge no other Canadian Political Science department or Faculty of Law offers an Indigenous Nationhood sub-field option.

**Anticipated contribution to the mandate and strategic plan of UVic:**

A key recommendation in the University’s strategic plan is “to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.” Key strategies for achieving this objective include:

1. a) utilize the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding.

2. b) building on the success of LE,NONET and other initiatives, coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties.

3. c) strengthen our relationships with First Nations communities and increase the recruitment and retention of Indigenous students.

The Indigenous Governance, Political Science, and Law programs are well positioned to contribute to these efforts through the development and implementation of a graduate certificate in Indigenous Nationhood. Professors Taiaiake Alfred and Jeff Corntassel are already cross-appointed in Political Science, which further eases the transition to the certificate. This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US universities.

**Building academic-community research:**

The Indigenous Nationhood certificate will strengthen relationships with Indigenous communities through training in Indigenous Nationhood as well as carrying out research projects in collaboration with different Indigenous nations. For example, a number of faculty involved have secured grants to work with Indigenous nations in the area of Indigenous Nationhood. In order to carry out this work, students will be trained and prepared to work with Indigenous nations. These kinds of community-based research projects are increasingly emphasized by the University and funding agencies such as SSHRC.

**Wider university benefits:**

The graduate certificate in Indigenous Nationhood will build on existing strengths within Political Science, Indigenous Governance and Law and will fill a gap within UVic graduate programs in an area that is of high interest to graduate students. Further, collaboration across these programs in the development of a graduate certificate could lay the groundwork for future development of an interdisciplinary MA and Ph.D. degree in Indigenous Studies.

**Senate/academic considerations**

The graduate certificate in Indigenous Nationhood requires 7.5 units of study.
The foundation course for the graduate certificate in Indigenous Nationhood is IN 601: Foundations of Indigenous Nationhood. In addition to the 1.5 units of Indigenous Nationhood 601, students must complete a total of 4.5 units from electives. Students must take one 1.5 unit course from each of the three participating units. For course offerings, see the list of approved elective courses.

The final requirement is participation in Indigenous Nationhood 697: Capstone Experience. This course is 1.5 units and will involve either a comprehensive examination of Indigenous Nationhood or a committee-approved community internship, co-op placement, or other community-based work/service-integrated learning opportunity.

**Demand and availability**

*Existing student demand:* Many undergraduate and graduate students at UVic have expressed an interest in applying to and/or participating in a program at the graduate level that provides integrative training and scholarship in the three intersecting area of law, political science and Indigenous governance.

The demand for graduate-level directed studies courses in the field of Indigenous Nationhood has grown significantly. This collaboration will enable students to access graduate level courses in the participating academic units that were previously unavailable to them. Currently, only three doctoral programs in the broader but related field of Indigenous Studies exist across North America, each with a regional tribal focus.

*Pedagogical and research contributions:* Training in the field of Indigenous Nationhood, through a distinct graduate certificate, will increase student job placement across North America. It will also foster graduate student academic conferencing and publishing opportunities, and increased grant funding where Indigenous research has been recognized as a priority area. Over the last four years, faculty across these three units have facilitated an Indigenous Studies Faculty and Graduate Student Workshop that has fostered collaboration and generated increased support and unification for IN research on campus.

*National and international institutionalization of IN:* Professional organizations, such as the American (APSA) and Canadian (CPSA) Political Science associations, now have distinct sections on Indigenous Politics. The exponential growth of the Native American and Indigenous Studies Association (NAISA) over recent years also signals the increasing importance of Indigenous Studies. There has also been increasing interest in Indigenous Politics in traditional Political Science subfields (e.g. CPSA 2013 - IR workshop). The Indigenous Bar Association is committed to the institutional exploration of Indigenous Legal Traditions. A number of academic journals also take Indigenous Nationhood as their focus, such as *Indigenous Law Journal*, *American Indian Law Review*, *Native American and Indigenous Studies Journal*, *Aboriginal Policy Journal*, *Native Studies Review*, *American Indian Quarterly*, *American Indian Culture and Research Journal* and *Wicazo Sa*.

*Strategic funding opportunities:* External-funding opportunities dedicated to Indigenous research are increasingly available (e.g. SSHRC priority area, UVic Indigenous students received three of six nominations for the Trudeau Fellowships in 2013).
**Resource implications**

**Resource Plan**
The Indigenous Nationhood certificate will draw on existing faculty members and courses, adding only one core course requiring faculty instruction. The academic units of the faculty members who teach this core course and serve as the Program Director will be funded to hire sessional replacements.

**Other relevant factors**

This program responds to the *Truth and Reconciliation Commission of Canada: Calls to Action*. It has the potential for great impact on students across discipline areas and has the potential to attract cohorts enrolled in Master-level programs in areas such as nursing and social work.

The University of Victoria is nationally and internationally recognized as a leader in Indigenous research and scholarship. Through the development of this graduate certificate in Indigenous Nationhood across the units of Political Science, Law and Indigenous Governance, the University will be at the forefront of Indigenous programming nationally and internationally, and be better positioned in relation to other B.C. universities.

Outcomes: The graduate certificate in Indigenous Nationhood will develop students with knowledge of current and emerging Indigenous frameworks, and provide a solid grounding in a broad selection of some of the most important studies, conversations and debates in the field of Indigenous Nationhood.

**Attachment(s):**
Graduate Certificate in Indigenous Nationhood (IN)

REVISED Proposal: July 5th, 2016

Certificate in Indigenous Nationhood Planning Committee:
Heidi Kiiwetinopinesiik Stark, Faculty of Social Science, Political Science
Rita Kaur Dhamoon, Faculty of Social Science, Political Science
James Tully, Faculty of Social Science, Political Science
Jeff Corntassel, Faculty of Human and Social Development, Indigenous Governance
Taiaiake Alfred, Faculty of Human and Social Development, Indigenous Governance
John Borrows, Faculty of Law, Law
Val Napoleon, Faculty of Law, Law
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Proposal for a Graduate Certificate in Indigenous Nationhood

1. Identification of New Program
1.1. Graduate Certificate in Indigenous Nationhood (IN)

1.2. Academic Units Offering the New Program
Faculty of Social Sciences
Faculty of Law
Faculty of Human and Social Development
Faculty of Graduate Studies

1.3. Anticipated Program Start Date
January 2017

1.4. Name, Title, Phone Number and E-mail Address of Contact Person(s)
Heidi Kiiwetinepinesiik Stark, Assistant Professor, Political Science, 250-721-6430, starkh@uvic.ca

Jeff Corntassel, Associate Professor and Director, Indigenous Governance 250-721-6440, ctassel@uvic.ca

John Borrows, Professor and CRC in Indigenous Law, Faculty of Law 250-721-8168, jborrows@uvic.ca

In recognition of both the Lekwungen and WSÁNEĆ peoples whose territories we work and reside on, and Indigenous Peoples across Turtle Island (North America) whose lands settler states have been built upon, the Indigenous Governance, Political Science and Law programs are committed to delivering a graduate certificate in Indigenous Nationhood (IN). We are institutionally and regionally uniquely positioned to train students in the area of Indigenous Nationhood. Students will be exposed to theoretical and applied lines of inquiry centered in IN through the lens of decolonization and resurgence, Aboriginal and Treaty Rights and Indigenous legal traditions, critical dialogues on diplomacy and sustainable relationships, critical race theory and settler colonialism, and Indigenous-state relations and constitutionalism. These intersections provide a unique opportunity for students to examine varied epistemological, theoretical, and methodological approaches within the fields of Indigenous governance, politics and law.

The Faculties of Social Science, Human and Social Development, and Law will offer the certificate, with their sponsorship coordinated through the Office of Interdisciplinary Academic Programs. The Indigenous Nationhood certificate will draw on faculty members and courses from the Political Science department, the school of Indigenous Governance and Faculty of Law. Core IN courses will be taught by faculty from the Indigenous Nationhood Program Committee, comprised of participating faculty. Each year, the Indigenous Nationhood certificate will offer the
IN Core Courses (IN 601: Foundations in Indigenous Nationhood and IN 697: Capstone Experience). In addition, each participating unit has agreed to offer at least one of the elective courses each year from their respective unit. The IN Core Course (IN 601) will be taught by the IN director. IN 697 will be coordinated by the Director of Indigenous Nationhood and overseen by the Program Committee.

2.1. Program Committee
The IN Program Committee will be established by vote of the participating faculty and student representatives at the inaugural meeting of the Program in September of each year. The Committee may be a Committee of the Whole, consisting of all the participating faculty and student representatives. The Director will invite IN students to select one representative to the IN Program Committee. The Program Committee will determine the number of representatives to be selected and the procedure for selection, as required. If a select Program Committee is established, it will include (whenever possible) at least one student representative and at least one faculty member from each of the participating departments. Gender balance will also be an objective.

2.2. Program Director
The Program Coordinator for the Indigenous Nationhood certificate will serve for one three-year term and the leadership will rotate to a different unit upon completion of each three-year term. The IN Program Director is responsible to the IN Program Committee and the Dean of Graduate Studies. The Director will be in charge of the day-to-day administration of the program and take responsibility for promoting and developing the Program within the University and advertising it elsewhere. The Director will convene the Program Committee as required to deal with policy issues. He or she will also chair the Admissions Committee and deal with student inquiries and concerns. Prior to completion of the current Director’s term, the Program Committee will issue a call for nominations for his or her successor. As necessary, there will be a secret ballot of the Committee to determine the preferred nominee for the Directorship; that person’s name will be placed before the participating faculty, who must approve the candidate by a two-thirds majority in a secret ballot. The name of the candidate will be placed before the Deans of Social Sciences, Human and Social Development, and Law for their approval. If approved, the candidate’s name will go forward to the Dean of Graduate Studies. If the Dean of Graduate Studies approves, the candidate shall be appointed for a term of up to three years.

It is understood that this director position will rotate between the three participating units. The IN Director will be entitled to one course release after the three consecutive-year term of duty. As a general rule, releases cannot be carried forward. The IN 601 course will normally count toward a faculty member’s regular load, and the Department concerned will receive sessional funding to enable the faculty member to teach the IN course rather than a Departmental offering.
2.3. Rationale for Unit Collaboration
We have decided to launch the new graduate certificate in Indigenous Nationhood with three units (Indigenous Governance, Political Science and Law) for the following reasons: First, all three units provide a critical, international comparative context for Indigenous nationhood derived specifically from scholarship by Indigenous scholars. When starting the new IN certificate, this is an important consideration in terms of the community-centered work that will result from this collaboration and is also what prospective students in this emerging field of inquiry are seeking. Second, each of these three units focuses on questions of Indigenous self-determination and resurgence in distinct but complementary ways, which can lead to important new findings in the field and promotes the further development of cutting-edge research in these emerging areas of inquiry. Third, there is a long history of previous collaboration between the faculty members of these three units. Faculty members from all three units regularly serve on each other’s students’ PhD or MA committees (several of the faculty members in the proposed IN certificate are cross-listed with the corresponding units), collaborate on research projects together, and have taught in each other’s units. Given this previous history of successful collaboration and shared understanding of the expectations and requirements from other IN units, the transition to IN is made more easily than with other academic programs on campus. At this time, it is practical to initiate the Indigenous Nationhood certificate with three academic units with similar research and teaching focus and a long history of collaboration.

Each program brings its own strengths to this collaboration. Political Science provides students with the skills to take up theoretical and empirical lines of inquiry centered in Indigenous politics through the lens of Indigenous comparative politics, diplomacy and political traditions, critical dialogues on sustainable relationships, critical race theory and settler colonialism, and Indigenous-state relations and constitutionalism. These intersections provide a unique opportunity for students to examine varied epistemological, theoretical and methodological approaches within the field of Indigenous Politics. Indeed, many scholars within the field of Indigenous Politics, Governance and Law draw on Political Science because of the discipline’s attention to the study of power, authority and governance in human affairs. Political Science courses examine the social, economic, cultural, historical, geographical and other forces that generate conflicts both within and among societies. Political Science scholarship explores, for example, concepts of Indigeneity and Indigenous political rights to show how Indigenous peoples have developed strategies to defend and demand recognition of their national character and rights. This work often requires scholars to draw on various political traditions to critically engage western political thought and practice. Further, Political Science is committed to an examination of Indigenous peoples’ “place” within contemporary constitutional democracies while developing a greater understanding of the meaning of rights in general, the nature of a just political dialogue, historical reparations, and political justice.
The University of Victoria Faculty of Law is internationally recognized for its leading scholarship in the field of Aboriginal Law and Indigenous Rights. Faculty research is historically informed and culturally aware, addressing issues of governance, power, and community. Adopting a pluralist and transystemic approach to law, UVic’s internationally recognized researchers address questions relating to theory, policy, and practice in the relations between and among Indigenous peoples and modern states at the local, national, regional, and international levels. UVic’s law program attracts students interested in the study of Indigenous law by providing opportunities through the Law Centre and Environmental Law Centre clinics, the Kawaskimimhon National Aboriginal Moot, the Hakai Institute, and an Aboriginal Cultural Awareness Camp where Indigenous and non-Indigenous students are able to learn about the values, customs, and beliefs of First Nations in British Columbia. The Faculty of Law has strong theoretical development in the area of both Aboriginal law and Indigenous legal traditions. Legal scholarship interrogates not only what law is, but also questions how we work with law. This area of research and academic training pushes students to critically consider how Canadian law has been developed and its treatment of Indigenous nations. Furthermore, the Faculty of Law has worked closely with First Nations to unearth and revitalize Indigenous legal traditions that give shape and meaning to Indigenous political practices.

The Indigenous Governance (IGOV) program is recognized worldwide for its relevance and applicability to Indigenous communities. Research and course content are informed by a deep respect for Indigenous knowledge and traditions as well as a thorough understanding of the current political realities of Indigenous communities. The Indigenous governance program has a strong theoretical development in areas of Indigenous resurgence, governance, nationhood and decolonization. IGOV provide land-based curricula centered on experiential learning and has a long history of successful collaboration with local and regional First Nations as well as Kanaka Maoli (Hawai’i) and Maori (Aotearoa/New Zealand). Indigenous Governance is especially well suited to train students in the development of Indigenous research methods that are easily adaptable to Indigenous nations. Courses place an emphasis on applied research with relevance and responsibility to Indigenous nations. Commitment to community is central to the IGOV approach to learning. The Program’s aim is to prepare students for leadership roles, providing opportunities outside of the classroom that teach, practice, and honor Indigenous ways of knowing through experience and active involvement with local Indigenous communities.

Bringing these three programs together enables students to examine the intersections of law, politics, and governance with a focus on Indigenous nations and peoples. They will be trained in a variety of areas that account for how Indigenous governance and legal traditions have been impacted by colonialism as well as how asymmetrical power relations continue to inform possibilities for decolonization and resurgence. This certificate builds on the strengths of these three units to create a unique educational (intellectual and institutional) experience for students that cannot be attained through one of these units alone.
2.4. Faculty Participation
An individual faculty member in any unit may apply to the IN Program Committee to become a participating faculty member. A participating faculty member must have appropriate theoretical expertise within the field of Indigenous Nationhood and be committed to the aims and objectives of the Program. The Program Committee will review every applicant’s credentials carefully, and make a recommendation to the participating IN faculty. A prospective faculty member must receive the support of at least two-thirds of the existing IN faculty members to be appointed as a participating IN faculty member. Such an appointment is subject to the written approval by the Dean of Graduate Studies, which will be solicited by the IN Director from the Dean of GS.

2.5. Resource Plan
The IN certificate will draw on existing faculty members and courses, adding only one core course requiring faculty instruction. The academic units of the faculty members who teach this core course and serve as the Program Director will be funded to hire sessional replacements.

3. Aims, Goals and/or Objectives
The graduate certificate in Indigenous Nationhood builds on existing BA, MA and PhD programs and on the research and teaching strengths of current faculty members. Additionally, it will formalize a strong multidisciplinary perspective that is becoming increasingly important in this field. One of our goals is to train students at an advanced level in the theoretical, methodological and applied aspects of the emerging field of Indigenous Nationhood to enable them to be future active researchers and engaged community members and scholars. Another goal is to prepare students for careers in teaching, research and/or leadership in Indigenous communities and organizations in fields related to Indigenous Nationhood.

With a specialization and focus on the intersections of governance, politics, and law, the certificate in Indigenous Nationhood constitutes a complementary and parallel program to other programs presently in operation at UVic. The core courses, Indigenous studies workshop and sponsored speakers series and events are intended to engender cohesiveness among the students and faculty within the program while providing students with foundational knowledge and core competency from which to pursue their research. Choice of elective courses is intended to provide flexibility so faculty and students can tailor research programs to suit the student interests and research requirements.

3.1. Anticipated Contribution to the UVic, Faculty, and Academic Units’ Strategic Plans
The Indigenous Nationhood certificate would advance the departmental, faculty and university goals of graduate student recruitment and retention, both for Indigenous and non-Indigenous students. With the expansion of Indigenous programming provincially, nationally and internationally, a new distinct graduate certificate
would signal that the study and enhancement of Indigenous Nationhood remains a priority for the University of Victoria and would build on the strengths of the respective departments and faculties. With the growth of academic positions across Canada and across disciplines with a focus on Indigenous Nationhood, our graduates would be uniquely positioned to further develop research and scholarship in this emerging area and to take up these academic positions. To our knowledge no other Canadian Political Science department or faculty of Law offers an Indigenous Nationhood sub-field option. Furthermore, the Indigenous Governance program offered the first specialization in Indigenous Governance at the Master’s level and is well recognized for its emphasis on leadership and community engagement. By bringing these three strong programs together, students will have the opportunity to develop their research and teaching with premier faculty in the areas of Indigenous Nationhood.

_Anticipated contribution to the mandate and strategic plan of UVic: A key recommendation in the University’s strategic plan is “to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.” Key strategies for achieving this objective include:

3a) utilize the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding.  
3b) building on the success of LE, NONET and other initiatives, coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties.  
3c) strengthen our relationships with First Nations communities and increase the recruitment and retention of Indigenous students.

The Indigenous Governance, Political Science, and Law programs are well positioned to contribute to these efforts through the development and implementation of a graduate certificate in Indigenous Nationhood. Professors Alfred and Corntassel are already cross-appointed in Political Science, which further eases the transition to the certificate. This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities.

_Building academic-community research:_ The IN certificate will strengthen relationships with Indigenous communities through training Indigenous and non-Indigenous students in IN as well as carrying out research projects in collaboration with different Indigenous nations. For example, a number of faculty involved have secured grants to work with Indigenous nations in the area of IN. In order to carry out this work, students will be trained and prepared to work with Indigenous nations. These kinds of community-based research projects are increasingly emphasized by the University and funding agencies such as SSHRC.
Wider university benefits: The graduate certificate in Indigenous Nationhood will build on existing strengths within Political Science, Indigenous Governance and Law and would fill a gap within UVic graduate programs in an area that is of high interest to graduate students. Further, collaboration across these programs in the development of a graduate certificate could lay the groundwork for future development of an interdisciplinary MA and Ph.D. degree in Indigenous Studies.

Leadership: The University of Victoria is nationally and internationally recognized as a leader in Indigenous research and scholarship. Through the development of this graduate certificate in Indigenous Nationhood across the units of Political Science, Law and Indigenous Governance, the University would be at the forefront of Indigenous programming nationally and internationally, and be better positioned in relation to other B.C. universities as well other universities in Canada and the United States who are building their programs.

3.2. Target Audience, Student and Labour Market Demand
Existing student demand: The lack of comprehensive training in the field of Indigenous Nationhood has likely deterred students from applying to any of the three participating graduate programs, many instead seeking other programs that enable them to bring these disparate areas together (e.g. in an individualized interdisciplinary degree program or at another institution). Many of the undergraduate and graduate students at UVic have expressed an interest in applying to and/or participating in a program at the graduate level that provides integrative training and scholarship in these three intersecting areas.

The demand for graduate-level directed studies courses in the field of Indigenous Nationhood has grown significantly. This collaboration will enable students to access graduate level courses in the participating academic units that were previously unavailable to them. Furthermore, there is increased demand for graduate programming in Indigenous Nationhood. Currently, only three doctoral programs in the broader but related field of Indigenous Studies exist across North America, each with a regional tribal focus.

Pedagogical and research contributions: Training in the field of Indigenous Nationhood, through a distinct graduate certificate, would benefit current students and would have no doubt benefitted past students. With the growth of IN as a field of study, offering this certificate would increase student job placement across North America. It will also foster graduate student academic conferencing and publishing opportunities, and increased grant funding where Indigenous research has been recognized as a priority area. Over the last four years, faculty across these three programs have facilitated an Indigenous Studies Faculty and Graduate Student Workshop that has fostered collaboration and generated increased support and unification for IN research on campus.

National and international institutionalization of IN: Professional organizations, such as the American (APSA) and Canadian (CPSA) Political Science associations, now
have distinct sections on Indigenous Politics. The exponential growth of the Native American and Indigenous Studies Association (NAISA) over recent years also signals the increasing importance of Indigenous Studies. There has also been increasing interest in Indigenous Politics in traditional Political Science subfields (e.g. CPSA 2013 - IR workshop). The Indigenous Bar Association is committed to the institutional exploration of Indigenous Legal Traditions. A number of academic journals also take Indigenous Nationhood as their focus, such as *Indigenous Law Journal, American Indian Law Review, Native American and Indigenous Studies Journal, Aboriginal Policy Journal, Native Studies Review, American Indian Quarterly, American Indian Culture and Research Journal* and Wicazo Sa.

**Strategic funding opportunities:** External-funding opportunities dedicated to Indigenous research are increasingly available (e.g. SSHRC priority area, success of UVic Indigenous students receiving three of six nominations for the Trudeau Fellowships in 2013, etc.).

4. **Admission requirements**

Although the numbers of Indigenous students enrolled in graduate programs are increasing at UVic, the enrolments are consistent with national and provincial data indicating that Indigenous peoples are under enrolled in post-secondary education relative to the larger Canadian population. Indigenous students face several significant challenges at the post-secondary level, which has been noted in the Truth and Reconciliation’s Calls to Action for eliminating “educational and employment gaps between Aboriginal and non-Aboriginal Canadians.” Other challenges that Indigenous students face within a university setting include an inability to gather resources necessary to pursue secondary education, as well as balancing university requirements with family and community responsibilities. Given that most of these challenges stem directly from the enduring effects of systemic racism and social/legal policies and practices that have affected Indigenous people and communities, including the disruptive and damaging impacts of the residential school system, we have set tuition costs for the certificate at a reasonable and accessible level in order to maximize Indigenous student involvement. Following a fee structure similar to the LATHE certificate, for concurrent University of Victoria graduate students there is a one-time program fee for the whole 7.5 unit certificate:

- Domestic: $723.56 plus $114.50 for the application fee.
- International: $863.16 plus $140.50 for the application fee.

4.1. **Program Entry Options**

In order to promote the timely completion of the certificate along with a concurrent degree program, the certificate has been structured to enable students taking the certificate of Indigenous Nationhood concurrently with a degree program from a participating unit to utilize their elective options toward completion of the certificate. Appendix I lays out the most efficient way for students to complete the certificate along with a degree in a participating unit. Each unit controls the
requirements of their respective degree and thus, while the IN certificate requirements remain uniform, the approach varies with each program.

**Note** that the IN certificate is not intended for ladder ing into the participating UVIC doctoral program.

There are two options for applying to the certificate in Indigenous Nationhood, depending on the student’s graduate program:

**Option A: Undertaking the Graduate Certificate in IN as complimentary to an existing graduate degree in one of the participating units.**
If a student is applying to a graduate program in Political Science, Law, or Indigenous Governance at UVic, and wants to pursue the graduate certificate in IN, they should ideally apply at the same time: IGOV (Indigenous Governance with IN), POLI (Political Science with IN), and Law (Law with IN). However, a student can decide at any point during their graduate program to make application to the graduate certificate in Indigenous Nationhood.

**Option B. Undertaking the Graduate Certificate in Indigenous Nationhood as a freestanding certificate**
Students in a UVIC academic unit other than one of the three participating units, students from another university, or qualified professionals seeking to undertake the graduate certificate in Indigenous Nationhood would need to apply to the Faculty of Graduate Studies and be reviewed by the program committee for admission

Whether students are applying under option A or B, their application must contain the following documents (in addition to the requirements of their home department where appropriate):

- a two-page statement of intent with respect to participation in the graduate certificate in IN, indicating specific areas of research and academic interest;
- a sample of academic writing in English demonstrating ability to produce high-quality work that analyzes and interrogates a particular issue relevant to IN and that reaches beyond the limits of a single discipline.

**Note:** all applicants are normally expected to have some background in Indigenous Governance, Politics and/or Law, or other related experience.

**Application deadlines**
The Application deadline for the Indigenous Nationhood certificate is **March 31**

The certificate deadline is established to promote application into the certificate upon acceptance into a participating unit. Application deadlines for the participating units vary depending upon the student’s home department:

- **Indigenous Governance** - February 28.
• **Political Science** - 15 January; 15 December for applicants who hold any post-secondary transcripts from academic institutions outside of Canada.
• **Law** – Canadian applicants 31 January; international applicants 7 January.
• **Graduate Studies** – See calendar for application deadlines for other academic units or for an individualized interdisciplinary graduate program, as well as for direct application to the graduate certificate program in IN.

The IN admissions committee will review applications once a year, usually in April. The committee will contact students as soon as it make its decision, and official university notification will arrive shortly afterwards.

### 4.2. Admissions Committee

There will be a student Admissions Committee consisting, where possible, of at least one faculty member from each of the participating departments. The Director will chair the Committee. In consultation with the Graduate Admissions and Records Office and the Graduate Advisers of the participating departments, the Committee will establish appropriate procedures for reviewing student applications to the Program. Admission to a particular department does not guarantee admission to the Program, nor does admission to the Program guarantee admission to a department. The Admissions Committee will consider applications from students who have already been admitted to a graduate program at the University of Victoria, as well as from students who are seeking admission.

### 5. Areas of specialization and evidence of adequate faculty complements

See Appendix II

### 6. Program requirements

The graduate certificate in IN requires 7.5 units of study.

- The foundational course for the graduate certificate in IN is IN 601: Foundations of Indigenous Nationhood.
- In addition to the 1.5 units of IN 601, students must complete a total of 4.5 units from electives. Students must take one 1.5 unit course from each of the three participating units. For course offerings, see the list of approved elective courses.
- The final requirement is participation in IN 697: Capstone Experience. This course is 1.5 units and will involve either a comprehensive examination of Indigenous Nationhood or a committee-approved community internship, co-op placement, or other community-based work/service-integrated learning opportunity.

### 7. Curriculum Design

**Core IN Course:**

IN 601 Foundations of Indigenous Nationhood (new course)

This is a required foundational course for all incoming IN students. It offers a survey of the major historical and contemporary themes and issues in
Indigenous governance, politics and law. The course enables cross-disciplinary engagement in such areas as politics of recognition and refusal, revitalization and resurgence, nationhood and treaty-making, Indigenous critical theory, and Indigenous legal and political traditions.

**IN 697: Capstone experience.**
This capstone course experience is meant to provide an integration and synthesis of concepts, principles and practices discussed throughout the program. Students will write an integrative examination of IN (see suggested reading list and exam instructions), demonstrating their knowledge of the field of Indigenous Nationhood. Students can instead choose to participate in a community internship, co-op or other community-based work/service-integrated learning opportunity. In this case, they must be able to demonstrate their knowledge of the field of Indigenous Nationhood through the completion of an academic portfolio, developed in conversation with and approved by the Program Committee.

**Elective Course Offerings** (all courses are currently approved and offered regularly):
- IGOV 540 Indigenous Resurgence
- IGOV 550 Indigenous Peoples and Self-Determination
- Law 340 Indigenous Lands, Rights and Governments
- Law 368 Indigenous Feminist Legal Theory
- Law 395 Comparative Indigenous Rights
- Law 397 Indigenous Legal Theories
- Poli 463/533: US/Canadian Comparative Indigenous Law and Policy
- Poli 533/633/Law 343: Special Topics Focus on Indigenous Politics

**IGOV 540 Indigenous Resurgence:** This course will centre on the practices of Indigenous resurgence from theoretical underpinnings to strategic organizing to on the ground action. It will lead students toward a deeper understanding of Indigenous experiences and knowledges related to liberatory and decolonizing strategies in six key resurgence projects through engagement with readings, discussions, guest speakers and critical personal reflection illuminating key aspects of thought and action from a number of traditions and movements.

**IGOV 550 Indigenous Peoples and Self-Determination:** Indigenous peoples in Canada and around the world assert self-determination as being crucial for community survival and regeneration in all facets of life, including (but not limited to) governance, hunting and fishing, honoring homeland/water relationships, revitalizing languages, engaging in ceremonial life, remembering sacred living histories, and strengthening families/dans. This course examines prevalent theories and strategies for pursuing Indigenous self-determination from both inside and outside the state-centric global capitalist system and reflects on the realization of these goals. How are Indigenous peoples rearticulating powers of self-determination through their everyday actions of
resistance and regeneration? How are processes of self-determination, decolonization and resurgence intertwined? And how are Canada and other countries responding to Indigenous mobilization for freedom and self-determination?

Law 340 Indigenous Lands, Rights and Governments: This course examines the major legal issues concerning Indigenous peoples (Indian, Inuit and Metis) in Canada. It will explore the development of Canadian case law relative to these groups and its simultaneous preservation and dispossession of Indigenous people’s rights. It will provide an overview of aboriginal title, treaties, the distribution of legislative authority with respect to Aboriginal peoples, fiduciary law, the treatment of Aboriginal women in Canadian law, Aboriginal child welfare and criminal justice issues. Comparisons will be drawn from other countries dealing with Indigenous Rights. In exploring these issues the course will also examine aspects of legal pluralism, and assess a variety of normative and political justifications for aboriginal rights.

Law 368 Indigenous Feminist Legal Theory: This seminar course takes an interdisciplinary and intersectional approach to selected legal issues concerning indigenous women in Canada and elsewhere. Students will critically examine a range of legal and political issues (i.e., indigenous feminisms, indigenous feminist legal theories, citizenship, nationhood and political collectivities, governance, aboriginal rights and title, Charter rights and freedoms, human rights, Indian Act, indigenous legal traditions, and criminal justice). This is not a course about developing solutions to the political, economic and social challenges facing indigenous women and their families in contemporary Canadian and indigenous societies. Rather, in this course students will be invited to engage in creative critical thinking, and will examine case studies in a way that examines the continuum between practice and theory. Students will explore indigenous feminist perspectives and employ a standpoint analysis to examine and discuss indigenous women’s various experiences and perspectives; develop an overall analysis of the political, economic, legal, and social challenges faced by indigenous women; work toward a rigorous development and articulation of indigenous feminist legal theories, and; present weekly questions for discussion.


Law 397: Indigenous Legal Theories: Focuses on developing theoretical legal perspectives about Indigenous law, its engagement, operation, and practice.
Explores and challenges a range of theoretical approaches including Indigenous interpretive theories, Indigenous critical theories, and Indigenous feminist legal theories, broad theoretical constructs and theorization of specific themes within selected legal orders (e.g., property, lands and resources, justice, or gender). Engages western legal and political theories, Indigenous law research methodologies and substantive law, and Indigenous political and legal scholarship.

Poli 463/533: US/Canadian Comparative Indigenous Law and Policy: Indigenous nations maintain a unique legal and political relationship with the United States and Canada. Indigenous peoples, as the original inhabitants, engaged in diplomatic accords and treaties with newcomers that outlined their sovereign status and national character. In addition, the United States and Canada have further recognized and entrenched Indigenous rights within their state constitutions, statutes, executive orders, and judicial decisions. Yet, the United States and Canada continue to move away from the early principles outlined in their diplomatic relations with First Nations, instead placing narrow definitions and numerous constraints on Indigenous nations’ abilities to exercise their inherent sovereignty. This course will compare and contrast US and Canadian Indigenous law and policy, paying particular attention to the constitution, court cases, and legal doctrines.

Poli 533/633/Law 343: Special Topics in Indigenous Politics: This course introduces students to the field of Indigenous politics. Drawing on recent publications, students will be exposed to the seminal concerns taken up within the field of Indigenous Politics. The scholarly field of Indigenous politics emerged out of and has been primarily engaged in the quandaries and contestations surrounding sovereignty, nationhood and indigeneity. With the emergence of Indigenous Studies (Native Studies) as an autonomous discipline, scholars have pushed back and challenged western disciplinary inquiries and responded to Indigenous community concerns. Scholars have increasingly turned their attention to the political, social and economic concerns facing Indigenous communities; detailed the impacts of colonialism and state formation through an examination of Indigenous-state relations; and critiqued western disciplinary inquiries that objectify Indigenous nations and eclipse Indigenous epistemologies. This course, focusing on Indigenous politics in Canada, draws out the historiography of the field through an examination of central themes present in the scholarship: politics of recognition and refusal, revitalization and resurgence, nationhood and treaty-making, Indigenous critical theory, and Indigenous legal traditions.

7.1. Schedule of course delivery
Students will be admitted to the graduate certificate in IN every Fall, and IN 601 will be offered every fall as the foundational course. The electives listed above are consistently offered by each of the participating units but rotation is based on consultation with department/program, according to the MOU.
7.2. Delivery methods
On campus delivery, with potential for field experience (land-based courses) and/or study abroad under existing agreements (with Hawaii, New Zealand, Australia and continental United States.)

7.3. Linkages between the learning outcomes and the curriculum design
The specific learning outcomes for each course are found in the course outlines, which are available upon request. Overall, the aims of the graduate certificate in Indigenous Nationhood are to develop student knowledge of current and emerging Indigenous frameworks, and provide a solid grounding in a broad selection of some of the most important studies, conversations and debates in the field of Indigenous Nationhood. At the end of the program students will demonstrate the ability to:

- Understand and describe, at an advanced level, the theoretical, methodological and applied aspects of the emerging field of IN;
- Demonstrate an understanding of the different perspectives and types of analysis/synthesis that are brought to bear on IN issues in the fields of Political Science, Indigenous Governance and Law;
- Demonstrate an understanding of research principles, methods and practices across the three fields as they related to IN, including essential skills in the gathering, organization and deployment of evidence, and the use of data and information derived from a variety of primary and secondary sources;
- Demonstrate oral and written communication abilities, including the ability to construct a reasoned argument, synthesize relevant perspectives and exercise critical judgment;
- Demonstrate skills essential for careers in teaching, research and/or leadership in Indigenous communities/organizations in the fields of IN.

Learning outcomes for new courses: IN 601: Foundations of Indigenous Nationhood; this foundational course will survey the field. Students will be able to demonstrate:

- An understanding, at an advanced level, of the theoretical, methodological and applied aspects of the emerging field of IN;
- An understanding of the challenges that articulations of Indigenous nationhood present for dominant state and non-state discourses;
- Articulate the new directions Indigenous nationhood research and scholarship promotes for Indigenous nations;
- Articulate the challenges and opportunities Indigenous nationhood scholarship poses for western disciplines such as anthropology, law, political science, history, and gender studies.

IN 697 Capstone Experience is an opportunity for students to demonstrate the culmination of their knowledge attained through the Certificate. Students will be able to demonstrate:

- An understanding of the different perspectives and types of analysis/synthesis that are brought to bear on IN issues in the fields of
Political Science, Indigenous Governance and Law;
• Knowledge of the breadth and depth of scholarship on Indigenous Nationhood;
• An ability to critically discern between different theoretical, epistemological, and methodological approaches to research in Indigenous Nationhood;
• An ability to develop critical arguments, supported by extensive evidence and capable of drawing on and distinguishing between scholarly debates in the field of Indigenous Nationhood.

7.4. Use and purpose of practica, co-op, or work terms
There is no requirement for participation in a work term or practice, though students may opt to undertake a community based experiential learning opportunity as part of the IN 697.

7.5. Residency requirements and anticipated times to completion
The certificate in IN is designed to be completed in 1-2 years. There are no specific residency requirements.

7.6. Policies on student evaluation
The assessment and grading of students for the certificate in Indigenous Nationhood will follow established guidelines detailed in departmental and university policies.

8. Enrolment plan for the length of the program
The certificate in Indigenous Nationhood is open to both Masters and Ph.D. students. We anticipate an intake of 6-8 students per year in the graduate certificate in IN, resulting in a steady state of 12-16 students in the program in future years. These numbers are estimates based on expressions of interest from existing and prospective students, as well as a fit with pedagogical goals for the program, and instructional capacity.

9. Plans for on-going assessment of program success
An initial review of enrolments, student retention and student success in the program will be undertaken after three years of program operation. Consideration will also be given to teaching evaluations and student satisfaction surveys. Students will also be followed to determine their engagement and success in other aspects of their academic programs, employment and career opportunities. Ongoing academic program reviews will follow standard university policy and practice.

10. Related programs in your own or other British Columbia post-secondary institutions
See Appendix VII of related programs across Canada. None of these programs currently provide the specialized training we are looking to offer through the graduate certificate in Indigenous Nationhood. The two most closely related programs are the University of Hawaii Indigenous Politics (UHIP) program and the
Political Science program at UBC which has recently attracted a number of graduate students interested in a study of Indigenous politics and nationhood due to their close relationship with First Nations Studies and the University’s committed growth of Indigenous faculty through cluster hires and Canadian Research Chairs specializing in Indigenous areas. UHIP concentrates on Indigenous Nationhood, specific to and contextualized within, the program’s geographic location, with Native Hawaiian and Pacific Island studies driving the content. UBC presents the greatest competition for students due to the recent hire of four additional Indigenous faculty members to strengthen their growing First Nations studies program that already consisted of four faculty members. A certificate in Indigenous Nationhood brings together the core faculty at UVIC that specialize in this research area to highlight the strengths and attributes of course offerings and programs at UVIC taught by internationally renowned faculty. With 7 core faculty comprising the membership across three units, the certificate in Indigenous Nationhood better highlights the potential collaborations and partnerships that have already been informally in existence, enabling greater access to coursework and faculty across the three units.
APPENDIX I: GRADUATE CERTIFICATE IN INDIGENOUS NATIONHOOD (IN)

Graduate Certificate in Indigenous Nationhood requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN 601 (Foundations in Indigenous Nationhood – core course)</td>
<td>1.5</td>
</tr>
<tr>
<td>Elective courses (1.5 units from IGOV, LAW, and POLI)</td>
<td>4.5</td>
</tr>
<tr>
<td>IN 697 (Capstone)</td>
<td>1.5</td>
</tr>
<tr>
<td>Total units</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**EXAMPLE FOR POLI STUDENT:**

Standard POLI PhD program requirements WITHOUT certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 units of field seminars (POLI 607, 608, 609, 616, 640; CSPT 601, POLI 610)</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective courses</td>
<td>4.5</td>
</tr>
<tr>
<td>Professional Development Seminar (POLI 600)</td>
<td>1.5</td>
</tr>
<tr>
<td>POLI 693 (Completion of Candidacy Exams)</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissertation Proposal and completed Dissertation (POLI 699)</td>
<td>30.0</td>
</tr>
<tr>
<td>Total units</td>
<td>42.0</td>
</tr>
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</table>

POLI PhD program requirements WITH certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
</table>
| 3.0 units of field seminars:  
  - 1.5 units in IN 601 and  
  - 1.5 units in one of POLI 607, 608, 609, 616, 640 (POLI course counts toward 1.5 IN elective requirement, IN course counts as one of two classes allowed from outside POLI) | 3.0   |
| Elective courses:  
  - 3.0 units in POLI elective courses  
  - 3.0 units in preapproved IN elective courses (1.5 units must be in IGOV and 1.5 units must be in LAW; one of these courses will count toward the POLI requirement of 4.5 units of electives) | 6.0   |
| Professional Development Seminar (POLI 600)                                  | 1.5   |
| POLI 693 (Completion of Candidacy Exams):  
  - 1.5 units in IN 697 will makeup one of two required candidacy exams  
  - 1.5 units from second candidacy exam in one of the POLI subfields (Political Theory, Comparative, International Relations, Canadian Politics, or Public Policy and Governance) | 3.0   |
| Dissertation Proposal and completed Dissertation (POLI 699)                   | 30.0  |
| Total units                                                                   | 43.5  |
### Standard POLI MA program requirements WITHOUT certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 units of field seminars (POLI 507, 508, 509, 516, 540; CSPT 5011 POLI 510)</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective courses (one must be in POLI)</td>
<td>3.0</td>
</tr>
<tr>
<td>Thesis Proposal and completed thesis (POLI 599)</td>
<td>9</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

### POLI MA program requirements WITH certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 units of field seminars:</td>
<td>3.0</td>
</tr>
<tr>
<td>- 1.5 units in IN 601 and</td>
<td></td>
</tr>
<tr>
<td>- 1.5 units in one of POLI 507, 508, 509, 516, 540 (POLI course counts toward 1.5 IN elective requirement, IN course counts as one of two classes allowed from outside POLI)</td>
<td></td>
</tr>
<tr>
<td>Elective courses:</td>
<td>4.5</td>
</tr>
<tr>
<td>- 1.5 units in POLI, must be preapproved IN elective course (1.5 units counts toward POLI 3.0 elective course requirement)</td>
<td></td>
</tr>
<tr>
<td>- 3.0 units in preapproved IN elective courses (1.5 must be in IGOV and 1.5 must be in LAW; one of these courses will count toward the POLI requirement of 3.0 electives)</td>
<td></td>
</tr>
<tr>
<td>IN 697</td>
<td>1.5</td>
</tr>
<tr>
<td>POLI 599</td>
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<td>Total Units</td>
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### EXAMPLE FOR LAW STUDENT:

### LAW Ph.D program requirements WITHOUT certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 693(PhD Candidacy Examination)</td>
<td>3.0</td>
</tr>
<tr>
<td>LAW 699 (PhD Dissertation)</td>
<td>21.0-36.0</td>
</tr>
<tr>
<td>Total units</td>
<td>30.0-45.0</td>
</tr>
</tbody>
</table>

### LAW Ph.D program requirements WITH certificate

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
</tbody>
</table>
- Must take IN 601 for this requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline):</td>
<td>1.5</td>
</tr>
<tr>
<td>- Must take 1.5 units of IN electives for this requirement</td>
<td></td>
</tr>
<tr>
<td>Two additional IN elective</td>
<td>3.0</td>
</tr>
<tr>
<td>IN 697 (Capstone)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 693 (PhD Candidacy Examination)</td>
<td>3.0</td>
</tr>
<tr>
<td>LAW 699 (PhD Dissertation)</td>
<td>21.0-36.0</td>
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<tr>
<td>Total units</td>
<td>34.5-.49.5</td>
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**LAW LLM program requirements WITHOUT certificate:**

<table>
<thead>
<tr>
<th>Requirements</th>
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<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
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<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline)</td>
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<tr>
<td>LAW 599</td>
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<td>Total units</td>
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**LAW LLM program requirements WITH certificate**

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<th>Units</th>
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<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
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<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
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<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>- Must take IN 601 for this requirement</td>
<td></td>
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<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline):</td>
<td>1.5</td>
</tr>
<tr>
<td>- Must take 1.5 units of IN electives for this requirement</td>
<td></td>
</tr>
<tr>
<td>additional 3.0 units of IN elective</td>
<td>3.0</td>
</tr>
<tr>
<td>IN 697 (Capstone)</td>
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<tr>
<td>LAW 599</td>
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**EXAMPLE FOR IGOV STUDENT:**

**IGOV PhD under SPARR program requirements WITHOUT certificate:**

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<tr>
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</tr>
<tr>
<td>Additional Coursework chosen in consultation with student’s</td>
<td>6.0</td>
</tr>
<tr>
<td>Supervisory Committee</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>IGOV 693 (Candidacy Exam)</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV 699 (Dissertation)</td>
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**IGOV PhD program requirements WITH certificate:**

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<td>Indigenous Governance core courses (IGOV 520, IGOV 530, IGOV 540, IGOV 550) Counts toward 1.5 elective course for IN requirement</td>
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</tr>
<tr>
<td>Additional Coursework chosen in consultation with student's Supervisory Committee:</td>
<td></td>
</tr>
<tr>
<td>- This must include 1.5 units in IN 601 and 3.0 units in pre-approved IN elective courses (of these elective courses, 1.5 units must be from POLI and 1.5 units must be from LAW)</td>
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</tr>
<tr>
<td>IGOV 693 (Candidacy Exam)</td>
<td>3.0</td>
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<tr>
<td>IN 697</td>
<td>1.5</td>
</tr>
<tr>
<td>IGOV 699 (Dissertation)</td>
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<tr>
<td>Total Units</td>
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**IGOV MA program requirements WITHOUT certificate:**

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<th>Units:</th>
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<tr>
<td>Elective</td>
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<td>IGOV Mentorship</td>
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<td>IGOV Community Governance Project</td>
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**IGOV MA program requirements WITH certificate:**

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<th>Requirements</th>
<th>Units:</th>
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<tbody>
<tr>
<td>Indigenous Governance core courses (IGOV 520, IGOV 530, IGOV 540, IGOV 550) Counts toward 1.5 unit elective course for IN requirement</td>
<td>6.0</td>
</tr>
<tr>
<td>Two IN elective courses (one from LAW and one from POLI) fulfills IGOV elective course requirement</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV Mentorship</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV Community Governance Project</td>
<td>4.5</td>
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<tr>
<td>IN 697</td>
<td>1.5</td>
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<td>Total Units</td>
<td>18</td>
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Appendix II: Faculty Bios

Taiaiake Alfred
Gerald Taiaiake Alfred is a Full Professor in IGOV and in the Department of Political Science. He specializes in studies of traditional governance, the restoration of land-based cultural practices, and decolonization strategies. He has been awarded a Canada Research Chair, a National Aboriginal Achievement Award in the field of education, and the Native American Journalists Association award for best column writing. Educated at Concordia University in Québec and Cornell University in New York, Taiaiake's writing includes scholarly articles, essays in newspapers, magazines and journals, stories, book-length research reports for First Nations and Canadian governments, as well as three published scholarly books, Wasáse: Indigenous Pathways of Action and Freedom (University of Toronto Press, 2005), named in 2010 as one of the most influential books in Native Studies by the Native American and Indigenous Studies Association; Peace, Power, Righteousness (Oxford University Press, 1999/2009); and Heeding the Voices of Our Ancestors (Oxford University Press, 1995).

Taiaiake's current research involves studying the effects of environmental contamination on Indigenous cultural practices, with a special focus on the Mohawk community of Akwesasne. In the context of the United States' Natural Resources Damages Assessment process, he works as a consultant with a number of Indigenous communities to assess cultural injury due to industrial and nuclear contamination of the natural environment, and to design land-based cultural restoration plans. His previous research and consulting work centered on retraditionalization, structural reform, and leadership training for First Nations governments and organizations. He also spent many a number of years as a researcher, writer, negotiator and advisor for First Nations governments in land claims and self-government processes in his own nation and in British Columbia. Taiaiake was born in Montréal in 1964 and was raised in the Kahnawake Mohawk Territory. Aside from his service in the US Marine Corps as an infantryman during the 1980s, he lived in Kahnawake until 1996.

John Borrows
John Borrows is a world-renowned law professor at the University of Victoria. He's Anishinabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario, Canada. Dr. Borrows specializes in Indigenous legal rights and comparative constitutional law. He has written and spoken extensively on Indigenous legal rights and traditions, storytelling, treaties and land claims, and constitutional and environmental law. His publications include Recovering Canada: The Resurgence of Indigenous Law, Canada's Indigenous Constitution, and Drawing Out Law: A Spirit's Guide. Dr. Borrows is widely recognized as an authority in the field of Indigenous law, and has received many honors and awards for his work with and for Indigenous peoples in many countries. Dr. Borrows is a recipient an Aboriginal Achievement Award in Law and Justice, a Fellow of the Trudeau Foundation, and a Fellow of the Academy of Arts, Humanities and Sciences of Canada (RSC). Canada’s
highest academic honor, and a 2012 recipient of the Indigenous Peoples Counsel from the Indigenous Bar Association, for honor and integrity in service to Indigenous communities.

Jeff Corntassel
Jeff Corntassel (Cherokee Nation), received his Ph.D. in Political Science from the University of Arizona in 1998, and is currently Associate Professor and Graduate Advisor in Indigenous Governance at the University of Victoria. Professor Corntassel’s research and teaching interests include Indigenous political movements, community resurgence, and sustainable self-determination. In 2008 Jeff was awarded the Faculty of Human and Social Development Award for Teaching Excellence. Jeff’s first book, entitled Forced Federalism: Contemporary Challenges to Indigenous Nationhood (2008, University of Oklahoma Press), examines how Indigenous nations in the U.S. have mobilized politically as they encounter new threats to their governance from state policymakers. Jeff’s next book is a co-edited volume (with Professor Tom Holm) entitled The Power of Peoplehood: Regenerating Indigenous Nations (Forthcoming), which brings together native scholars from Canada and U.S to discuss contemporary strategies for revitalizing Indigenous communities. Other works in progress focus on notions of sustainable self-determination, practicing insurgent education, and a comparative critique of state apologies/truth and reconciliation efforts as they impact Indigenous nations in Canada, Australia, Guatemala and Peru. Jeff’s research has been published in: Alternatives, American Indian Quarterly, Global Governance, Human Rights Quarterly, Nationalism and Ethnic Studies, and Social Science Journal.

Rita Kaur Dhamoon
Rita Kaur Dhamoon received her BA (Politics with Social Administration) from the University of Loughborough, UK, and MA (British Politics) at the University of Essex, UK. Her PhD is from UBC (2005). Before joining the University of Victoria as an Assistant Professor in 2012, she held a position at the University of the Fraser Valley (2008-12), a SSHRC Postdoctoral Fellowship at the University of Victoria (2007-08), and a Grant Notley Memorial Postdoctoral Fellowship at the University of Alberta (2005-07).

Her research interests have centered on issues of identity/difference politics and power, including multicultural policies and theories, culture, Canadian nation-building, gender politics and feminism, intersectionality, critical race studies, post-colonial and anti-colonial politics, democratic politics. As well as journal articles and book chapters, she has published a book called Identity/Difference Politics: How Difference is Produced and Why it Matters (UBC Press, 2009), and co-edited a book on Sexual Justice/Cultural Justice: Critical Perspectives in Theory and Practice with Barbara Arneil, Monique Deveaux, and Avigail Eisenberg (Routledge, 2007). Her current research program is grounded in critical race feminism, and includes a book project on Sikhs in Canada and nation-building; research on intersectionality and solidarity politics between people of colour and Indigenous people; an intersectional analysis of the Canadian Museum of Human Rights, with Dr. Olena
Hankivsky (SFU); research, as a collaborator, in a SSHRC Research-Creation grant for 'Project Barca: New Architectures of Memory & Identity' which brings together intersectionality politics and performance studies; and a collaborative project that explores how students learn and how instructors teach 'difficult' topics on race and racism.

Val Napoleon
Val Napoleon (LLB (UVic) 2001, PhD (UVic) 2009, called to the British Columbia Bar in 2002), was appointed Law Foundation Professor of Aboriginal Justice and Governance at the Faculty of Law, University of Victoria on January 1, 2012. She is from north east British Columbia (Treaty 8) and a member of Salteaux First Nation. She is also an adopted member of the Gitanyow (Gitksan) House of Luuxhon, Canada (Frog) Clan. Prior to joining the Faculty of Law at UVIC, she was an associate professor cross-appointed with the Faculties of Native Studies and Law at the University of Alberta.

She worked as a community activist and consultant in northwestern BC for over 25 years, specializing in health, education, and justice issues. She has also worked with a number of regional, provincial, national, and international projects relating to indigenous legal traditions, conflict management, education, and citizenship. Her dissertation on Gitksan law and legal theory was awarded the UVIC Governor General’s Gold Medal for best dissertation in 2009. Her current research focuses on indigenous legal traditions, indigenous legal theory, indigenous feminism, citizenship, self-determination, and governance. Several of her major initiatives include the proposed JID (joint JD and indigenous law degree) program and establishing an indigenous law clinic. She works with numerous community partners on a range of Indigenous law projects, and also with several national and international Indigenous law research initiatives. She has taught and published on aboriginal legal issues, indigenous legal theory, indigenous feminist legal studies, self-government, critical issues in restorative justice, oral traditions, and contemporary aboriginal issues. She also teaches property law. One of her interests is the development of Indigenous law materials that are plain language and non-text for use beyond the university.

Heidi Kiiwetinepinesiik Stark
Heidi Kiiwetinepinesiik Stark is an assistant professor in Political Science at the University of Victoria. She is Ojibwe from Turtle Mountain and has a Ph.D. in American Studies from the University of Minnesota. Her research interests include Aboriginal and Treaty rights and Indigenous politics in the United States and Canada. She is the co-editor of Centering Anishinaabeg Studies: Understanding the World Through Stories with Jill Doerfler and Niigaanwewidam Sinclair and is the co-author of the third edition of American Indian Politics and the American Political System with Dr. David E. Wilkins. Her research background includes collaborative work with Indigenous communities in the United States and Canada. She was awarded a SSHRC Insight Development Grant for her project titled “Sakimay First Nation Governance,” in collaboration with John Borrows which involves students,
Anishinaabe Elders, and Sakimay First Nation community members, and aims to advance the development and resurgence of Anishinaabe political structures and institutions that are informed and shaped by Anishinaabe philosophies, values, and teachings.

James Tully
James Hamilton Tully is a founding member of the IGOV program. He is the Distinguished Professor of Political Science, Law, Indigenous Governance and Philosophy at the University of Victoria. After completing his BA at UBC and PhD at the University of Cambridge he taught in the departments of Philosophy and Political Science at McGill University 1977-96. He was Professor and Chair of the Department of Political Science at UVic 1996-01. In 2001-03 he was the inaugural Henry N.R. Jackman Distinguished Professor in Philosophical Studies at the University of Toronto in the departments of Philosophy and Political Science and the Faculty of Law. In 2003 he returned to UVic.

He is Fellow of the Royal Society of Canada and Emeritus Fellow of the Trudeau Foundation. In 2010 he was awarded the Killam Prize in the Humanities for his outstanding contribution to scholarship and Canadian public life. His two-volume work, *Public Philosophy in a New Key* (Cambridge University Press 2008), was awarded the C.B. Macpherson Prize by the Canadian Political Science Association for the best book in political theory written in English or French in Canada 2008-10. He is consulting editor of the journals *Political Theory* and *Global Constitutionalism*, co-editor of the *Clarendon Works of John Locke* and former co-editor of the *Cambridge Ideas in Context Series*. He has published 11 authored & edited volumes and 90 chapters and articles on political theory, the history of political thought, Canadian political and legal theory and Indigenous politics.
APPENDIX III: INSTRUCTIONS FOR IN 697: CANDIDACY EXAM in INDIGENOUS NATIONHOOD

Section I: Indigenous Ways of Knowing & Indigenous Research Methods
Students should choose 20 texts in this section from the master list. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of IN.

Section II: Key Ideas, Debates, Theory, & Practice in IN
Students should choose 40 texts in this section from the master list. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of IN.

Section III: Special Topic in IN
This section will be compiled separately by the student in consultation with the Examining Committee. The special topics list may consist of an expansion of a section from the master list or a topic not covered by the core list. Where possible, students are welcome to expand parts of the list that will complement their prospective thesis research. The special topics reading list will consist of no more than 15 works. Works on the special topics list must not overlap with works and themes already chosen for the core list. In constructing a special topics list, suggestions must retain a multidisciplinary IN focus. While the focus of the current list is Turtle Island (North America), students who wish to examine Indigenous IN are welcome to do so. Members of the Examining Committee may contribute to constructing the special topics list as well.

The final list has to be approved by the entire committee.

Advice on Personalizing the Core Reading List and Preparing for the Exam
Students are encouraged to visit members of the examining committee in developing the reading list and while preparing for the exam. The purpose of such meetings is to provide an opportunity for students to gain an understanding of how various committee members construe the field. Students are strongly advised to make good use of the consultation by doing readings in advance and preparing specific questions or areas of concern.

In building a reading list for their personal exam, students are generally encouraged to select a broad range of readings, with the intent of acquiring a broad familiarity with the literature. Multiple readings from a single author in a single area are justifiable primarily when substantively different issues or positions are staked out.

Please note that many items could justifiably be listed under multiple sections, and students’ readings in areas of specialization could well be found across multiple sub-lists given below. That said, readings ought to fit plausibly under the relevant sections, and come from a broad range of reading areas and authors.
One month before the written exam, the Examining Committee/Field Coordinator will meet with the student to review and clarify the entire process of the exam and answer any questions.

**Question Format for Exam**
The field exam in IN includes a written and an oral component.

All students will answer 3 questions from a choice of 6 questions, one from each of three sections. There will be a choice of two questions from each section. Students have the option of two formats:

1. 5-hour sit-down written exam, to be held in the students’ home department. The exam questions will be provided to the student 24 hours in advance of the exam start time. The exam will be written on electronic equipment that has been approved for this purpose.

2. Take home exam, in which students have 72 hours to complete the written exam.

Students must inform the IN Field Exam Coordinator and home department which format they will be following at least 1 month before the exam date.

After completing the written exam, a copy must be sent to the IN Field Exam Coordinator and to the home department Graduate Secretary/Advisor.

The oral exam will take place within two weeks of completing the written exam, and usually lasts 1.5 to 2 hours.

**Central Elements of the Exam Format**
The examining committee should consist of a minimum of three examiners from IN faculty, and a Chair who does not have to be a member of the IN faculty.

If the student is taking the 5 hour sit down written exam at the University, no notes, reading lists, or other materials may be in the room with the students during the written exam, apart from a clean copy of the exam questions.

During the oral exam, students may have a copy of their tailored reading list, a copy of their own answers, a copy of the exam questions, and notes for any preliminary remarks they may have to begin the exam. Students should bear in mind that these are meant to be supplementary tools, and that the primary purpose of the oral exam is to establish that the student can respond orally in a thoughtful but spontaneous way to oral questions on the written exam.

The oral exam typically lasts one-and-a-half to two hours. The student has the option to make opening remarks to amplify on their answers and/or to clarify them. These opening remarks should be no more than 15 minutes. At least one round of
questions, and potentially two rounds, will follow, with each member of the committee having the right to pose questions and receive answers in each round.

After the committee is satisfied that they have heard what they need to make a decision, the candidate will be asked to leave the room, and the committee will deliberate on the candidate’s performance. Assessment of the exam is based on both written and oral components together. Upon reaching a decision, they will invite the candidate back in and advise the student of the committee decision. The committee may also offer advice about the student’s next stages, according to the level and quality of the student’s performance.

If a student fails the IN Comprehensive/Candidacy Exam, a retake of the failing exam will be allowed within two to four weeks, or in the following term. The committee can judge whether the written and oral portions both need to be re-taken, or whether just one portion is required. If the student fails an exam and the retake, the student must leave the program.

On the day of the oral exam, the Chair will sign a form stating the outcome of the exam and submit to the IN Field Coordinator, along with a printed copy of the exam questions and student answers. The form and exam questions and answers will be kept in the students file to ensure proper record of the work is kept and sent to the Faculty of Graduate Studies.
APPENDIX IV: MASTER READING LIST

SECTION I: Indigenous Ways of Knowing & Indigenous Research Methods
Students must choose 20 texts from section one of this master reading list. The themes in this section include:

- Indigenous Epistemologies and Approaches
- Indigenous Manifestos
- Indigenous Feminisms
- Anti-colonialism, Decolonization, and Postcolonialism

SECTION II: Key Ideas, Debates, Theory, & Practice in IN
Students must choose 40 texts from section two of this master reading list. The themes in this section include:

LAND & TERRITORIES
- The Politics of Making Territory
- Economies and Ecology

INDIGENOUS SUBJECTIVITIES
- Gender and Sexuality
- Indigenous Identities and Peoplehood
- Indigeneity in Global Politics

INDIGENOUS NATIONHOOD
- Indigenous Governance, Self-Determination, Sovereignty, & Nationhood
- Indigenous Legal and Political Traditions & Legal Theory
- Treaty and Diplomacy
- Indigenous Resurgence

CONTESTING COLONIAL ENCOUNTERS AND COLONIAL SOVEREIGNTY
- Locating Place: (De/Re)constructing British Columbia
- Mapping Colonial Relations
- Nation-States, State Constitutions, & Indigenous Rights
- Contesting Settler Colonialism and Settler Sovereignty
- Direct Action, Activism, & Solidarity Politics

SECTION III: Special Topic
Students must select 15 texts for their special topic section-reading list.
An area of specialization can be selected from any of the topics/themes listed in the master IN reading list, or students can propose a different special topic of their choosing with approval from the Examining Committee. The Special Topic readings should NOT overlap with other readings on the students’ list.
SECTION I: INDIGENOUS WAYS OF KNOWING AND RESEARCH METHODS

Indigenous Epistemologies and Research Approaches


**Indigenous Manifestos**


Indigenous Feminisms


Anti-colonialism, Decolonization, and Postcolonialism


SECTION II: KEY IDEAS, DEBATES, THEORY, & PRACTICE IN IGPL

LAND

The Politics of Making Territory


Knafla, Louis A. “This is Our Land”: Aboriginal Title at Customary and Common Law in Comparative Contexts” in Louis A. Knafla and Haijo Westra (ed) Aboriginal Title and Indigenous Peoples: Canada, Australia, and New Zealand.


http://www.ubciec.bc.ca/Resources/rlq.htm#axzz22iHsRRtB
Economies and Ecology
Harris, Doug. 2001. Fish Law and Colonialism: the legal capture of salmon in B.C. Toronto: University of Toronto Press.

INDIGENOUS SUBJECTIVITIES
Gender and Sexuality


**Indigenous Identities and Peoplehood**


Indigeneity in Global Politics
Maaka, Roger CA and Chris Andersen (ed), The Indigenous Experience: Global Perspectives (Toronto: Canadian Scholars’ Press, Inc, 2006)

INDIGENOUS NATIONHOOD
Indigenous Governance, Self-Determination, Sovereignty, & Nation
Andersen, Chris. “Moya Tipimsook (The People Who Aren’t Their Own Bosses): Racialization and the Misrecognition of the “Metis” in Upper Great Lakes Ethnohistory” Ethnohistory (Forthcoming)


Indigenous Legal and Political Traditions, & Legal Theory


Knafla, Louis A. “This is Our Land”: Aboriginal Title at Customary and Common Law in Comparative Contexts” in Luois A. Knafla and Haijo Westra (ed.) Aboriginal Title and Indigenous Peoples: Canada, Australia, and New Zealand


**Treaty and Diplomacy**


Miller, J.R. Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada (Toronto: University of Toronto Press, 2009) “We are all Treaty People”


**Indigenous Resurgence**


**CONTESTING COLONIAL ENCOUNTERS & SETTLER COLONIAL SOVEREIGNTIES**


**Mapping Colonial Relations**


Nation-States, State Constitutions, & Indigenous Rights


Borrows, John. Canada’s Indigenous Constitutions, especially Chapter 1-2 plus pick 2 Indigenous legal orders outlined in Chapter 3 A-F


Royal Commission on Aboriginal Peoples – selections.


Tobias, John L. Protection, Civilization, Assimilation: An Outline History of Canada’s Indian Policy.
Toronto: University of Toronto Press.
Cambridge: Cambridge University Press.
Turner, Dale. 2009. This is Not a Peace Pipe: Towards a Critical Indigenous Philosophy.
Toronto: University of Toronto Press.

**Contesting Settler Colonialism and Settler Sovereignty**

**Direct Action, Activism, & Solidarity Politics**
Simpson & Ladner, eds. (2010). *This is an Honour Song: Twenty Years Since the Blockades*, Winnipeg: Arbeiter Ring Press.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 14, 2016

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 28, 2016

Subject: Proposal for M. A. in Germanic and Slavic Studies – Holocaust Studies Stream

Basis for Jurisdiction: Senate Committee on Planning meeting on May 11, 2016
Senate meeting on October 7, 2016

Strategic Relevance: The University’s success is dependent on the ability to provide rich, relevant and diverse quality programs that demonstrate societal need and value, meet student demand and build upon faculty expertise. The proposal for a M. A. in Germanic and Slavic Studies – Holocaust Studies Stream will help UVic to continue to be nationally and internationally competitive in the recruitment and retention of graduate students of the highest caliber. This program will be the first of its kind in Canada. This proposal will also help to increase co-op, internship and other experiential learning opportunities for UVic students.

Previous Consultation: At its meeting on October 7, 2016, Senate approved and recommended that the Board of Governors approve the establishment of a M. A. in Germanic and Slavic Studies – Holocaust Studies Stream. The proposal was approved by the Senate Committee on Planning at its meeting on May 11, 2016.
Recommendation:

*That the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.*

Overview/nature of the academic program

The Department of Germanic and Slavic Studies offers a Master of Germanic and Slavic Studies with two streams: one in Germanic Studies, and one in Slavic Studies. The proposed stream in Holocaust Studies will broaden the scope of the Master Program in Germanic and Slavic Studies.

Both the Germanic Studies and the Slavic Studies programs have maintained consistent growth in undergraduate enrolments. In recent years there has also been consistent interest in a graduate program in Slavic Studies, as demonstrated by the recruitment of high quality students to an MA in Slavic Studies by special arrangement. In order to deepen the integration of the two programs, an Honours degree and an MA Stream in Slavic Studies was proposed and approved in 2015.

The Department has run the I-witness Holocaust Field School since 2011 both as an upper-level undergraduate course and a graduate course. The department has garnered national visibility (and media coverage) because of innovative field school work. The topics of graduate students’ theses in Germanic Studies provide evidence that Holocaust Studies is already a major disciplinary focus. Since 2012, six out of nine successfully defended MA theses have been written on Holocaust-themed topics. Furthermore, four colleagues in the department have been co-supervising students in the English Department, the School of Music, and in the Interdisciplinary Graduate Program working on Holocaust-related theses. The same trend has been emerging on the honours level for several years. At this point, it is a logical progression for the department to propose the formal implementation of a third stream in its graduate program.

PROGRAM AIMS AND OBJECTIVES

Distinctive Characteristics:

The proposed stream in Holocaust Studies will be a pioneering graduate program in Canada. Although there are major Holocaust Education Centres in Montréal, Toronto, Ottawa, Winnipeg and Vancouver, no Canadian post-secondary institution offers an MA in Holocaust Studies.

The Department’s vision is to create an outstanding MA program that will be exemplary both in its courses and delivery methods. The new stream will link scholarship with community-based field research to draw on the strengths of both academic research and experiential learning. The proposed Stream in Holocaust Studies will provide students with key competencies to prepare them for a career in education, public history, museum and/or archival work, human rights education, journalism, public advocacy, and law.

UVic is ideally suited to offer an M.A. stream in Holocaust Studies: in addition to the department’s research expertise, other faculty members in a wide range of disciplines (History, Cultural Heritage...
Studies, Education, Digital Humanities, Music, Sociology, Political Science, among others) have expertise to the program. Moreover, UVic's location is situated in proximity to many relevant archives, relevant museums, local Jewish communities, and education centers, and will provide students with opportunities to conduct their summer internship/practicum. Summer practica will provide students with experiential learning opportunities, which are critically important in today's competitive labour market.

**Alignment with the university's mission and strategic plan**

The M.A. Stream in Holocaust Studies will contribute directly to several key commitments in the University's strategic plan, A Vision for the Future – Building on Excellence (February 2012):

**Objective 4:** To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest caliber. This program will be the first of its kind in Canada. Its interdisciplinary focus and scholarly reach have great potential to attract students from across Canada (as has been already demonstrated based on student enrolments in the I-witness Holocaust Field School, which has included participants from the Universities of British Columbia, Alberta, Calgary, Manitoba, Saskatchewan, and Waterloo).

**Objective 12:** To ensure that undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.

Faculty members specializing in Holocaust education and research have all attended the Hess Faculty Seminar at the United States Holocaust Memorial Museum in Washington DC.

**Objective 13:** To enhance the quality of our students' classroom experience and ensure that the strong research culture at the University of Victoria is brought into both the physical and the virtual classroom.

Research-based student learning is at the core of our program. The department will provide the necessary training and research support both on campus and during the students’ fieldwork program.

**Objective 15:** To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.

https://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf

The program offers a varied set of learning platforms, environments and opportunities (both on and off campus) meeting the needs of different learning styles.

**Objective 18:** To increase co-op, internship and other experiential learning opportunities for UVic students.

Each student in the program will have to complete a practicum/internship through the Cultural Management Program. The department has numerous placement
opportunities available both in Canada and in Europe. A Co-op position is offered at Auschwitz-Birkenau Memorial and Museum in Oświęcim, Poland.

**Objective 19:** To increase opportunities for civic engagement in teaching and learning activities for all students.

Students will be encouraged to plan and organize Holocaust Outreach activities and collaborate with members of local Holocaust remembrance groups. The Department successfully introduced a new course (GMST 583: Teaching the Holocaust) in 2016—funded by a 2015 UVic Community-Engaged Learning fund. In this course students collaborate with Victoria High School and the Art Gallery of Greater Victoria’s New Extreme Program to design a teaching unit that links Holocaust education to the human rights and social justice curriculum in grades 11/12.

**Objective 23:** To enhance the societal benefit derived through mobilization of research knowledge and creative endeavors across disciplines.

Given the interdisciplinary focus of Holocaust Studies and education the Department has built working relationships at UVic with colleagues at the European Union Centre of Excellence, the Centre for Studies in Religion and Society, and the History Department. Internationally, the Department been collaborating with colleagues at the University of Osnabrück, the Technical University of Berlin (Germany), the Jagiellonian University in Kraków, Central European University in Budapest, and the University of Haifa in Israel.

**Objective 29:** To engage the community through programs and activities that meet the mandate of the university and the needs of the community.

The Department has a solid record of organizing Holocaust outreach activities, symposia and conferences. Most recently, in September 2015, the Department organized a well-attended international conference titled “Global Connections: Holocaust Education in a Time of Transition” at UVic. This conference brought together Canadian and international scholars, educators, activists, artists, and local community members. The conference was funded by a SSHRC Connections Grant, and was supported by a wide range of co-sponsors.

**Objective 33:** To further diversify our funding through philanthropy from individuals, corporations and foundations.

To date, the undergraduate field school ‘flagship’-program—the I-witness Holocaust Field School program—has received donations amounting to $43,329 (2011-2015). It has also received $34,961 (2010-2016) for the Holocaust Studies Fund. In 2015, the undergraduate field school ‘flagship’-program created an endowed travel award for the field school with a gift of $54,000 from an individual whose donation was matched by an anonymous donor.

**Demand and availability**

The proposed stream in Holocaust Studies will be a pioneering graduate program in Canada.
To date, Holocaust education has mostly been relegated to private institutions, foundations, and citizen-driven initiatives spearheaded by local Jewish communities such as the Montréal Holocaust Memorial Centre, the Sarah and Chaim Neuberger Holocaust Education Centre in Toronto, the Freeman Family Foundation Holocaust Education Centre in Winnipeg, and the Vancouver Holocaust Education Centre.

The proposed stream will target qualified graduates seeking both academic credentials and hands-on internship experience.

In 2014, the Department distributed a survey to I-witness Field School alumni, in order to gauge students’ interests in a graduate program in Holocaust Studies. The results were very encouraging: 88% (23 students) of former field school students (N=36) answered “yes” when asked if they “would have considered applying” for a program in Holocaust Studies at UVic.

**Resource implications**

No additional faculty are required to offer the stream. No space resources are required.

The projected maximum enrolment is six new students per year. The ultimate goal would be to teach twelve students in any given year. As Holocaust courses are open to all students in the graduate program, the Department will be able to meet a minimum requirement of 5 students in all GMST/SLST graduate courses.

**Senate/academic considerations:**

COMMUNITY SUPPORT AND CONSULTATION

The department has consulted across and off-campus on the feasibility of implementing this program. They received strong support from all of the consulted parties.

There are a considerable number of colleagues who would be available as thesis/project co-supervisors in other departments and faculties. The following is by no means exhaustive.

**Attachment:**

- Revised GERU_Holocaust_Stream_Proposal_June_2016.pdf
PROPOSAL

M.A. in Germanic and Slavic Studies
- Holocaust Studies Stream -

Prepared by:
Charlotte Shira Schallié, PhD, Department of Germanic and Slavic Studies
schallie@uvic.ca; (250) 721 7321

June 30, 2016

A. INSTITUTIONAL AND PROGRAM IDENTIFICATION

1. Credential to be awarded:
   M.A. in Germanic and Slavic Studies – Holocaust Studies Stream

2. Location / Institution:
   University of Victoria

3. Department and Faculty offering the proposed MA:
   The Department of Germanic and Slavic Studies, the Faculty of Humanities, and the
   Faculty of Graduate Studies

4. Anticipated program start date:
   September 2017

5. Anticipated completion time:
   24 months
6. HISTORY AND CONTEXT OF THE PROGRAM

The Department of Germanic and Slavic Studies offers a Master's in Germanic and Slavic Studies with two streams: one in Germanic Studies, and one in Slavic Studies.

The current shape of the department is the outcome of a number of structural changes, an amalgamation, and various curricular renewal initiatives prompted by cyclical reviews and departmental retreats.

The disciplines of Germanic and Slavonic Studies were offered by separate departments until 2001, when they were merged into a new academic unit, the Department of Germanic and Russian Studies. In 2006, the department changed its name to Germanic and Slavic Studies in order to reflect more accurately its research and teaching areas, to improve the community outreach efforts and to build bridges especially to the Ukrainian community, which, among other positive outcomes, has enabled the department to secure substantial donations for Ukrainian and Eastern European Studies.

The MA in German was established in 1991/1992 to formalize what until then was an MA in German by special arrangement. The MA in German (renamed MA in Germanic Studies in 2012) has experienced consistent interest among students and gradual, but steady increase in enrolments. The Honours Program in Germanic Studies was added to the curriculum in 1994, and it has proven to be an important recruitment tool as a good number of our graduate students are local.

Some of the restructuring of the Germanic and Slavic Studies programs has been in reaction to external pressures to be sure (e.g. amalgamation, retirements), and has resulted in the need to shift the focus of the curriculum and has to some extent narrowed both curricula. However, after a significant number of retirements, the department has also experienced substantial faculty renewal since amalgamation (eight new positions since 2004). The department was thus able to embrace change as an opportunity to redefine its research and teaching profile. Consequently, we have been working consistently and proactively to streamline and integrate our two programs more and to develop a common vision away from the traditional model that treats language, culture and literature as separate disciplines towards more integrative and interdisciplinary approaches.

As a result of a number of departmental retreats in recent years, the curricula of both programs have been redesigned, and continuing effort has been made to develop common program goals and learning outcomes that explicitly stipulate among the common goals and outcomes proficiency respectively in German and Russian language (and to some extent Ukrainian), a grounding in a range of areas within literary, cultural and film studies, as well as cross-cultural and indeed plurilingual and pluricultural competencies. We have also made a concerted effort to develop common teaching approaches that offer opportunities for internationalization and experiential learning and that foster the development of transferable skills and professionalization beyond the specific disciplines, while also continuing to promote Germanic and Slavic Studies as core Liberal Arts disciplines that offer training in research, analytical and critical thinking skills.

These substantial common and concerted efforts to achieve program renewal and streamlining have proven to be successful. Ours is a highly collegial and collaborative department that is well positioned for increased integration as well as for increased synergies with other disciplines and academic units on campus. Both the Germanic Studies and the Slavic Studies programs have experienced consistent growth in undergraduate enrolments and have maintained this trend even with the recent teaching load reduction. In recent years
there has also been consistent interest among students for a graduate program in Slavic Studies, as demonstrated by the continuing recruitment of high quality students to an MA in Slavic Studies by special arrangement. Thus in order to deepen the integration of the two programs, we proposed both an Honours degree and an MA Stream in Slavic Studies in 2015. Both were successfully approved in the same year.

Our proposed third stream in Holocaust Studies would broaden the scope of the Master’s Program in Germanic and Slavic Studies while taking full advantage of the department’s considerable research expertise in Holocaust Studies and Holocaust education. Most notably in this area, we have been running the I-Witness Holocaust field school since 2011 both as an upper-level undergraduate course and a graduate course. Not only have we garnered national visibility (and media coverage) through our innovative field school work, but we have also recruited students from across Canada, and inspired other departments and universities to follow suit (e.g. the “Witnessing Auschwitz” field school and program at The University of British Columbia). [Please see Appendix B for the 2012 I-Witness Holocaust Field School Project Community Report.]

Our graduate students’ theses in Germanic Studies provide further evidence that Holocaust Studies are already a major disciplinary focus in our department. Since 2012, six out of nine successfully defended MA theses have been written on Holocaust-themed topics. Furthermore, four colleagues in our department have been co-supervising students both in the English Department, the School of Music, and in the Interdisciplinary Graduate Program working on Holocaust-related theses. The same trend has been emerging on the honours level for several years (an indicator for future research work in graduate studies). At this point, it is thus a logical step and natural progression for our department to propose the formal implementation of a third stream – especially in light of the fact that the latter de facto already exists in our graduate program.

7. PROGRAM AIMS AND OBJECTIVES

7.1. Distinctive Characteristics

Our proposed stream in Holocaust Studies would be a pioneering graduate program in Canada. With the implementation of such a program, we would a) distinguish ourselves from other Germanic Studies/Slavic graduate programs in Canada, and b) strategically position ourselves at the forefront of an entirely new educational and research initiative on a postgraduate level.

Although there are major Holocaust Education Centres in Montréal, Toronto, Ottawa, Winnipeg and Vancouver,¹ there is no Canadian post-secondary institution offering MA Degrees in Holocaust Studies. In November 2015, Carleton University’s Zelikovitz Centre for Jewish Studies opened their new Centre for Holocaust Education and Scholarship (CHES). The centre’s mandate is to offer “year-round educational programs to develop teaching materials for high schools and other institutions, support survivor and second-generation

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¹ Montréal Holocaust Memorial Centre (www.mhmc.ca), Sarah and Chaim Neuberger Holocaust Education Centre in Toronto (www.holocaustcentre.com), Freeman Family Foundation Holocaust Education Centre in Winnipeg (www.jhcwc.org/fffhec.htm), and the Vancouver Holocaust Education Centre (www.vhec.org).
narrative, and build an online destination for Holocaust education in Ottawa. Yet, no announcement has been made that this centre would also offer graduate courses in Holocaust Studies.

To date, Holocaust education has mostly been relegated to private institutions, foundations, and citizen-driven initiatives spearheaded by local Jewish communities such as the Montréal Holocaust Memorial Centre, the Sarah and Chaim Neuberger Holocaust Education Centre in Toronto, the Freeman Family Foundation Holocaust Education Centre in Winnipeg, and the Vancouver Holocaust Education Centre. Additional institutions, foundations, and communities are:

- The Asper Foundation Human Rights and Holocaust Studies Program (http://humanrights.asperfoundation.com/)
- Atlantic Jewish Council (www.theajc.ns.ca)
- Azrieli Foundation (www.azrielifoundation.org/memoirs)
- B'Nai Brith Canada (www.bnaibrit.ca)
- Calgary Jewish Community Council (www.jewishcalgary.org)
- Centre for Israel and Jewish Affairs (www.cij.ca)
- Canadian Society for Yad Vashem (www.yadvashem.ca)
- Friends of Simon Wiesenthal Centre for Holocaust Studies (www.fswc.ca)
- Facing History, Facing Ourselves (http://www.facinghistory.org/offices/toronto)
- Holocaust Awareness Committee, Jewish Federation of Winnipeg (www.jewishwinnipeg.org)
- Israel Experience Centre, Asper Jewish Community Campus (http://asperfoundation.com/asper-jewish-community-campus/)
- Jewish Federation of Edmonton (www.jewishedmonton.org)
- Jewish Heritage Centre of Western Canada (www.jhcwc.org)
- Kleinmann Family Foundation (www.kffeducation.org)
- Okanagan Jewish Community (www.ojcc.ca)
- Saint John Jewish Historical Museum (jewishmuseumsj.com)
- Victoria Holocaust Remembrance and Education Society (http://victoriahores.org/)
- Winnipeg Foundation (www.wpgfdn.org)

In preparing this proposal, the Department surveyed several Canadian universities and colleges that offer individual graduate courses in Holocaust Studies through Jewish Studies, History, and Genocide/Human Rights programs. In Eastern Canada, these are:

- University of Toronto (Anne Tanenbaum Centre for Jewish Studies): BA; MA; PhD
- University of Toronto: Dr. Doris L. Bergen (Department of History) holds the Chancellor Rose and Ray Wolfe Chair of Holocaust Studies
- Carleton University (Max and Tessie Zelikovitz Centre for Jewish Studies): Minor in Jewish Studies
- McGill University (Department of Jewish Studies): Honours/Major/Minor Concentration; MA in Jewish Studies

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2 http://newsroom.carleton.ca/2015/12/14/carleton-opens-centre-for-holocaust-education-and-scholarship/.
In Western Canada, the University of Manitoba offers a Minor in Judaic Studies. Calgary houses an MA program with a specialization in Israel Studies. At The University of British Columbia, several PhD students have been conducting research in the field of Holocaust Studies under the supervision of Dr. Bozena Karwowska in the Department of Central, Eastern and Northern European Studies.

Our vision is to create an outstanding M.A. program that would be exemplary both in its configuration of courses and delivery methods. Our modus operandi would be interdisciplinary in that we propose to interlink scholarship with community-based field research—in effect drawing on the strengths of both academic research and experiential learning. Our proposed Stream in Holocaust Studies will provide individual learners with key competencies designed to prepare them for a career in education, public history, museum and/or archival work, human rights education, journalism, public advocacy, and law. Future work environments might include Holocaust and Genocide education centers, public sectors, consulting firms, and NGOs. Our program will also provide students with a solid interdisciplinary foundation for further PhD studies in Holocaust Studies, Genocide Studies, or Human Rights and Equity Studies.

Within the framework of our current graduate program, opting for a third stream—instead of a concentration—in Holocaust Studies proves to be the most logical choice. As a stream, Holocaust Studies will be a distinct program with admissions requirements that are different from those required in Germanic and Slavic Studies. Moreover, given that graduate research in Holocaust Studies might involve access to primary sources in languages other than German, Russian, and Ukrainian, it would be disadvantageous for our program to be offered as a concentration in Germanic and Slavic Studies.

UVic is ideally suited to offer an M.A. Stream in Holocaust Studies: in addition to our faculty’s research background, we have a host of faculty members in a wide range of disciplines (History, Cultural Heritage Studies, Education, Digital Humanities, Music, Sociology, Political Science, among other) who could lend their expertise to our program. Moreover, our location situates us in proximity of many relevant archives, museums, local Jewish communities, and education centers, where our students will have ample opportunities to conduct their summer internship/practicum. Offering summer practica—facilitated by UVic’s Cultural Resource Management Program—will provide our students with experiential professional opportunities, which are so critically important in today’s competitive labour market.
8. ANTICIPATED CONTRIBUTION TO UVIC STRATEGIC PLAN

The M.A. Stream in Holocaust Studies will contribute directly to several key commitments in the University’s strategic plan, *A Vision for the Future – Building on Excellence* (February 2012)\(^3\):

**Objective 4:** *To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre.*

Our program will be the first one of its kind in Canada. Both in its interdisciplinary focus and scholarly reach, the program has great potential to attract students from all across Canada (as has been already demonstrated based on our student enrolments in our I-witness Holocaust Field School, which included participants from UBC, the University of Alberta, the University of Calgary, the University of Manitoba, Saskatchewan, and Waterloo).

**Objective 12:** *To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.*

Our department’s teaching evaluations are consistently high. We have also established a strong and productive relationship with the Learning and Teaching Centre where many of our departmental members develop and take workshops on best practices in teaching and on curriculum design. Our faculty members specializing in Holocaust education and research have all attended the Hess Faculty Seminar at the United States Holocaust Memorial Museum in Washington DC.

**Objective 13:** *To enhance the quality of our students’ classroom experience and ensure that the strong research culture at the University of Victoria is brought into both the physical and the virtual classroom.*

Research-based student learning is at the core of our program. The department will provide the necessary training and research support both on campus and during the students’ fieldwork program where professional supervision will be available (through UVic’s Cultural Resource Management).

**Objective 14:** *To be nationally and internationally competitive in the quality of our graduate program offerings in recognition of the growing need for highly educated graduates.*

Our proposed stream in Holocaust Studies responds to the demands of the labour market for highly qualified graduate students who will be employable in a number of sectors.

**Objective 15:** *To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.*

\(^3\) [https://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf](https://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf).
Our program offers a varied set of learning platforms, environments and opportunities (both on and off campus) meeting the needs of different learning styles.

**Objective 18:** To increase co-op, internship and other experiential learning opportunities for UVic students.

Each student in our program will have to complete a practicum/internship through the Cultural Management Program. We have numerous placement opportunities available both in Canada and in Europe. We also currently offer a Co-op position at Auschwitz-Birkenau Memorial and Museum in Oświęcim, Poland.

**Objective 19:** To increase opportunities for civic engagement in teaching and learning activities for all students.

Our students are encouraged to plan and organize Holocaust Outreach activities and collaborate with members of local Holocaust remembrance groups. We also successfully introduced a new course (GMST 583: Teaching the Holocaust) in 2016—funded by a 2015 UVic Community-Engaged Learning Fund—in which our students collaborate together with the Victoria High School and the Art Gallery of Greater Victoria’s New Extreme Program jointly designing a teaching unit that links Holocaust education to the human rights and social justice curriculum in grades 11/12.

**Objective 20:** To further enhance internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum and experiential learning.

During the last five years, we have initiated and developed working relationships with colleagues at post-secondary institutions and at Holocaust research centers in North America, Europe, and Israel. We are thus well placed to secure internship placements or our students both in Canada and abroad.

**Objective 21:** To nurture our culture of excellence in research, scholarship and creative endeavours, enhancing UVic’s local, national and international impact and reputation as a leading, innovative, research-intensive university.

Our program is innovative and brings together expertise from a wide range of disciplines. Our program contributors have outstanding research backgrounds and teaching portfolios. As such, we will be able to recruit and train first-rate graduate students.

**Objective 23:** To enhance the societal benefit derived through mobilization of research knowledge and creative endeavours from across the disciplines.

Given the interdisciplinary focus of Holocaust Studies and Education we have built working relationships at UVic with colleagues at the European Union Centre of Excellence, the Centre for Studies in Religion and Society, and the History Department. Internationally, we have been collaborating with colleagues at the University of Osnabrück, the Technical University of
Berlin (Germany), the Jagiellonian University in Kraków, Central European University in Budapest, and the University of Haifa in Israel.

**Objective 29:** To engage the community through programs and activities that meet the mandate of the university and the needs of the community.

We have a solid record of organizing Holocaust outreach activities, symposia and conferences. Most recently, in September 2015, we organized a well-attended international conference titled “Global Connections: Holocaust Education in a Time of Transition” at UVic. This conference brought together scholars, educators, activists, artists, and local community members. The conference emphasized global connections in both its form and content. Conference participants were encouraged to make joint presentations that encouraged personal connections and relationships within Holocaust education at a time when there will soon be no living testimony. The conference also investigated the extent to which Holocaust education can or should be used as a way to tackle contemporary issues of hatred, racism, antisemitism, islamophobia, homophobia, xenophobia, ethnic conflict, and genocide. It was funded by a SSHRC Connections Grant, and was supported by a wide range of co-sponsors. [See Appendix C]

**Objective 31:** To develop effective relationships with the diverse constituencies that make up our local, regional, national and international communities.

We have built successful working relationships with colleagues at post-secondary institutions, Jewish community members and Holocaust remembrance societies and groups both in North America, Europe, and Israel.

**Objective 33:** To further diversify our funding through philanthropy from individuals, corporations and foundations.

To date, our undergraduate field school ‘flagship’-program—the I-witness Holocaust field school program—has received donations in the total amount of $43,329 (2011-2015). We have also received $34,961 (2010-2016) for our Holocaust Studies Fund. These gifts are largely from individuals, with a few gifts from foundations. In 2015, we created an endowed travel award for the field school with a gift of $54,000 from an individual; it was matched by an anonymous donor.

9. STUDENT PROFILE

Our proposed stream will target qualified graduates who seek a high-quality M.A. training in a program that offers both academic credentials and hands-on internship experience.

Dr. Kristin Semmens’ undergraduate courses in Holocaust Studies generally reach maximum capacity (HIST 387 and HISTR 450); our own Holocaust-themed courses are very well attended, too. “Literature and Film of the Holocaust and the ‘Third Reich’” (GMST 353; formerly GERS 333) had enrolments in the range of 38 to 50 students. “After-Images of the
Holocaust in Text and Film" (GMST 453; formerly GMST 433) has attracted between 38 and 43 students in previous years.

In 2014, we distributed a survey to our I-witness Field School alumni, gauging students’ interests in a graduate program in Holocaust Studies. Our results are very encouraging: 88% (23 students) of former field school students (N=36) answered “yes” when asked if they “would have considered applying” for a program in Holocaust Studies at UVic. [See Appendix D for a breakdown of our survey findings.]

10. ADMISSION REQUIREMENTS

Admission to the M.A. Stream in Holocaust Studies is subject to the admission requirements of the Faculty of Graduate Studies. Admission to the M.A. program normally requires a Bachelor’s degree in a relevant academic discipline with a minimum overall average of B+ (6.00 GPA), or a Bachelor’s Degree with a minimum average of A- (7.0 GPA) in the final year’s work. Applicants who have appropriate community-based experience in the field of Holocaust Studies may be considered for admission without meeting the full requirements indicated above.

Applicants for admission whose first language is not English are required to demonstrate competence in the English Language in the following ways:

• reside in Canada or any exempted country* for at least three consecutive years immediately prior to the beginning of the applied for academic session
• hold a recognized degree from an accredited institution in an exempted country*
• completion of a recognized degree program from an accredited institution in which the language of instruction is solely English
• A minimum score on the Test of English as a Foreign Language (TOEFL) of 575 on the paper-based test or 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.
• An overall score on the International English Language Testing System (IELTS) of at least Band 6.5 with no score of less than 6.0 on each academic component
• A score of 90 on the Michigan English Language Assessment Battery (MELAB)

*Please consult the UVic Calendar for a complete list of exempted countries.

Language Requirements:

Students are required to demonstrate their reading competency in one research-appropriate language (other than English) prior to entering the program. Depending on the nature of the proposed thesis or research project, students may be expected to reach higher proficiency levels in a research-appropriate language (other than English).

A limited number of UVic students registered in other programs may register for individual courses, with the permission of the Graduate Committee.
11. FACULTY EXPERTISE

11.1. Department of Germanic and Slavic Studies Expertise

- Dr. Peter Gölz: Film Studies and Theory; Nazism in Literature, Film and Popular Culture
- Dr. Helga Thorson: Holocaust Studies; Memory Studies; Community-Engaged/Community-based Scholarship; Oral History; Early 20th Century Literature, Film
- Dr. Elena Pnevmonidou: Critical Theory; Hannah Arendt; Post-Holocaust Poetics; Paul Celan
- Dr. Charlotte Schallié: Holocaust Education; Memory Studies; Community-Engaged/Community-based Scholarship; Second/Third-Generation Literature and Film
- Dr. Matt Pollard: Leni Riefenstahl, Third Reich Visual Culture; “Degenerate Art”
- Dr. Serhy Yekelchyk: Stalinism, World War I & II; Ukraine; Social History

There are a considerable number of colleagues who would be available as thesis/project co-supervisors in other departments and faculties. The following is by no means exhaustive.

11.2. History Department Expertise

- Dr. Tom Saunders; Weimar Republic; Nazi Germany; Modern Germany
- Dr. Kristin Semmens: The Holocaust; Commemoration; Public History
- Dr. Jordan Stanger-Ross: Community-based Partnerships with Museums and Cultural Organizations; Race, Ethnicity, and History of Immigration to Canada; Digital History
- Dr. Oliver Schmidtke: The Political Sociology of Ethnic conflict; the Role of Identities and Collective Memory in Modern Societies
- Dr. David Zimmerman: Military History; Holocaust Remembrance; Oral History; Community Outreach/Engagement

11.3. Department of Hispanic and Italian Studies Expertise

- Marina Bettaglio: Autobiographical Writings; Maternal Memoirs; Postmemory; Italian and Spanish Literature; Film; Cultural Studies
11.4. Faculty of Fine Arts Expertise

- Dr. Allan Antliff: Art History & Theory; Activism and Art; Anarchist Aesthetics
- Dr. Dániel Péter Biró: Music Composition; Music Analysis; Ethnomusicology; Critical Theory
- Dr. Carolyn Butler-Palmer: Documentary Photography; Oral Art History
- Dr. Suzanne Snizek: “Suppressed Music”; Music of WWII Era British Internment

11.5. Digital Humanities Expertise

- Dr. Jentery Sayers: Teaching with Technologies

11.6. Curriculum and Instruction

- Dr. Jason Price: Teacher & Educational Leadership Preparation; Education for the Advancement of Human Rights

11.7. Department of Anthropology Expertise

- Dr. Alexandrine Boudreault-Fournier: Visual Culture; Media; Digital Culture, Arts-based Research; Visual Anthropology and Sound (Storytelling and Music)


The Cultural Resource Management Program has over 30 years of experience developing education and training programs in the areas of museum and heritage studies. Developed through the Division of Continuing Studies and working in partnership with the Department of Art History and Visual Studies, CRM courses are led by distinguished, internationally recognized experts engaged in professional practice across Canada, North America, and beyond.

12. CURRICULUM DESIGN

12.1. Requirements for the Program

12.1.1. Non-thesis option (10.5 units course work; 1.5 unit practicum/internship term; 4.5 units major research paper):

Students in the Holocaust Studies stream (non-thesis option) would take seven courses, complete one summer practicum/internship term, and write a major research paper in the form of a journal article (30-35 pages). Students can also opt to submit a visual arts project (photography, video or computer art), a performance-based production (musical or theatrical), or a creative writing project (fiction, drama or poetry). All creative submissions
must be complemented by a scholarly essay (15-20 pages) that discusses the creation of the art work and places it in a historical context. All projects should be preferably linked to the focus of the practicum/internship placement. They will be graded by the supervisor and an additional faculty member (whose expertise is relevant to the student’s research) and will not be subject to an oral defense.

**Non-thesis MA**

- GMST 501/SLST 501 (1.5)
- GMST 502/SLST 502 (1.5)
- GMST 580 (1.5) Foundation Course in Holocaust Studies
- ONE ELECTIVE in Holocaust Studies (GMST 581; GMST 583; GMST 585; GMST 589; SLST 581) (1.5)
- THREE ELECTIVES IN GMST OR HOLOCAUST-RELATED COURSES IN OTHER DEPARTMENTS (4.5)
- Summer Practicum/Internship Term – this course will be administered by the Cultural Resource Management Program (AHVS 491B) (1.5)
- Major Research Paper (4.5)

**TOTAL: 16.5 units**

**Year I – Non-thesis MA**

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<th>FALL</th>
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| GMST 501/SLST 501 (1.5) *Introduction to the Disciplines of Germanic and Slavic Studies* | GMST 502/SLST 502 (1.5) *Theory and Practice* | AHVS 491B (1.5) *Practicum in Cultural Resource Management*
| *GMST 580 (1.5) *Introduction to Holocaust Studies* (offered in conjunction with HSTR 450: *The Holocaust*) | *One Elective in Holocaust Studies* (1.5) *(GMST 583; GMST 585; SLST 581)* | GMST 598/SLST 598 *Research Paper or Project* or: GMST 589 (1.5) (offered in even years, e.g. 2018, 2020) *I-witness Field School*

* This course will be taught by Dr. Kristin Semmens (Department of History).
Year II – Non-thesis MA

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<th>FALL</th>
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<td><strong>One Elective</strong> in GMST or in one Holocaust-related course in another department (1.5)</td>
<td>GMST 598/SLST 598 Research Paper or Project</td>
<td>GMST 598/SLST 598 Research Paper or Project</td>
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<td>Recommended: HSTR 515A Public History</td>
<td><strong>One Elective</strong> in GMST or in one Holocaust-related course in another department (1.5)</td>
<td><strong>One Elective</strong> in GMST or in one Holocaust-related course in another department (1.5)</td>
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<td>GMST 598/SLST 598 Research Paper or Project</td>
<td>GMST 598/SLST 598 Research Paper or Project</td>
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</table>

** Similar to our other two streams, up to two courses can be taken at the advanced undergraduate level.

12.1.2. Thesis option (9 units course work; 1.5 unit practicum term; 6 units thesis credit)

The thesis-based MA program in Germanic and Slavic Studies consists of a minimum of 16.5 units of graduate credit:

- at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
- a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
- In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic or Slavic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

At the end of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).

**Thesis MA**

- GMST 501/SLST 501 (1.5)
- GMST 502/SLST 502 (1.5)
- GMST 580 (1.5)
- ONE ELECTIVE in Holocaust Studies (GMST 581; GMST 583; GMST 585; GMST 589; SLST 581) (1.5)
- TWO ELECTIVES IN GMST OR ONE HOLOCAUST-RELATED COURSE IN ANOTHER DEPARTMENT (3)
- Summer Practicum/Internship Term (1.5) – this course will be administered by the Cultural Resource Management Program (AHVS 491B) (1.5)
- Thesis (6)
TOTAL: 16.5 units

Year I – Thesis MA

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<tr>
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<th>SUMMER</th>
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<tr>
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<td>GMST 502/SLST 502 (1.5)</td>
<td>AHVS 491B (1.5)</td>
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<td>Introduction to the Disciplines of Germanic and Slavic Studies</td>
<td>Theory and Practice</td>
<td>Practicum in Cultural Resource Management</td>
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<td>* GMST 580 (1.5)</td>
<td>One Elective in Holocaust Studies (1.5)</td>
<td>GMST 599/SLST 599</td>
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<tr>
<td>Introduction to Holocaust Studies</td>
<td>(GMST 583; GMST 585; SLST 581)</td>
<td>Thesis</td>
</tr>
<tr>
<td>(offered in conjunction with HSTR 450: The Holocaust)</td>
<td>(offered in even years, e.g. 2018, 2020/)</td>
<td>or: I-witness Field School</td>
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* This course will be taught by Dr. Kristin Semmens (Department of History).

Year II – Thesis MA

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<tr>
<td>One Elective in GMST or in one Holocaust-related course in another department (1.5)</td>
<td>GMST 599/SLST 599 Thesis</td>
<td>GMST 599/SLST 599 Thesis</td>
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<tr>
<td>Recommended: HSTR 515A Public History</td>
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<tr>
<td>** One Elective in GMST or in one Holocaust-related course in another department (1.5)</td>
<td>GMST 599/SLST 599 Thesis</td>
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</tr>
</tbody>
</table>

** Similar to our other two streams, up to two courses can be taken at the advanced undergraduate level.
12.1.3. Full List of Required / Elective Courses in GMST/SLST

**GMST 501/SLST 501**  (1.5)
Introduction to the Disciplines of Germanic and Slavic Studies

**GMST 502/SLST 502**  (1.5)
Theory and Practice

*GMST 580*  (1.5)
Introduction to Holocaust Studies
(cross-listed with HSTR 450)

*SLST 581*  (1.5)
Twentieth-Century Genocides in Eastern Europe
(offered every three years)

*GMST 583*  (1.5)
Teaching about the Holocaust
(offered every three years)

*GMST 585*  (1.5)
Holocaust and Memory Studies
(offered every three years)

**GMST 589**  (1.5)
I-witness Field School
(offered every two years)

*GMST 565*  (1.5)
Adorno, Benjamin and Frankfurt School Critical Theory
(offered intermittently)

**GMST 598 (1.5)**  (4.5)
Research Paper or Project

**GMST 599 (1.5)**  (6)
Thesis

* Submitted and approved in the Humanities Curriculum Changes for the 2016-17 Calendar (Cycle 2). [Please see Appendix I]

12.1.4. Required Course in another Department

**AHVS 491B**
Practicum in Cultural Resource Management [Please see Appendix E for a detailed description of this course.]
12.1.5. Elective Courses in other Departments

Depending on the students’ research interests, other courses may be listed. The listed courses in Sociology are for students intending to work with quantitative or qualitative research methods.

**ANTH 571**  (1.5)
Visual Anthropology and Materiality

**DHUM 501**  (1.5)
Introduction to Digital Humanities

**DHUM 504**  (1.5)
Creation, Communication and Dissemination

**EDCI 575**  (1.5)
Global Education

Explores critical global issues through the strands of environment, development, peace and human rights. Pedagogical concerns vary with student interest and include values education, teaching controversial issues, and dealing with children’s despair about the future.

**HSTR 500**  (1.5)
Historiography

**HSTR 505**  (1.5)
World History

**HSTR 511**  (1.5)
Military History

**HSTR 515A**  (1.5)
Public History

**HSTR 516**  (1.5)
Digital History

**ITAL 590**  (1.5)
Directed Studies: The Holocaust from an Italian Perspective

This course will focus on literary and cinematographic representations of the Holocaust including autobiographical and fictional accounts of this period. Primo Levi’s pioneering writing, Giorgio Bassani’s fiction, Natalia Ginzburg’s, Edith Bruck’s, Dasa Drndic and Rosanna Turcinovich Guiricin’s narratives will form the basis for the course. Issues of memory, postmemory, identity, and family relationships will be discussed.
SOCI 507 (1.5)
Statistical Analysis

SOCI 508 (1.5)
Linear Models

SOCI 510 (1.5)
Categorical Data Analysis

SOCI 511 (1.5)
Research Design

SOCI 515 (1.5)
Qualitative Research Methods

12.1.6. Advanced Undergraduate Courses in Holocaust Studies
Outlines for the undergraduate course offerings are found in Appendix A.

GMST 353
Literature and Film of the Holocaust and “Third Reich”
Focus on Nazi popular culture and entertainment films and an exploration of a variety of Holocaust narratives that emerged during the Second World War and its aftermath.

GMST 452
Representations of Nazism in Contemporary Film and Visual Culture
Explores portrayals of Nazi perpetrators in 20th- and 21st-century cinema as well as in popular culture; historically and politically contextualizes the aesthetics and ethics of ‘Nazi films,’ and examines broader questions of how these productions represent the Holocaust in the contemporary imagination.

GMST 453
After-Images of the Holocaust in Text and Film
Examines how writers, filmmakers and visual artists attempt to come to terms with the legacy of the National socialist regime while portraying the after-effects of the Holocaust for the second and third generations in Germany, Israel, the United States and Canada.
HSTR 344C
The Second World War and the Recovery of Western Europe

Examination of the effects of the Second World War on Europe, and the recovery of the Western European states in the postwar period.

HSTR 345
The Eastern Front in the First and Second World Wars

Examines the military, political, and social aspects of the Eastern Front in Europe during both World Wars. Aims to analyze the Eastern Front's difference from the warfare in the West, and how this specificity explains the origins of revolutionary violence and genocide.

HSTR 350B
Weimar and Nazi Germany

Examination of the principal themes and developments in German history between the end of World War I and the collapse of the Third Reich in 1945.

HSTR 450 (cross-listed with GMST 580)
The Holocaust

Examines the origins, progression, central characters and legacies of the Nazi genocide. Focuses on Jewish experiences of Nazi terror and investigates how Nazi racial policy targeted other social and ethnic groups. Considers the post-1945 representation of the Holocaust in film, museum exhibits and memorials.

HSTR 482A
Issues in the History of the Second World War

Examines current historiographical issues of the Second World War.

12.1.7. Digital Humanities Summer Institute

(Please note: these courses might be eligible if they meet the Faculty of Graduate Studies guidelines for transfer credits.)

- Digital Storytelling
- Digital Documentation
- Imaging for Humanists
12.2. Delivery Methods

The program would be delivered over a 20-24-month period with two courses offered each term. GMST/SLST 501 & GMST 502/SLST502 are offered each year both in the fall and spring term respectively. GMST 580 and HSTR 515A will be offered yearly. GMST 589 will be offered biennially; GMST 583, GMST 585 & SLST 581 will be offered once every three years.

12.2.1. Use of Practica and Internships

During the summer, AHVS 491B (1.5) will be offered off-campus in various locations in Canada and abroad. To date, together with the Cultural Resource Management Program, we have secured—or are in the process of finalizing—the following practica placements:

- The Jewish Museum and Archives of BC in Vancouver, BC
- The Vancouver Holocaust Education Centre in Vancouver, BC
- Canadian Museum for Human Rights in Winnipeg, MB

In addition, Dr. Wassilis Kassis of the University of Osnabrück (Germany) has offered us to secure internships at the Bergen-Belsen and Ravensbrück Memorial Sites in Germany. We also currently offer a Co-op position at Auschwitz-Birkenau Memorial and Museum in Oświęcim, Poland. [See Appendix G]

12.3. Program Learning Outcomes

At the conclusion of an M.A. Stream in Holocaust Studies, students will have acquired the following skills:

- analyze representations of the Holocaust in texts, films, media, as well as visual and material objects and spaces
- compare differences in genre and form (fiction and non-fiction, graphic novels, memoirs, drama, novels, poetry, and film)
- explore intricacies of propaganda and how it functioned in Germany and occupied Europe under National Socialism
- develop a teaching unit as part of a cross-cultural Holocaust education project
- understand creative presentations of cultural trauma, memory, and post-memory
- [non-thesis option:] produce a visual arts project (photography, video or computer art), a performance-based production (musical or theatrical), or a creative writing project (fiction, drama or poetry).
13. ENROLMENT PLAN

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Our projected maximum enrolment is six new students/year. We estimate that we will reach this number in our third year. Our ultimate goal would be to teach twelve students in any given year. As our Holocaust courses are open to all students in our graduate program, we project that we will be able to meet a minimum requirement of 5 students in all GMST/SLST graduate courses.

14. COMMUNITY SUPPORT AND CONSULTATION

We have consulted across and off-campus with the following colleagues on the feasibility of implementing this program. We received strong support from all of the consulted parties. [Please see Appendix G for letters of support.]

- Dr. Evanthia Baboula; Associate Dean; Faculty of Fine Arts; UVic
- Dr. David Blades; Curriculum and Instruction; UVic
- Dr. Erin Campbell, Chair; Art History & Visual Studies; UVic
- Dr. Leslee Francis-Pelton; Chair; Curriculum and Instruction; UVic
- Dr. Susan Lewis, Dean; Faculty of Fine Arts; UVic
- Dr. John Lutz; Chair; History Department; UVic
- Dr. Jordan Stanger-Ross; History Department; UVic
- Dr. Peyman Vahabzadeh; Director; Cultural, Social and Political Thought Program; UVic
- Dr. Bozena Karwowska; Associate Professor; Chair of Modern European Studies; Central, Eastern and Northern European Studies; UBC
- Nina Krieger; Executive Director; Vancouver Holocaust Education Centre
- Dr. Aaron Devor; President; Jewish Federation of Victoria and Vancouver Island Society
- Dr. Robert Oppenheimer; Member of the local Jewish Community
- Krzysztof Olendzki; Ambassadeur Titulaire; Consul General; Consulate General of the Republic of Poland in Vancouver
APPENDICES

- Appendix A: Course Outlines for Holocaust-Themed Graduate and Undergraduate Courses at UVic
- Appendix C: Scholarly Initiatives in Holocaust Studies: Global Connections - Critical Holocaust Education in a Time of Transition Conference
- Appendix D: Survey on Graduate Program in Holocaust Studies
- Appendix E: Practicum/Internship Placement – Cultural Resource Management Program
- Appendix F: Library Assessment for M.A. in Holocaust Studies
- Appendix G: Letters of Support
- Appendix H: Curriculum Changes for the Calendar 2016-17 (Cycle 2)
- Appendix I: Program and Curriculum Change Submissions for the Calendar 2016-17 (Cycle 3)
- Faculty Curriculum Vitae (Dr. Charlotte Schallié, Dr. Kristin Semmens, Dr. Helga Thorson, Dr. Serhy Yekelchyk) - available upon request
APPENDICES
APPENDIX A

Course Outlines for Holocaust-Themed Graduate and Undergraduate Courses at UVic

GMST 353
Literature and Film of the Holocaust and “Third Reich”

GMST 452 (formerly GMST 410)
Representations of Nazism in Contemporary Film and Visual Culture

GMST 453 (formerly GERS 433)
After-Images of the Holocaust in Text and Film

GMST 583 (formerly GMST 551)
Teaching about the Holocaust
(offered every three years)

GMST 585 (formerly GER 550)
Holocaust and Memory Studies
(offered every three years)

GMST 589
I-witness Field School
(offered every two years)

HSTR 344C
The Second World War and the Recovery of Western Europe

HSTR 350B
Weimar and Nazi Germany

HSTR 450
The Holocaust

HSTR 482A
Issues in the History of the Second World War
Department of Germanic & Slavic Studies
University of Victoria

GMST 353: September - December 2015
The Power of Propaganda and the Politics of Persecution:
Literature and Film of the Holocaust and the ‘Third Reich’

Time and Place: Tuesdays 4:30 – 7:20 pm, Clearihue A303

Instructor: Dr. Helga Thorson, CLEA D242, 721-7320, helgat@uvic.ca

Office Hours: Mondays 1:30-2:30 pm and by appointment

Course Materials: Coursepack (available in the bookstore)

In addition, there are recommended secondary readings on reserve at McPherson library. Film showings will take place during class. If you miss the film showing, you are expected to check out the film from the library once it is returned. (For more detailed information, see Reading List and Film Showings handout.)

Learning Outcomes:
• to understand how propaganda functioned in Nazi Germany—from the most blatant forms to the most subtle
• to analyze how Nazi Germany presented itself in text, image, and film and how the story of the Holocaust has been represented in diaries and memoirs
• to compare different mediums of representation (from oral presentations to text and film) and to compare different genres of written representation (from diaries to newspaper articles to memoirs to children’s books) across time and location
• to discern differences in experience based on gender, race, ethnicity, age, etc. and to do so in an intersectional way
• to transfer textual and cinematic analytical skills to different time periods and settings, including your own
• to make connections to your own life so that you can begin to understand your place and responsibility in the world in which we live.

Course Description:
This course focuses on Nazi popular culture and entertainment films and explores a variety of Holocaust narratives that emerged during the Second World War and its aftermath. Students will analyze how propaganda was designed and used to achieve its desired goals as well as how it served as a basis for mass persecution. Its potential effects/consequences are detailed by the personal narratives selected for the course.
Subtopics of the course include:
  o  Language and the Holocaust
  o  Youth and the Sense of Belonging
  o  The Nazi Image and its Image Makers
  o  Researching the Past: History and Narrative
  o  Bearing Witness: Writing as Resistance
  o  Courageous Acts of Resistance
  o  Escapism or Propaganda? Nazi Entertainment Films
  o  Uncovering the Past: Family Research
  o  Speaking the Unspeakable: Life in the Camps
  o  Gender, Genre, and Memory
  o  The Construction of the Jew as “Other”

Primary texts discussed in class include three full memoirs: two about life in the camps and one about the experience of going underground (hiding in public). Other texts include diaries, a children’s book, newspaper articles, and excerpts from other memoirs. Guest speakers will also be invited to share their own research and/or recollections.

Course Requirements
Students are expected to attend the course regularly, to have the readings and assignments completed on time, and to participate in the class discussions. There will be several film showings in this class. If you miss class for any reason on one of the days a film is shown, you must view it on your own at home or at the McPherson library.

Most class sessions will include an opportunity for reflective writing. This is a time to process the course material in your own way, to reflect on the readings and class discussions, and to ask any questions you may have. Since this activity takes place during class and is based on the individual class sessions, you may not make it up for any reason. These reflections will be calculated into the participation/preparation score.

In addition, there is a mid-term exam, a final exam, and a final project in this course. The exams will include a short answer and an essay component. The essay questions will be distributed in advance. All questions will be based on the readings, films, course lectures, and class discussions. If you know you are going to miss an exam, you must contact me in advance.

The project should be 5-7 pages (typed, double spaced) and is due at the beginning of class on November 17, 2015. Late projects will lose 2% of your final grade each day after the November 17th due date and will not be accepted after December 1st. If you are going to miss class on the date the project is due, you are allowed to email the project—but it must reach me before the class begins.

Topic of the Project: Write a 5-7 page paper (typed, double spaced) on a topic you think would have been interesting to cover this term. How would you have gone about teaching it? What text(s)/film(s)/image(s) would you have focused on? How would you have approached the text(s)/film(s)/image(s)? What skills have you learned in this course (textual analysis, film sequence analysis, etc.) that you could apply to the material? How would you go about doing so? Please provide specific examples.
**Evaluation**

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<tr>
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<tr>
<td>Project (5-7 pages)</td>
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<tr>
<td>Final Exam</td>
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**Grading Scheme**

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<td>D</td>
<td>50 - 59%</td>
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</tbody>
</table>

To familiarize yourself with the UVic grading guidelines, please consult the University Calendar.

**Departmental Course Policies**

**Accessibility Statement**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**Concessions and Documentation**

Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach, employer, or faculty member. It must be dated before or close to the time of the missed work or classes.

**Withdrawals and Deferrals**

Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. Students are to familiarize themselves with the withdrawal dates in the current academic calendar.

**A Note on Academic Integrity and Plagiarism**

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations (see UVic Policy on Academic Integrity).

**Add/Drop Deadlines**

It is the student’s responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.
**Classroom Conduct**
Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform her or his teaching duties in a cooperative, distraction-free, and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. Students are expected to turn off their cell phones, mp3 players, and other electronic devices during class. The use of laptops is not necessary in the dynamic and participatory environment of a discussion-based course.

**Commitment to 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 of its members.

**Course Experience Surveys**
I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to [http://ces.uvic.ca](http://ces.uvic.ca). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.
Representations of Nazism and the Third Reich in Contemporary Film and Popular Culture

COURSE DESCRIPTION

In this course, we will explore cinematic portrayals of Nazi perpetrators in 21st century cinema as well as in popular culture. We will historically and politically contextualize the aesthetics and ethics of ‘Nazi films,’ and examine broader questions of how these productions represent the Holocaust in the contemporary imagination.

The main learning objectives are as follows:
• to gain a deeper and critical understanding of perpetrator narratives
• to self-reflectively discuss films that challenge the limits of language and visual representation

“No no: they definitely were human beings: uniforms, boots.”
Dan Pagis, Testimony (trans. from Hebrew by Stephen Mitchell)

Charlotte Schallié
schallie@uvic.ca
(250) 721 7321
Office Hours: Wednesday, 13:30 - 14:30, and by appoint.

To offer a psychological explanation for the atrocities committed by perpetrators is not to forgive, justify, or condone their behaviors. Instead, the explanation simply allows us to understand the conditions under which many of us could be transformed into killing machines. When we understand the ordinariness of extraordinary evil, we will be less surprised by evil, less likely to be unwitting contributors to evil, and perhaps better equipped to forestall evil.

TEXT EXCERPTS*


*All texts are available on Moodle.

FILMS*

*Hannah Arendt* (Germany 2012): *Lore* (Australia / Germany 2012); *A Film Unfinished* (Israel 2011); *The Flat* (Israel 2011); *Hitler’s Children* (Israel / Germany 2011); *The Debt* (USA / UK 2011); *Jew Suss: Rise and Fall* (Germany 2010); *Harlan - In the Shadow of Jew Suss* (Germany 2010)

EVALUATION

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GRADE SCHEME

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COURSE REQUIREMENTS

Attendance: (10%)

Attendance for all classes shall be taken by your instructor and will count for 10% of your final grade. Although this percentage represents a relatively small portion of your final grade, it is an expected and mandatory course requirement. Please be aware of the academic regulations cited on page 30 in the University Calendar: “Students are expected to attend all classes in which they are enrolled . . . Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.” Students missing more than four classes in this course may be debarred without notice from writing the final examination. Students may ask for an academic concession regarding missed or late work upon providing proper documentation of a personal or medical affliction.
Participation: (10%)
This class is formatted to allow for a maximum of discussion time. Therefore, participation and preparation make up 10% of your final grade.

Midterm Exam (25%)
This test (90 minutes) is scheduled on February 19th and will examine your knowledge of the material covered up to February 5. In addition, the midterm will test your knowledge of the reading week’s viewing assignment. The midterm has a brief answer section as well as multiple-choice questions and also includes a 350-word essay.

Quiz (15%)
The quiz (50 minutes) consists of short answers and definitions. It is scheduled on March 26th.

Reflective Essay (10%)
You are expected to write a reflective essay (three pages or 750 words) in response to an assigned reading or film viewing. This essay will be submitted on Moodle and will only be read by the instructor; it is intended for students to personally and critically reflect on the issues and themes covered in class (the use of secondary sources is optional). A detailed rubric outlining the evaluation criteria will be provided at the beginning of the class. This short essay is due on February 5th.

Take-Home Examination (30%)
The final take-home examination will cover all aspects of the course. It is due on April 16th at 4pm.

A Note on Due Dates:
All due dates are fixed as they stand. Unless there are extenuating circumstances, late submissions will receive a 5% penalty per day, including weekends.

COURSE POLICIES

Accessibility Statement
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca).

Commitment to 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 of its members.

Classroom Conduct
Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform his or her teaching duties in a cooperative and distraction-free manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices.

Plagiarism and Cheating
Plagiarism and cheating will not be tolerated in this course. Please refer to the appropriate section in the University Calendar for more information.
DEPARTMENT OF GERMANIC AND SLAVIC STUDIES

GERS 433 (SPRING 2012)
“OVERCOMING THE PAST”: FILM AND TEXT

COURSE DESCRIPTION
This course examines the Holocaust and its impact on subsequent generations through the lens of literature, film and art. Exemplary texts, documentaries and feature films probing the limits of representation will challenge students to reconsider their own assumptions and historical knowledge. As we move from eyewitness accounts to the after-images of the Holocaust, we will explore the deeply unsettling spaces of memory inhabited by Second and Third Generation writers, filmmakers and visual artists.

It is highly recommended that students take this class in conjunction with GERS 333 (Literature and Film of the Holocaust and the Third Reich).

READING LIST (available at the bookstore):
Richard Glazar, Trap with a Green Fence. Survival in Treblinka
Art Spiegelman, Maus: A Survivor’s Tale (My Father Bleeds History / And Here My Troubles Began)
Isa Milman, Prairie Kaddish*
Bernhard Schlink, The Reader

* The author will read from her book in class.

Students with advanced knowledge of German are encouraged to read Trap with a Green Fence and The Reader in German (available at the bookstore and on reserve at the library)

On reserve at MacPherson Library and on Moodle:
Primo Levi, The Gray Zone; Paul Celan, Death Fugue; Hannah Arendt, Eichmann in Jerusalem (excerpts); James E. Young, At Memory’s Edge (excerpts)

FILMS (on reserve at the Library Music & Media Desk):
## EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>A+ (90 – 100%)</th>
<th>A (85 – 89%)</th>
<th>B (70 – 74%)</th>
<th>B+ (75 – 79%)</th>
<th>C+ (60 – 64%)</th>
<th>C (55 – 59%)</th>
<th>D (50 – 54%)</th>
<th>F (0 – 49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Preparation</td>
<td>20%</td>
<td></td>
<td></td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>A</td>
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<td>Quiz</td>
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<tr>
<td>Critical Engagement Pieces</td>
<td>40%</td>
<td>B+</td>
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## COURSE REQUIREMENTS

### Attendance & Preparation:
Students will be expected to keep up with the reading and film viewing assignments. Regular attendance is obligatory. Please be aware of the academic regulations cited on page 30 in the University Calendar: “Students are expected to attend all classes in which they are enrolled … Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.” **Students missing more than 8 classes in this course may be barred without notice from writing the final examination.**

### Midterm Exam:
This test (90 minutes) will examine your knowledge of the material covered up to February 22. The midterm will have brief answer and multiple-choice questions and will also include a 350-word essay.

### Quiz:
The quiz (50 minutes) consists of short answers and definitions.

### Critical Engagement Pieces:
Throughout the semester, students are expected to write eight critical engagement pieces (350-400 words each) in response to the assigned readings and film viewings. These writings are submitted on Moodle and will only be read by the instructor; they are intended for students to personally and critically reflect on the issues and themes covered in class (the use of secondary sources is optional). A detailed rubric outlining the evaluation criteria will be provided at the beginning of the class.

Students with an interest in visual arts, video/digital media, and creative writing can substitute two of the written assignments with one artistic response, which they then will submit in the last class. Students who opt to submit a creative project (i.e. poems, short stories, video documentaries, installations, illustrations and design proposals for a public Holocaust memorial) are requested to supplement it with a concise summary discussing their own approach (250-300 words). A rubric listing the evaluation criteria will be handed out. Please note that all creative project proposals will have to be approved by the instructor.
A Note on Due Dates:
All due dates are fixed as they stand. Unless there are extenuating circumstances, late submissions will receive a 5% penalty per day, including weekends.

COURSE POLICIES

Accessibility Statement:
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation:
Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals:
Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course.

Students are to familiarize themselves with the withdrawal dates in the academic calendar.

A Note on Plagiarism:
Plagiarism and cheating will not be tolerated in this course. Plagiarism is a very serious offence, and you must inform yourself about the university regulations (consult the University Calendar, pages 32-34).

Images:
(1) Jewish Museum Berlin (Daniel Libeskind)
(2) Memorial to the Murdered Jews of Europe (Berlin)
(3) “The Deserted Room” (Karl Biedermann, Berlin 1995)
(4) Art Spiegelman. “Maus II”
GER 550 (A01) / ENG 503 (A01)
“Memory Matters”: Eyewitness (I-Witness) Accounts of the Holocaust and WWII, Fall 2012

Dr. Helga Thorson, Associate Professor, Department of Germanic & Slavic Studies

Course Description:
This seminar explores issues of memory from the perspective of both gender and genre. Drawing on the title of Caroline Schaumann’s book (Memory Matters), participants will examine issues of memory and postmemory, aspects of “truth” and positionality in memoirs, diaries and documentaries, as well as the fascination with the Holocaust and WWII as a site of cultural memory. Topics include: boundaries between fiction and creative non-fiction, authenticity and false memoir, genre ambiguity (imagetext), postmodernism and the Holocaust, gender and representation, and ways in which cultural memories of the Holocaust and WWII have been regionally and temporally processed.

Instructor: Dr. Helga Thorson (Clearihue D254)
Tel: 250-721-7320
Email: helgat@uvic.ca

Office Hours: Tuesdays 1-2, Thursdays 2-3 and by appointment

Time and Place: Thursdays 9:30 – 12:20 (Clearihue C316)

Course Requirements:
Students are expected to attend the course regularly, to have the readings and assignments completed on time, and to participate in class discussions. Unwarranted absences will affect students’ participation/preparation marks in the course. Students should be aware that the instructor will notify the respective Graduate Advisor if a student has three such absences.

Each course participant will give a presentation on one of the secondary readings assigned in the seminar and will lead the class discussion on that article. The presentation should last approximately 15-20 minutes, followed by 20-30 minutes of discussion (for a total of 35-50 minutes). Students will begin to sign up for their presentations on the first day of class and are expected to give their presentations on the day listed in the course calendar. Each presenter should provide a handout to each class member on the day of the assigned presentation summarizing the main points of the reading.

A further focus of this seminar is an emphasis on preparing students to engage in academic conferences. The course will feature a “mock” conference entitled “Memory Matters.” All participants are expected to submit an abstract for the conference to all
course participants (5% of the mark), present a 20-minute conference paper to the class followed by questions and responses (10% of the mark), and to hand in the mock conference paper to the instructor (10% of the mark). The mock conference will be held during the final two class sessions. Papers are due on the day each student is scheduled to present. Late papers will lose 2% each day towards the final grade and will not be accepted after November 29, 2012. You should note that a 20-minute conference presentation generally translates to 8-10 typed (double-spaced) pages.

Throughout the course, participants are required to document a local story of the Holocaust or WWII. Class members will research the experiences of a specific person and decide in what form and medium to present the person’s “story.” Students are expected to not only submit their project in its final form, but also to write a corresponding paper analyzing the choices that were made and the methodological issues encountered. The final paper should be written as though it were to be included in an edited volume on the topic. Both the final project and the corresponding paper are due on December 10, 2012. Late papers will lose 2% each day towards the final grade and will not be accepted after December 20, 2012.

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>A+ 90-100%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>B  70-72%</td>
</tr>
<tr>
<td>Mock Conference Participation</td>
<td>25%</td>
<td>A  85-89%</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>C+ 65-69%</td>
</tr>
<tr>
<td>Paper on Project (12-15 pages)</td>
<td>25%</td>
<td>A- 80-84%</td>
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<tr>
<td></td>
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<td>C  60-64%</td>
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<tr>
<td></td>
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<td>B+ 77-79%</td>
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<td>D  50-59%</td>
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<td>B  73-76%</td>
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<td>F    0-49%</td>
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</table>

*The course project and corresponding paper are essential for passing the course. Failure to complete these requirements will result in a failing N grade.

**Course Material:**

**Primary Texts:**

Secondary Texts:

Film (to be viewed on own):

Plagiarism and Cheating:
Plagiarism and cheating will not be tolerated in this course. Please refer to the section on "Academic Integrity" on page 26 in the University of Victoria Graduate Studies Calendar for more information.

Grade Extension Policy:
Grade extensions will only be given in consultation with the instructor and the respective Graduate Advisor. These extensions can only be granted at the end of the term and only with very good reasons—i.e., reasons of health or extenuating circumstances such as death of a family member.
Commitment to 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 of its members.

Departmental Course Policies

Accessibility Statement
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation
Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals
Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. Students are to familiarize themselves with the withdrawal dates in the current academic calendar.

A Note on Academic Integrity and Plagiarism
Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations. Please refer to the section on "Academic Integrity" on page 26 in the University of Victoria Graduate Studies Calendar for more information.

Classroom Conduct
Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform his or her teaching duties in a cooperative, distraction-free and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. Students are expected to turn off their cell phones, PDAs and mp3 players during class. The use of laptops is not necessary in the dynamic and participatory environment of a graduate seminar.
Add/Drop Deadlines
It is the student’s responsibility to attend to ADD/DROP dates as published in the Calendar and the Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.
In this interdisciplinary graduate seminar/advanced undergraduate course, students will be introduced to teaching approaches, methodologies and scholarly discourses in Holocaust Education. We will explore a range of primary and secondary sources (with a focus on graphic novels), and discuss how they can be used in various educational settings. In collaboration with the Art Gallery of Greater Victoria's NEW EXTREME Program, students will also participate in a high school project (co-designing a teaching unit on the Holocaust) and plan a Holocaust outreach event. Particular emphasis will be on the question of how we can/should effectively interlink Holocaust studies with human rights education.

Instructor: Dr. Charlotte Schallié (CLE D 250); Tel.: (250) 721 7321; email: schallie@uvic.ca
Office Hours: Wednesdays: 11:30 -12:30, or by appointment

**Time and Place:** Wednesdays, 14:30 -17:20 (CLE D 241)

**Evaluation (GMST 551):**
- Preparation, Participation & Project Planning: 30%
- Presentation and Handout: 15%
- Research Paper Proposal and Annotated Bibliography: 15%
- Research Paper (16-18 pages including bibliography): 40%

**Evaluation (GMST 410):**
- Preparation, Participation & Project Planning: 25%
- Two Reflection Papers (3-4 pages each): 20%
- Presentation and Handout: 15%
- Research Paper Proposal and Annotated Bibliography: 15%
- Research Paper (9-10 pages including bibliography): 25%

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*Image credits: Pascal Croci, Auschwitz, Joe Kubert, Yossel, Stan Lee and Jack Kirby, Magneto: Testament, Michel Kichka, Deuxième génération: ce que je n’ai pas dit à mon père*
ASSESSMENT AND GRADING

Preparation, Participation and Project Planning
Weekly attendance and participation is expected. It is also expected that students participate in learning and teaching activities at Victoria High School and actively engage in the project planning process of a Holocaust outreach event. A student who must be absent for a serious reason is expected to contact the instructor before the missed class and explain why she or he will not be in attendance.

Two Reflection Papers (for GMST 410 students only)
Students will write two reflective narratives about their experiential and collaborative learning activities throughout the term.

Presentation and Handout
Students will discuss a course reading (a primary or secondary text) in an oral presentation of max. 20 minutes. In addition, presenters will facilitate the in-class discussion and prepare a handout stating the key arguments and research questions.

Research Paper Proposal and Annotated Bibliography
This assignment takes the form of a concise proposal outlining the compositional structure of the research paper. The annotated bibliography should include at least five secondary sources. Due date: March 23rd. Late submissions will lose 2 percentage points per day.

Research Paper
The research paper addresses one of the specific topics covered in the course. Students may use any common style manual (as long as they do so consistently). The paper may be submitted electronically or as a hard copy. The due date is April 18th, 2016. Late submissions will lose 2 percentage points per day and will not be accepted after April 25th, 2016. Research papers are expected to be well researched (making use of sources that are additional to any research bibliography that the instructor may have provided), appropriately documented, and carefully proofread.

COURSE POLICIES

Accessibility Statement
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the instructor and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca).

Commitment to 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 of its members.

Plagiarism and Cheating
Plagiarism and cheating will not be tolerated in this course. Please refer to the section on “Academic Integrity” on pages 23-25 in the University of Victoria Graduate Calendar for more information.

_____
Image credit: Rutu Modan, The Property
GMST 591: Directed Studies
I-witness Field School (1.5 units)

I-witness: Exploring the Past – confronting racism, antisemitism, and homophobia in the present EU

Course Description
By analyzing what Andreas Huyssen has termed “present pasts”, course participants explore how the past is negotiated in the present and, specifically, how issues such as racism, antisemitism, and homophobia are addressed in the present European Union. This 3-unit field school explores and analyzes the ways in which the Holocaust is memorialized in Central Europe and builds an understanding of how the lessons of the Holocaust are relevant in today’s world. The course promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums, and monuments of the Holocaust. Upon return to Canada, participants share their experiences through formal presentations and discussions on campus, in high schools, and with the local community.

Class Meetings and Travel
GMST 591 runs during the May-August term, although actual class sessions and travel occur exclusively during the month of May. The first week of classes (May 2 - through May 6) takes place on the University of Victoria campus. Class sessions are held during that week from 9:30 am to 3:30 pm (with a break for lunch) Monday through Thursday and from 9:30 am to 12:30 pm on Friday. Class sessions resume in Berlin on Monday, May 9th at 9:00 am. The typical daily schedule in Europe includes class sessions, walking tours, and site visits.

Itinerary

<table>
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<tr>
<th>Date</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Monday, May 2</td>
<td>Class sessions at UVic</td>
</tr>
<tr>
<td>Monday, May 9</td>
<td>Class sessions in Berlin, Germany</td>
</tr>
<tr>
<td>Sunday, May 15</td>
<td>Flight to Cracow, Poland</td>
</tr>
<tr>
<td>Monday, May 16 - Thursday, May 19</td>
<td>Class sessions in Cracow Poland</td>
</tr>
<tr>
<td>Friday, May 20</td>
<td>Flight to Vienna, Austria</td>
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<tr>
<td>Sunday, May 22</td>
<td>Coach to Linz, Austria</td>
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<tr>
<td>Monday, May 23</td>
<td>Coach to Vienna, Austria</td>
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<tr>
<td>Tuesday, May 24 – Wednesday, May 25</td>
<td>Class sessions in Vienna, Austria</td>
</tr>
<tr>
<td>Wednesday, May 25</td>
<td>Train to Budapest, Hungary</td>
</tr>
<tr>
<td>Thursday, May 26 – Saturday, May 28</td>
<td>Class sessions in Budapest, Hungary</td>
</tr>
</tbody>
</table>
Texts
The reading list is made available to field school participants in January and all the films and texts are available in the Department of Germanic and Slavic Studies Reading Room (Clearihue D-252). Participants should complete all the readings and film showings prior to the first day of class in May.

Office Hours
During the first week of classes, I will be holding office hours Monday and Thursday from 3:30 – 4:30 pm. After that, office hours will be held by appointment only (since I will not have a regular office during our travels). Field School participants are encouraged to talk to the instructor at any time during the field school travel as well as in the remaining months of the summer term.

Learning Objectives
• Understanding EU policies on war crimes, human rights, and genocide
• Observing how the Holocaust has been memorialized in Austria, Germany and Poland
• Exploring how memorialization changes over time and place
• Understanding the developmental stages of genocide
• Discovering how various groups were affected by the Holocaust
• Acquiring a deeper understanding of antisemitism, racism, religious intolerance, homophobia and the stigmatization of the mentally and physically disabled communities
• Participating in the ongoing intercultural dialogue of the Holocaust
• Reflecting on the consequences of hatred.

Description of Assignments
Assignments are divided up according to the three stages of the field school, pre-travel assignments, experiential-learning assignments during our travels in Central Europe, and post-travel assignments.

1. Pre-Travel assignments include reading and discussing the course readings. You are also expected to research one of the sites we will be visiting and make a presentation on it.

2. You will lead a pre- and post-site discussion on the specific site you researched and will act as our “guide” during the site visit. I also strongly encourage you to keep a course journal during our travels.

3. Post-Travel Assignments include the content of a post-travel presentation to the community, a reflective paper, and a seminar paper. You are expected to make a public presentation (either orally or in writing) about the field school experience. This public forum may take various forms (e.g., an article for a newspaper, a presentation to a community group, an exhibit). You are also expected to write a 10-12 page (double-spaced) reflective paper on the trip that not only includes personal reflections on the experience, but also addresses some of the topics and
issues discussed in the course regarding how the Holocaust has been memorialized in Central Europe. The seminar paper is a 15-20 page (double-spaced) academic paper addressing one of the specific topics covered in the course.

Assessment and Grading

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<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
<th>Grading Scheme</th>
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<tbody>
<tr>
<td>Participation/Preparation</td>
<td>10%</td>
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</tr>
<tr>
<td>Site Research</td>
<td>15%</td>
<td>A 85 - 89%</td>
</tr>
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<td>Public Presentation</td>
<td>20%</td>
<td>A- 80 - 84%</td>
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<td>Reflective Paper</td>
<td>20%</td>
<td>B+ 77 - 79%</td>
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<tr>
<td>Seminar Paper</td>
<td>35%</td>
<td>B 73 - 76%</td>
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<td>B- 70 - 72%</td>
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<td>C+ 65 - 69%</td>
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<td>F 0 – 49%</td>
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**Participation/Preparation:** This includes coming to class prepared (having done all of the reading assignments before the class begins) and active participation during class sessions and site visits.

**Site Research**
In February, each participant is asked to sign up for a specific site to research. You are responsible for completing individual research on the site you choose and sharing it with the class. During the first week of instruction, you are expected to give a 10-minute presentation on your site. You should prepare a handout and include at least one visual (either on your handout or in the form of a slide in a projected presentation). During the trip, you will lead two discussions about your site (one short pre-visit discussion and one 20-minute post-visit discussion). You will also act as our unofficial “guide” during our site visit. Your initial presentation is worth 10% of the grade and the two discussions are worth 5% combined.

**Public Presentation**
Course participants are expected to make a public presentation (either orally or in writing) about the field school experience. Students are free to choose the type of presentation they wish to give (newspaper article vs. oral presentation) and need to make the necessary arrangements with the educational or community group they have chosen. The presentation can take place in Victoria, in Europe after the program is over, or in some other geographic location. Participants giving an oral presentation are expected to turn in a summary of their talk (e.g., where and when it took place, how many people were in attendance, what was presented) an analysis of how it was received (e.g., questions that were asked, discussions that took place), as well as a reflection on the choices that were made in terms of content and delivery (e.g., the message you were trying to get across, how you went about doing so, and the effectiveness of your delivery). Students writing newspaper articles should submit a copy of their submitted article, the
name of the newspaper where it was submitted, and a discussion of the choices that were made when putting the article together (e.g., the message you were trying to get across, how you went about doing so, and why you chose to submit it to this particular newspaper). The reflections you submit on your presentation should not exceed five double-spaced pages. The actual talk (if you wrote it out) or newspaper article can be attached as an appendix. The material may be submitted electronically or as a hard copy. The due date is **August 1, 2016**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2016.

**Reflective Paper**
While in Europe, you are expected to write in a journal every day. These journals will not be handed in—but you may find them helpful when you work on your final reflective paper (and you may even choose to quote from your journal). The reflective paper should be 10-12 double-spaced pages in length. The focus of this paper is on the experiential learning that took place on this trip as well as your insights as to how the Holocaust has been memorialized in Central Europe. The paper may be submitted electronically or as a hard copy. The due date is **August 1, 2016**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2016.

**Seminar Paper**
The seminar paper is a 15-20 page (double-spaced) academic paper addressing one of the specific topics covered in the course (e.g., memorialization in East and West Germany, gender and memory, etc.). This is a research paper and should include at least 10 outside sources (including any relevant readings from the reading list). You may use any common style manual (as long as you do so consistently). The paper may be submitted electronically or as a hard copy. The due date is **August 1, 2016**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2016.

**Plagiarism and Cheating:**
Plagiarism and cheating will not be tolerated in this course. Please refer to the section on "Academic Integrity” in the University of Victoria Undergraduate Calendar for more information.

**Commitment to 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 of its members.

**Course Experience Survey (CES)**
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
HSTR 344C—COURSE SYLLABUS, WINTER 2016
“The Second World War & the Recovery of Europe, 1939-1960” CRN 21924

Instructor: P. Biddiscombe
e-mail: perrybid@uvic.ca
Office Hours: 10:00-11:00AM Mondays & Thursdays CLE B236
Class Times: Mondays and Thursdays, 8:30-10:00AM CLE A203

History 344C provides a substantive understanding of events and trends in Europe during the tumultuous times of the 1940s and 1950s. Successful completion of the course requires: i) attending classes on a consistent basis and participating in two tutorial sessions; ii) submitting a term paper; and iii) writing the requisite mid-term test and final exam. Attendance and participation in the tutorials accounts for 10% of the final grade; the term paper accounts for 40%; and the mid-term test and final exam together account for 50% (25% each).

The two tutorials are based upon assigned readings. The first of these (covered in the session on 21 January) is Jean-Paul Sartre’s play “Dirty Hands,” which is contained in the No Exit compilation; the second (on 24 March) is Aleksandr Solzhenitsyn’s short novel One Day in the Life of Ivan Denisovich. Once the class has settled into place, it will be broken into two discussion groups, each of which will meet during our regularly scheduled class times (one at 8:30 and the other at 9:15). Please read and be ready to discuss each of the two books.

The choice of essay topic is left to your discretion, but you should clear your topic with the course instructor before starting work. The length of the term paper should be 2500-3000 words. Anything falling substantially short of this threshold will be penalized in the assignment of a grade. The essay is due on 29 February. Late papers are penalized at the rate of one grade per day; for instance, an “A-” paper handed in two days late would receive a “B.” Upon passing in your essay, you must keep a copy of your submission, either digitally or as a spare hard copy. This reserve copy may be requested by the instructor, so you should hold it until the paper you have submitted is marked and returned. Term papers are assessed on the basis of research, strength of argument, grammar and quality of presentation. In compiling a student’s final grade for the course, letter grades for the essays will be converted to numerical values upon the basis of the following conversion scale: A+ = 95%; A = 87%; A- = 82%; B+ = 78%; B = 75%; B- = 71%; C+ = 67%; C = 62%; D = 55%; F = 25%.

The mid-term and final exams are both three part tests. The mid-term will be held during regular class-time on 25 February. On each exam, Part I is composed of seven mandatory multiple choice questions, and Part II is comprised of three “short answer” questions, out of a
choice of five. On the mid-term, which is an eighty-five minute exam, Part III consists of one essay question out of a choice of three. On the final, which is slotted for a two-hour time frame, Part III consists of two essay questions, out of a choice of four. Each test is graded from a total of 25 points: seven points for Part I; nine grades for Part II, and nine grades for Part III. Multiple choice questions are marked right or wrong; “short answer” and essay questions are graded through an assessment of factual knowledge and the persuasiveness of the argument in the responses. Considerations of grammar and style are not vital criteria in evaluating responses on exams. There is no provision for writing supplemental exams, although students who need to defer course completion for documented reasons of illness, accident or family affliction can make appropriate arrangements with the course instructor.

COURSE TEXT AND TUTORIAL READINGS

James Wilkinson and H. Stuart Hughes, *Contemporary Europe: A History*

Jean-Paul Sartre, “Dirty Hands,” in *No Exit and Three Other Plays*

Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

LECTURE AND TUTORIAL SCHEDULE

Each lecture lasts 80 minutes. Lectures are grouped under headings meant to reflect broad themes.

WAR AND NEO-BARBARISM

4 Jan.—Lecture: Barbarossa and the Germans in Russia

7 Jan.—Lecture: The Holocaust

11 Jan.—Lecture: Women in/at War

14 Jan.—Lecture Collaboration

18 Jan.—Lecture: Resistance


25 Jan.—Lecture: *Götterdämmerung*

28 Jan.—Lecture: The Great Flight
THE NEW EUROPE
1 Feb.—Lecture: The British Labour Government of 1945
4 Feb.—Lecture: Denazification
8, 11 Feb.—No Classes: February Reading Break
15 Feb.—Lecture: Purges and Retribution
18 Feb.—Lecture: The Rise of Christian Democracy
22 Feb.—Lecture: The Origins of the Franco-German Trade Bloc
25 Feb.—Mid-Term Exam

THE COLD WAR
29 Feb.—Lecture: The Marshall Plan, German Currency Reform and the Berlin Blockade
TERM PAPER DUE
3 March—Lecture: the “People’s Democracies”
7 March—Lecture: Containment
10 March—Lecture: East European Revolts

EUROPE IN THE 1950s
14 March—Lecture: German Sovereignty and Kanzlerdemokratie
17 March—Lecture: The Rise and Fall of the Fourth Republic
21 March—Lecture: The “New Course,” DeStalinization and the Khrushchev Reforms
24 March—Tutorials: Aleksandr Solzhenitsyn, One Day in the Life of Ivan Denisovich
28 March—No Class; Easter Monday
31 March—Lecture: The Reign in Spain
4 March—Lecture: Materialism
HISTORY 350B (A01)
Weimar and Nazi Germany

January – April 2016
Mondays and Thursdays, 8:30-9:50am

Instructor: Dr. Kristin Semmens
Office: CLE B306
Phone: 250-853-3809 (office)
E-mail: ksemmens@uvic.ca

Office Hours: Mondays and Thursdays, 10:00am – 11:00am, or by appointment
CRN: 21926
COURSE DESCRIPTION

This course covers the history of Germany from the end of the First World War in 1918 to the end of the Second World War in 1945. It is structured thematically within a rough chronological framework. The course focuses primarily on social and cultural historical aspects, but political and economic factors will also be discussed. One of the course’s key themes will be Germany’s ‘search for normality’ after defeat and revolution in 1918 and again after Hitler came to power in 1933.

LEARNING OUTCOMES

Students who successfully complete requirements for History 350B will be able to:

• describe and compare Germany under democracy and dictatorship between 1918 and 1945
• identify key turning points in German history between 1918 and 1945, and describe the relationship between those turning points and various political, social, cultural and economic consequences for Germany and the world
• distinguish broadly shared trends and continuities across the two periods, Weimar and Nazi
• identify, describe, and evaluate distinct scholarly approaches to historical questions about the interwar crisis
• read original evidence, scholarly arguments, and relevant popular depictions closely and critically
• devise an independent primary source analysis or final research essay, exploring and synthesising a range of sources, weighing their relative merits and limitations, and crafting a coherent and convincing argument about either the historical value of that source or a compelling thesis about the research topic
• explain and evaluate themes, concepts, and approaches relevant to the cultural history of Weimar and Nazi Germany

TEXTBOOKS

Your core textbooks will be Eric Weitz, *Weimar Germany: Promise and Tragedy* (new and expanded edition) and Jackson Spielvogel and David Redles, *Hitler and Nazi Germany: A History* (seventh edition). Both are available at the University Bookstore. Ideally you should read both books in full, but if that isn’t possible, then you must read at least the excerpts outlined in the course schedule below.

READINGS

Please see the course schedule that follows. Readings not from the course textbooks are all available online. The readings are integral to the course, an important supplement to the lectures, and the basis for our seminar discussions. They are examinable material!
EVALUATION AND ASSIGNMENTS

1) One midterm examination (20%) and
   one primary source analysis (30%)
   – or – one research essay 50%

2) Final Examination 45%

3) Seminar Questions 5%

Students MUST complete assignments 1 and 2 to pass the course.

Assignment 1: Students have the option of (A) taking one midterm examination and
writing one primary source analysis or (B) completing one research essay (50%).

* Note: Students must choose one or the other of these options; they may not do both and
take the higher mark. You do not need to let me know ahead of time which option you
will choose.

Option A –

Midterm Examination (20%): This 75 minute exam will evaluate all material covered
(lectures, readings, group discussions) through a mix of short answer identification
questions and longer essay questions.

Date: Monday, 22 February at 8:30am

Primary Source Analysis (30%): Due Monday, 29 February at 8:30am

The purpose of this assignment is to read/view, contextualize and analyze a primary
source from the Weimar Republic OR the Third Reich by referring to at least three
academic secondary sources, including at least one full-length monograph (book), NOT
including your core texts, discussion group readings or the volumes listed below.
Websites, encyclopedias, dictionaries, newspaper articles, etc., may only be used in
addition to your three academic secondary sources.

You will be responsible for finding the primary source (a letter, a postcard, a poster, a
song, etc.). A good collection can be found in The Weimar Republic Sourcebook, ed.
Kaes et. al. (1995) and the four volume series Nazism 1919-1945, ed. Noakes and
Pridham, on reserve in the library under my name. There are also good online collections
of primary sources (eg. http://germanhistorydocs.ghidc.org), but if using an online
source, I would STRONGLY advise running the website by me in advance. If the
primary source is taken from a dubious website, you will not pass the assignment and
there are no rewrites of submitted analyses. In any case, if using an online source, you MUST cite the full website address with the date accessed when first referring to your source in the assignment. **You will need to provide a copy of the primary source (*not just a website address*) with your essay.**

You will then place the primary source into an appropriate historical context, while analyzing the language or imagery used. You need to ask: What does this source tell me more about? How? Does it do so effectively? Reliably? What are some of the problems that might arise in using this as an historical source (ie. author’s bias, photographic editing, issues of translation, etc.)?

**Format -**

1. Analyses must be in essay form with endnotes or footnotes and MUST include a list of ‘Works Cited’ at the end on a separate page. **Analyses without proper source citation will not be marked.**
2. Length and Presentation: 1200 words minimum, 1500 words maximum. It must be presented on 8 ½ x 11 inch paper and double-spaced, in 12 point font. Please number the pages.
3. References: Footnotes or endnotes – no parenthetical documentation. References must clearly indicate the sources for your ideas and ALL direct quotations with specific page numbers. If in doubt, provide a citation. Also, do NOT rely too heavily on direct quotations; you should express yourself in your own words.
4. Internet Sources: Use at your own risk! Few websites count as “academic” sources. See me if you have questions.
5. Style: Consult the Department of History style guide, available online via the Department’s website (web.uvic.ca/history/). Choose a citation style and then be consistent.
6. Please do not use binders or folders, etc. Staple the pages. Use a plain cover page with the essay title, course number (History 350B-A01), my name (Dr. K. Semmens), your name, student number and the date.
7. No written assignments accepted by e-mail. Submit in class or to the History office, Monday-Friday, 8am-4pm.

**LATE ASSIGNMENTS:** A penalty of 3% per day (including weekends) will be deducted for late assignments. In special circumstances a student may arrange for an extension. Such arrangements must be made in person no less than one week before the assignment is due. I do not accept requests for extensions over the phone or by e-mail. There are no re-writes once a paper has been submitted. **NO ASSIGNMENTS WILL BE ACCEPTED MORE THAN TWO WEEKS AFTER THE DUE DATE.**
Option B –

Research Essay (50%): Students will write one research essay, either in response to one of the questions at the end of this syllabus or on a topic devised in consultation with me. Students devising their own topic MUST receive my formal permission. They must submit, in hard copy (not by e-mail), one typewritten page outlining the topic to be investigated along with the titles of three secondary sources to be consulted. This topic proposal must be submitted by Thursday, 10 March.

Essay Due Date: Thursday, 17 March at 8:30am

LATE ASSIGNMENTS: See above.

Format -

The essay must:

1. Be 2000-2500 words in length (you must include a word count at the end)
2. Be typed and double-spaced (12 point font)
3. Include page numbers
4. Include a “Works Cited” (i.e. books and articles referenced in your notes)
5. Use footnotes or endnotes as references (consult the Departmental style guide, available online for proper format). *Essays without proper source citation will not be marked!*
6. Cite a minimum of SIX different academic sources, two of which must be post-2000 if possible. One of these six sources must be a published monograph, not an incomplete “Google book”. Internet sources may only be used in addition to the required six sources, and the complete web address and the date on which they were accessed must be provided. The course textbooks and readings may also be used, but only in addition to your six other sources. Ditto for atlases, dictionaries, encyclopedias, newspaper articles, etc.
7. Have a clear and strongly argued thesis statement. Introduce your reader to your argument in the first paragraph and use the following paragraphs to defend your claims, or raise a question at the outset, provide the evidence and build to a clearly-stated answer by your conclusion.
8. Include a cover page with essay title, student name and number, class and instructor name (History 350B-A01; Dr. K. Semmens).
9. No written assignments accepted by e-mail. Submit in class or to the History office, Monday-Friday, 8am-4pm.
10. Please note: I reserve the right to use plagiarism detection software or other platforms to assess the integrity of all student work.
Assignment 2: Final Examination (45%)

Your final examination in April will contain both short-answer questions and essay questions. You will be tested on everything covered in class, in the seminars and in your readings up to the date of the exam. It will be a two-hour exam. The date of the final examination is still to be determined. **Students are required to wait until the final examination timetable is posted before making travel or work plans.**

Assignment 3: Seminar Questions (5%)

On four days, we will be breaking into two smaller groups to discuss the readings assigned for that date (see syllabus). One half of the class will come for the first 40 minutes; the second half will come for the remaining 40 minutes. **At the beginning of each seminar, students will submit a list of at least five (5) typewritten questions that arose from that week’s readings and from thinking about that week’s topic more generally. You may only submit these questions at the beginning of the relevant class. No early or late questions will be accepted, no handwritten questions will be accepted, questions on the wrong readings/topics will not be accepted and they will not be accepted by e-mail. NO EXCEPTIONS!**

Evaluation: 4 sets of questions = 5%; 3 sets = 4%; 2 sets = 3%; 1 set = 2%; 0 sets = 0%.

Seminars are an interactive process and they introduce you to a different kind of learning. But they only work if you have read the assigned material and are willing to discuss it with your classmates. Please come prepared. Students are expected to attend each seminar although participation will not be formally evaluated (ie. there are no participation marks). **Students will also be examined on material and topics discussed in the seminars.**

**PLAGIARISM**

Students are expected to submit their own original work and are not permitted to re-submit material written for another course. Plagiarism consists of using the words and ideas of another author without appropriate citation including material taken from Internet websites AND including work you have submitted for other courses! Any plagiarism and/or insufficient citations will be penalized, ranging from a zero on the assignment to a failing grade for the course. Please see the University calendar and the History Department’s handout for further information. **NOTE: I am required by the History Department to submit all cases of suspected plagiarism to our Undergraduate Coordinator for further investigation without exception. If you still have questions, please ask me.**
### COURSE SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>4 January</td>
<td>Course Introduction</td>
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<td>7 January</td>
<td>The November Revolution</td>
<td>(Weitz, <em>Weimar Germany</em>, 1-27)</td>
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<td>14 January</td>
<td>Hyperinflation</td>
<td>(Weitz, <em>Weimar Germany</em>, 129-145)</td>
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<td>18 January</td>
<td>The “Worker Problem”</td>
<td>(Weitz, <em>Weimar Germany</em>, 81-127)</td>
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<td>21 January</td>
<td><strong>WRITTEN ASSIGNMENTS WORKSHOP</strong></td>
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<td>1 February</td>
<td>The “Youth Problem”</td>
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<tr>
<td>4 February</td>
<td>The Rise of Hitler and the NSDAP</td>
<td>(Weitz, <em>Weimar Germany</em>, 331-349)</td>
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<td>8 and 11 February</td>
<td><strong>READING BREAK – NO CLASSES</strong></td>
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<td>18 February</td>
<td>Depression and the End of Weimar</td>
<td>(Weitz, <em>Weimar Germany</em>, 161-168, 349-408)</td>
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<td>Date</td>
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<tr>
<td>22 February</td>
<td><strong>MIDTERM EXAMINATION AT 8:30AM</strong></td>
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<td>25 February</td>
<td>The Seizure of Power (<em>Machtergreifung</em>) (Spielvogel, <em>Hitler</em>, 69-80)</td>
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<td>29 February</td>
<td>Economic Recovery under Hitler (Spielvogel, <em>Hitler</em>, 89-100)</td>
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<td><strong>PRIMARY SOURCE ANALYSES DUE AT 8:30AM</strong></td>
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<td>3 March</td>
<td>Nazi Racism (Spielvogel, <em>Hitler</em>, 100-107)</td>
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<tr>
<td>7 March</td>
<td>Women in the Third Reich (Spielvogel, <em>Hitler</em>, 165-166, 169-179)</td>
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<tr>
<td>10 March</td>
<td>The Terror Apparatus (Spielvogel, <em>Hitler</em>, 107-114; 155-162)</td>
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<td>14 March</td>
<td><strong>Seminar 3 – Tourism in the Third Reich</strong></td>
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<td>17 March</td>
<td>The Road to War (Spielvogel, <em>Hitler</em>, 184-200)</td>
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<td></td>
<td><strong>RESEARCH ESSAYS DUE AT 8:30AM</strong></td>
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<tr>
<td>21 March</td>
<td>Resisting Hitler (Spielvogel, <em>Hitler</em>, 114-116, 119-120)</td>
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<td>24 March</td>
<td>Hitler’s War (Spielvogel, <em>Hitler</em>, 200-249)</td>
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<td>28 March</td>
<td><strong>NO CLASS – EASTER MONDAY</strong></td>
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<tr>
<td>31 March</td>
<td>The Holocaust (Spielvogel, <em>Hitler</em>, 253-279)</td>
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<td>4 April</td>
<td><strong>Seminar 4 – Coming to Terms with the Nazi Past</strong></td>
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<td>(Niven and Paver, <em>Memorialization in Germany since 1945</em>, 114-133; 157-167; 243-252 (<em>E-BOOK available via UVic library website</em>)</td>
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SUGGESTED ESSAY QUESTIONS:

The November Revolution: real or rhetorical?

The Treaty of Versailles: a fatal or merely critical “illness” for the Weimar Republic?

Women in Weimar: emancipated or restricted?

Weimar youth culture: modern or anti-modern?

Jews in Weimar society: integrated or alienated?

Big business in the Third Reich: influential or ultimately unimportant?

Nazi propaganda: consistent or contradictory?

Women in the Third Reich: victims or beneficiaries of the Nazi regime?

The Third Reich’s mobilization for war: successful or ineffectual?

The road to Auschwitz: twisted or straight?
History 450 A01
The Holocaust
Fall 2015
CRN: 12032

Time: Mondays, 2:30-5:20 pm

Instructor: Dr. K. Semmens

Office Hours: Mondays and Thursdays, 10:00am-11:00am, or by arrangement

Office: Clearihue B306

E-mail: ksemmens@uvic.ca

Telephone: 250-853-3809
COURSE DESCRIPTION:

This seminar course examines the origins, progression, central characters, and enduring legacies of what is arguably the most horrific event of the twentieth century: the Holocaust. It is intended for students with a substantial background in twentieth century German and/or European history.

The Holocaust was the systematic mass murder of the Jews of Europe by the Nazis and their collaborators during the Second World War. This course will therefore prioritize Jewish experiences of Nazi terror. However, the course will also look at how Nazi racial policy targeted other social and ethnic groups. In addition, we will cover the post-1945 representation of the Holocaust by historians, film makers, museum and memorial designers, and even graphic artists, in an attempt to assess the meaning the Holocaust still has today. Everyone should be clear at the outset that studying the Holocaust is deeply upsetting. All of us, at various points during the term, will find ourselves disturbed and unnerved.

LEARNING OUTCOMES:

Students who successfully complete requirements for History 450 will be able to:

- describe and compare the evolution, key events and central figures of the Holocaust in diverse European countries at various times between 1933 and 1945
- distinguish diverse axes of identity (eg. race, gender, class, religion, nation) that shaped Holocaust experiences, both of victims and perpetrators
- identify key turning points in Holocaust history, and describe the relationship between those turning points and the course of the Second World War generally
- identify, describe, and evaluate distinct scholarly approaches to historical questions about perpetrators, bystanders and victims
- read original evidence, scholarly arguments, and relevant popular depictions closely and critically
- devise an independent primary source analysis, exploring and synthesising a range of sources, weighing their relative merits and limitations, and crafting a coherent and convincing argument about the historical value of that source
- devise, as a group, and complete an individual final in-class essay that explains and evaluates themes, concepts, and approaches relevant to the cultural history of the Holocaust

We will practice these skills regularly in reading for discussions, preparing discussion questions, debating and discussing readings and ideas, writing primary source analyses and writing the final in-class essay.
COURSE REQUIREMENTS:

In addition to completing the assigned readings and actively participating in seminar discussions every week, students will be expected to submit discussion questions, write one primary source analysis, and write a two hour, in-class, open book final essay (see ASSIGNMENTS below). **Students must complete assignments 1, 3 and 4 to pass the course.**

1. Seminar Participation (ongoing) 25%
2. Discussion Questions (ongoing) 5%
3. Primary Source Analysis (due 2 November) 35%
4. Final In-Class Essay  (written 30 November) 35%

READINGS:

Please see the COURSE SCHEDULE. The following texts are required and are available at the UVic Bookstore:

Marion Kaplan, *Between Dignity and Despair.*
Art Spiegelman, *Maus I: A Survivor’s Tale.*
Elie Wiesel, *Night.*
Judith Isaacson, *Seed of Sarah.*

All other required readings, videos and exhibits are available online and via the UVic library homepage. **I would strongly recommend saving the online readings where possible for easy and repeat access.** Please contact me if there are any problems accessing these materials.

ASSIGNMENTS:

1. Seminar participation (25%)

Seminars allow students to enter into a dialogue with other students, the instructor, the authors we read and, indeed, the past itself. You are expected to attend all classes and to complete the readings by the date assigned. Participation in the discussion of these readings is an essential part of the course and makes up a large part of your final grade. **Simply attending classes is not enough.** Both the quantity and quality of your contributions to class discussions will be assessed. **Please note:** If students cannot ground their comments in specific examples from the readings, they will receive significantly reduced participation marks.

2. Discussion questions (5%)

Each week, at the beginning of class, you will submit a list of at least five (5) typewritten questions that arose from that week’s readings and from thinking about that week’s topic more generally. To receive full marks, you need to submit a set of five applicable,
appropriate and typewritten questions each week. You may only submit these questions at the beginning of the relevant class. No late questions will be accepted, no handwritten questions will be accepted and they will not be accepted by e-mail.

Evaluation: 9 sets of questions = 5%; 8 sets = 4%, 7 sets = 3%; 6 sets = 2%; 5 sets = 1%; 0-4 sets = 0%.

3. Primary Source Analysis (35%)

You will analyze a primary source of your choice relating directly to the topics and themes covered in this course, due 2 November at 2:30pm. The purpose of this assignment is to read, analyze and contextualize your chosen primary source. A copy of the source (photograph, postcard, newspaper article, document, etc., etc.) must accompany your paper. You must use at least three academic secondary sources to complete your analysis, not including course texts, readings, encyclopedias, newspaper articles or websites. Some of the questions you might wish to consider include:

What can you say about the author of the document?
What perspective did he or she have on the event?
What were his or her biases, prejudices, etc.?
What was the purpose behind creating the document?
Is its timing significant?
How reliable is the document?
Is it internally consistent?
What kinds of sources might be used to corroborate or overturn its statements?
How useful is it as a historical source?
How does it differ from what historians have later said about its subject matter?

Word length: 1200 words minimum, 1500 words maximum. You must include a 'Works Cited', a cover page, footnotes or endnotes, and numbered pages.

In addition, students must submit an identical version of their research paper to http://turnitin.com, on the same day (2 November 2015). Further instructions for using turn-it-in will be given in class as the due date approaches.

PLEASE NOTE: You must submit your analysis BOTH online (through turnitin.com) AND in hard copy form. Your assignment will not be considered received until you submit via both methods.

LATE ASSIGNMENTS: Late primary source analyses will be penalized 3% per day. No rewrites will be granted and NO PRIMARY SOURCE ANALYSES WILL BE ACCEPTED AFTER 16 NOVEMBER. Late assignments should be submitted to the History Department office, Monday-Friday, 8am-4pm. DO NOT SUBMIT ASSIGNMENTS BY E-MAIL!
4. Final In-Class Essay (35%)

On the final day of class, 30 November 2015, at 2:30pm, students will write a two hour in-class essay. We will devise possible essay questions together as a class. During this time, students may consult their course texts and/or their class notes, but **not** their laptops – i.e. You should print off your class notes if you have been taking them on your laptop. **You must write the essay on this date and at this time.**

***PLAGIARISM***

Students are expected to submit their own original work and are not permitted to re-submit material written for another course. Plagiarism consists of using the words and ideas of another author without appropriate citation, including material taken from Internet websites (i.e. Wikipedia)! Any plagiarism and/or insufficient citations will be penalized, ranging from a zero on the assignment to a failing grade for the course. Please see the University calendar and the History Department's statement attached here. **Please note: I am required by the History Department to submit all cases of suspected plagiarism to our Undergraduate Coordinator for further investigation without exception. If you still have questions, please ask me.**

**COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
COURSE SCHEDULE:

September 14 – Introduction: Modern Anti-Semitism and European Jews before the Holocaust

September 21 – Hitler and the Holocaust

Readings:

Adolf Hitler, Mein Kampf (at least Vol. 1, Chapters X, XI and Vol. 2, Chapters III, IV) (available online at: http://www.archive.org/details/meinkampf035176mbp)

Robert Carr, “Mein Kampf: The Text, its Themes and Hitler’s Vision”, History Review 57, (March 2007): 30-35 (available online via “Articles” on the UVic library homepage)

Suggested readings for this topic and next week:

Chapter 2 and Chapter 8 in Dan Stone, ed. The Historiography of the Holocaust (available online via “Books and More” on the UVic library homepage)

September 28 – The Beginning of the End: The 1938 Pogrom and the Evolution of the ‘Final Solution’

Readings:

Marion Kaplan, Between Dignity and Despair, 119-200

Online Survivor Testimony:

“Survivors Remember Kristallnacht” (online: http://www.ushmm.org/learn/timeline-of-events/1933-1938/kristallnacht)

October 5 – The Perpetrators

Readings:

Chapters 1, 3 and 5 (pp. 25-54, 78-96 and 120-142) in Olaf Jensen and C-C. W. Szejnmann, eds. Ordinary People as Mass Murderers (available online via “Books and More” on the UVic library homepage)

Continued next page …
Online Images:

Browse through photographs of perpetrators at:
http://digitalassets.ushmm.org/photoarchives/result.aspx?max_docs=1000&Submit=Search&search=perpetrators (OR: Go to ushmm.org. Type “perpetrators” in search box on the right; click “Photo Archives” on the left)

October 12 – NO CLASS (THANKSGIVING MONDAY)

October 19 – The Camps

Readings:

Elie Wiesel, Night

Judith Isaacson, Seed of Sarah

Marion Kaplan, Between Dignity and Despair, 1-16

October 26 – Children and the Holocaust

Readings:

Marion Kaplan, Between Dignity and Despair, 94-118


Website:

Browse “Children during the Holocaust” at:

November 2 – Other Voices, Other Victims: Varied Experiences of Nazi Terror

*Primary Source Analyses Due*

Readings:

Marion Kaplan, Between Dignity and Despair, 201-228

And at least one of the following options (all available online via “Summon” or “Books and More” on the UVic library homepage):
Guenter Lewy, “Introduction”, Chapter 1, and Chapter 10 in Nazi Persecution of the Gypsies (p.1-23, 152-166)


November 9 – NO CLASS (READING BREAK)

November 16 – Museums and Memorials

Readings:


Images:

Browse “Holocaust Memorials” at http://chgs.umn.edu/museum/memorials/

November 23 – Representation, Memory and Holocaust Denial

Readings:

Art Spiegelman, Maus I: A Survivor’s Tale

Frederick Schweitzer and Marvin Perry, Chapter 5, “Denying the Holocaust” (p.175-212) in Anti-Semitism: Myth and Hate from Antiquity to the Present (available online via “Books and More” on the UVic library homepage)

November 30 – Final In-Class Essay (2:30-4:30pm)
History 482A -- The Historiography of the Second World War

Instructor: David Zimmerman  Office: Cle B225 email:dzimmerm@uvic.ca
Class: Monday & Thursday 11:00  Office Hours Monday and Thursday 10:30 to 11:00

This course is designed to examine some of the current historiographical issues concerning the Second World War. The main theme of the course is to understand how historians are revising our understanding of the conflict. This course is not designed to be a comprehensive history of the war. Students are expected to already have a good general grasp of the events of the conflict.

Evaluation
Class Participation 40%
Bibliographies, Thesis statement and Essay Outline 10% Due 9 October 2014
Essay 30% (12-15 pages) Due 1 December 2014
Debate 20%

The Great Debates
Up to five classes will be devoted to debates on historiographical issues related to the Second World War. Each debate will involve two, two person teams. One team will be the government, arguing in favour of the resolution. The other team will oppose the motion. The structure of the debate will be as follows:

20 Minutes Government Presentation
20 Minutes Oppositions Presentation
10 Minute Government Rebuttal
10 Minute Opposition Rebuttal
15 Minutes Members of the House Question Period

The teams must be prepared to take play devil’s advocate, argue their position relentlessly trying to win the approval of the Members of the House (the other members of the class).

Essay and Bibliographies

The essay will be a historiographical paper on a topic of your choice on a topic related to the Second World War. All topics are to be approved by Dr. Zimmerman. Essay are to be around 12-15 pages in length. Students will hand in a thesis statement, essay outline and bibliography. The thesis statement will explain in one or two paragraphs the historiographical issue you will explore in your essay. The outline will provide a brief (2 page), point form overview of your paper. The bibliography will show that you have identified the important books and journal articles related to your topic.

Course Schedule

4 September – Valour and Horror Film

8 September – The Valour and the Horror
11 September Practice Debate – The Canadian War Museum and Bomber Command

Resolved: "The Canadian War Museum was Justified in Resisting Veterans Demands to Change their Display"

15 September – The Fall of France

18 September – Debate Preparation

21 September – The Battle of Britain

22 September – The Battle of the Atlantic

25 September – German Army and the Holocaust
Readings of articles on the German Army and the Holocaust (Course Space)

29 September – Dieppe and the Writing of History
Brian Loring Villa, “Mountbatten, the British Chiefs of Staff, and Approval of the Dieppe Raid,” Journal of Military History: Apr90, Vol. 54 Issue 2, p201-226, 26p
*C.P. Stacey, Six Years of War, pp. 325-348
*Winston Churchill, The Hinge of Fate, pp. 443-5

2 October – The Great Debates First Debate
APPENDIX B

2012 I-Witness Holocaust Field School Project Community Report & Media Coverage
I-witness participants in front of Berlin’s Jewish Theatre Bimah. Photo: Charlotte Schallié

“I can’t speak for all Canadian kids, but I don’t think the Holocaust is talked about enough. This had given me a deeper understanding of the extent of what happened, and the importance of taking a lesson away from it…the importance of being aware of the seeds of hate and racism and anti-Semitism.”

Tristan Swainson, undergraduate student in International Relations at the University of Calgary, 2012 I-witness participant.

I-witness is one of only two experiential programs about the Holocaust offered by a Canadian university, and it is the only one that is open to any undergraduate or graduate student from any discipline at any Canadian university. The I-witness Field School Project takes participants to Central Europe where they see firsthand the ways in which the Holocaust is memorialized. The program strives to build an understanding of how the lessons of the Holocaust are relevant for today’s world.

PROJECT GOAL

The history of the Holocaust provides one of the most effective subjects for an academic and personal examination of basic moral issues and yields critical lessons for an investigation into human behavior. The goal of the I-witness Holocaust Field School Project is to provide students a life-changing experience that will build personal and cultural awareness and motivate them to recognize and respond ethically to prejudice, hatred and injustice. The project promotes action in the face of intolerance and encourages a personal investment in creating a better world.
2012 FIELD SCHOOL

Itinerary
Following a week of intensive study at the University of Victoria that included readings, lectures and guest speakers, participants embarked for Berlin, Germany. The typical daily schedule for the three week course involved class sessions in the mornings and site excursions in the afternoons. The following is a brief overview of the 2012 field school’s itinerary:

<table>
<thead>
<tr>
<th>Country</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Berlin, Germany</td>
<td>Morning classes were held at the Neue Synagoge – Centrum Judaicum.</td>
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<tr>
<td></td>
<td>Excursions: Memory to the Murdered Jews of Europe</td>
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<td>Jewish Museum</td>
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<td></td>
<td>Roma-Sinti Holocaust Memorial</td>
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<td></td>
<td>Gay Holocaust Memorial</td>
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<td></td>
<td>Weißensee Cemetery</td>
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<td></td>
<td>Sachsenhausen Concentration Camps</td>
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<tr>
<td>Cracow, Poland</td>
<td>Galicia Jewish Museum</td>
</tr>
<tr>
<td></td>
<td>Kazimierz - the Former Jewish Quarter of Cracow</td>
</tr>
<tr>
<td></td>
<td>New Museum of German Occupation located in the Former Schindler Factory</td>
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<tr>
<td></td>
<td>Auschwitz-Birkenau Memorial and Museum</td>
</tr>
<tr>
<td>Warsaw, Poland</td>
<td>Warsaw Ghetto</td>
</tr>
<tr>
<td></td>
<td>Nozyk Synagogue</td>
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<tr>
<td></td>
<td>Umschlagplatz</td>
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<tr>
<td></td>
<td>Monument to the Ghetto Heroes</td>
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<tr>
<td>Prague, Czech Republic</td>
<td>In Prague, students had the opportunity to meet with noted Czech novelist</td>
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<td></td>
<td>and Teresienstadt child survivor Ivan Klima and his wife, psychotherapist,</td>
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<tr>
<td></td>
<td>Helena Klimova.</td>
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<tr>
<td></td>
<td>They also visited:</td>
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<td></td>
<td>Memorial and Museum at Terezin</td>
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<tr>
<td></td>
<td>Prague National Jewish Museum</td>
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<tr>
<td></td>
<td>Old Jewish Cemetery - one of the oldest burial grounds in Europe</td>
</tr>
<tr>
<td>Osnabrück, Germany</td>
<td>Students were given a guided visit of the Bergen-Belsen Memorial Site and</td>
</tr>
<tr>
<td></td>
<td>participated in an Anti-Semitism Project and Seminar with Dr. Wassilis</td>
</tr>
<tr>
<td></td>
<td>Kassis and his students at the University of Osnabrück.</td>
</tr>
</tbody>
</table>
Dr. Charlotte Schallié is Assistant Professor of Germanic Studies at the University of Victoria. She holds an MA in History and a PhD in German from the University of British Columbia. Her research interests include post-1945 Swiss German literature, transcultural studies, diasporic writing, theories on cultural memory and post memory.

Dr. Schallié is the author of *Heimdurchsuchungen: Deutschschweizer Literatur, Geschichtspolitik und Erinnerungskultur seit 1965* (Zurich: Chronos, 2008). In this publication, she examines how Swiss authors such as Walter Matthias Diggelmann, Max Frisch and Niklaus Meienberg revisit Switzerland’s role and attitude toward the Second World War, while portraying a society in which various individuals fought any attempt to tarnish the nation’s carefully constructed image of wartime heroism.

Dr. Schallié has also published articles on contemporary Jewish writing in Germany and Switzerland. In her current research project (funded by SSHRC), she examines transcultural literature and filmmaking in German-speaking Switzerland. Together with Dr. Wassilis Kassis (University of Osnabrück), she works on a collaborative research project examining public opinions and attitudes on cultural, ethnic and religious diversity in post-secondary institutions in Germany and Canada.
# 2011 FIELD SCHOOL

## Itinerary

As with the 2012 program, the 2011 field school began with an intensive study period at the University of Victoria. Once in Europe the typical schedule consisted of class sessions in the mornings and site excursions in the afternoon. The field excursions included:

<table>
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<tbody>
<tr>
<td>Berlin, Germany</td>
<td>Memorial to the Murdered Jews of Europe&lt;br&gt;Jewish Museum&lt;br&gt;The site for the Roma-Sinti Holocaust Memorial&lt;br&gt;Topography of Terror&lt;br&gt;Otto Weidt Workshop for the Blind&lt;br&gt;Memorial to Homosexuals Persecuted under Nazism&lt;br&gt;House of the Wannsee Conference&lt;br&gt;Weißensee Jewish Cemetery&lt;br&gt;Sachsenhausen and Ravensbrück Concentration Camps</td>
</tr>
<tr>
<td>Cracow, Poland</td>
<td>Galicia Jewish Museum&lt;br&gt;Auschwitz-Birkenau Memorial and Museum&lt;br&gt;In addition, field school participants met with students studying the Holocaust at Jagiellonian University in Cracow.</td>
</tr>
<tr>
<td>Vienna, Austria</td>
<td>Mauthausen Concentration Camp&lt;br&gt;Schloß Hartheim Castle&lt;br&gt;While in Vienna, students also met with young people involved in the Gedenkdiens (Memory Service) project.</td>
</tr>
</tbody>
</table>
2011 Field School Leader and Co-founder - Dr. Helga Thorson

Dr. Helga Thorson is Associate Professor of Germanic Studies at the University of Victoria. She received her PhD from the University of Minnesota and taught at the University of Arkansas at Little Rock before moving to Canada in 2005.

Dr. Thorson’s dissertation, *Re-Negotiating Borders: Responses of German and Austrian Middle-Class Women Writers to Medical Discourses on Sex, Gender, and Sexuality at the Turn of the Century* (1996), won the first annual Women in German dissertation prize. Since then her research has focused on modernist German and Austrian literature, gender studies, history of medicine and Holocaust Studies.

Dr. Thorson is the co-founder, with Michael Gans (PhD Candidate), of the I-witness Holocaust Field School Project. In 2012 she received the Faculty of Humanities Award for Excellence in Teaching.
Bearing witness to the memorialization of one of humanity’s darkest hours has had an astounding impact on me. My experience with the University of Victoria’s month-long I-witness Holocaust Field School has woven itself into the fabric of my very being.

Shawn Burns, University of Victoria undergraduate, 2011 I-witness Field School participant

PROJECT OUTCOMES

Strengthening UVic and its students

The I-witness Holocaust Field School Project has been an overwhelming success. Student participants became more independent and confident both personally and academically. They made commitments to share their experiences and knowledge about the Holocaust with others and many have expressed interest in learning about Jewish life and culture. As well, UVic’s teaching staff have developed many new connections with European Holocaust scholars creating the potential for future collaboration. Finally, the University of Victoria has added an important element to its existing strengths in Holocaust studies as well as a foundation for the future development of a broader Jewish studies program.

Building an Archive

An important and completely unanticipated outcome of the I-witness Holocaust Field School Project is a new project to collect stories from Victoria based Holocaust survivors for inclusion in the University of Victoria Archives. Building an Archive: Local Stories and Experiences of the Holocaust is a joint project led by Dr. Helga Thorson, co-founder of the I-witness Field School, Rick Kool, former president of the Victoria Holocaust Remembrance and Education Society, and Jason Michaud and Andrea von Noord, participants in the inaugural I-witness Field School. It is the initiative and dedication shown by Jason and Andrea that is the driving force behind this new archives project.

The archive project will capture the stories of individuals whose lives, or the lives of their families or friends, were directly affected by the Holocaust. These include people who survived concentration camps, hidden and rescued children, individuals who emigrated due to the threat of National Socialism, as well as those in the Canadian Armed Forces who came into contact with the horrors of the camps during the Second World War. Objectives of this ambitious project are to collect local stories of the Holocaust before these stories are lost; to preserve the voices of individuals whose lives were affected by the Holocaust in a form and medium that reflects their own wishes; to strengthen relationships between participants, members of the research team and community groups; to research the use of stories and storytelling in memory work; and to find effective ways to communicate about the Holocaust once survivors are no longer able to tell their own stories.
COMMUNITY SUPPORT - KEY TO SUCCESS

The I-witness program is a success because of the support it has received from the broader community. The 2012 program received over $25,000 in donations from a wide range of businesses, institutions and individuals in Victoria and Vancouver. These donations helped to offset some of the expenses individual students faced – costs such as accommodation, ground travel, and entrance fees to the many memorial and educational sites visited during the three week tour. This support helps to ensure that the program is more accessible to a wider range of interested students.

Other factors that have contributed to the success of the program include the quality of the activities and teaching. The students are well prepared in Victoria through lectures and background reading and the itinerary in Europe is extraordinary for giving the students experiential learning opportunities. A further essential element to the program’s success is the paid administrative position assigned to the project. This position is essential in coordinating the logistics of travel and to supporting the professor and students while they are in Europe.

NEXT PROGRAM – MAY 2014

The next I-witness Holocaust Field School will take place in May 2014. We are looking forward to meeting a new group of dedicated students from the University of Victoria and other Canadian institutions. To make the 2014 field school even stronger, Dr. Thorson will meet with 2011 and 2012 participants to gather their thoughts and suggestions for the program.

Travel to Europe is expensive. The cost of the program for 15 students is almost $80,000. In addition, students are responsible for their own airfare, travel insurance, 2 meals/day and UVic tuition. In order to keep the added program costs to less than $2,000 for each student participating in the 2014 field school we are aspiring to raise at least $50,000 from generous supporters in the community.

Fundraising for the 2014 I-witness Holocaust Field School will begin early in 2013.
THANK YOU TO OUR SUPPORTERS

Generous donations and financial support helped make the first two I-witness Holocaust Field Schools possible by underwriting program costs and providing students with travel awards. Our heartfelt thanks to:

<table>
<thead>
<tr>
<th>April &amp; David Katz, Victoria, BC</th>
<th>Rabbi Tyson Herberger, Nozyk Synagogue, Warsaw, Poland</th>
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<tr>
<td>Arlette Baker, Victoria, BC</td>
<td>Dr. Wassillis Kassis, Faculty of Education</td>
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<td>Bel-Fran Charitable Foundation,</td>
<td>(University of Osnabrück, Germany)</td>
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<tr>
<td>Vancouver, BC</td>
<td>Dr. Herbert Posch, Institute for Contemporary History</td>
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<tr>
<td>Brian Pollick, Victoria, BC</td>
<td>(University of Vienna, Austria)</td>
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<td>Dan &amp; Trudy Pekarsky, Vancouver,</td>
<td>Barbara Kintaert, Vienna, Austria</td>
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<tr>
<td>David Blades, Victoria, BC</td>
<td>Dr. Lynne Marks, Chair, Department of History</td>
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<tr>
<td>David &amp; Jane Siegel, Victoria,</td>
<td>(University of Victoria)</td>
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<td>BC</td>
<td>Dr. Marketa Goetz-Stankiewicz, Professor Emerita</td>
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<td>Department of Germanic &amp; Slavic</td>
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<td>Studies (University of Victoria)</td>
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<tr>
<td>Department of History</td>
<td>Dr. Oliver Schmidtke, Department of History</td>
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<td>(University of Victoria)</td>
<td>(University of Victoria)</td>
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<tr>
<td>European Studies Program</td>
<td>Dr. Peter Golz, Chair, Department of Germanic &amp; Slavic</td>
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<td>(University of Victoria)</td>
<td>Studies (University of Victoria)</td>
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<td>European Union Centre of Excellence (University of Victoria)</td>
<td>Dr. Phyllis Senese, Director, Victoria Holocaust Remembrance and Education Society, Victoria, BC</td>
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<td>George Pal, Victoria, BC</td>
<td>Tracy Thomas, Victoria, BC</td>
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In addition, many people are involved in organizing the field schools, both here and in Europe. Our sincere thanks and appreciation to our European partners:

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<thead>
<tr>
<th>Dr. Annamaria Orla-Bukowska, Jagiellonian University, Cracow, Poland</th>
<th>Dr. Chris Friedrichs, Department of History (University of British Columbia)</th>
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<tr>
<td>Carolyn Gammon and Katharina Oguntoye, Berlin, Germany</td>
<td>Colleen Jackson, Travel Cuts, Victoria, BC</td>
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<tr>
<td>Dita Snajdrova, Prague Jewish Community, Prague, Czech Republic</td>
<td>Dr. Emmanuel Brunet-Jailly, Director, European Studies Program</td>
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<tr>
<td>Frantisek Banyai, President, Prague Jewish Community, Prague, Czech</td>
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<td>Republic</td>
<td>(University of Victoria)</td>
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<td>Helena Klimova and Ivan Kilma, Prague, Czech Republic</td>
<td>Erik Fleischer (University of Victoria)</td>
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<td>Dr. Hermann Simon, Director, New Synagogue Berlin – Centrum Judaicum</td>
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<td>Foundation, Berlin, Germany</td>
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<td>Education Centre, Vancouver, BC</td>
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<td>Irina Gavrilova, Dept of Germanic &amp; Slovic Studies (University of</td>
<td>Dr. John Archibald, Dean, Faculty of Humanities (University of Victoria)</td>
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<td>Victoria)</td>
<td>Julius Maslovat, Victoria, BC</td>
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Our gratitude to our Canadian colleagues:

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<tr>
<td>Julius Maslovat, Victoria, BC</td>
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</table>
MEDIA & COMMUNITY PRESENTATIONS
2011 - 2012


“Emotional project,” Heath McCoy, UTodday, University of Calgary, Nov. 9, 2012.


“We must never forget,” Tom Hawthorn, Boulevard Magazine, Victoria, November 2012.

“(Re)living the past: witnessing the Holocaust in 2012,” public presentation by 2012 I-witness participants at the Legacy Art Gallery, Victoria, BC, August 2012.


CTV 5 & 6 Vancouver Island coverage of joint project with UVic and North Saanich Middle School, Jan. 13, 2012.


“Our Piece: a creative collective from the 2011 I-witness Holocaust field school,” University of Victoria, July 2011.

“Presentation to the Annual General Meeting of the Jewish Federation of Victoria and Vancouver Island,” Helga Thorson, June 2011.

Karen Whyte
Development Officer
Faculty of Humanities
PO Box 3045 STN CSC Victoria, BC V8W 2Y2
Phone: 250-853-3893
Email: kwhyte@uvic.ca
Tour shines new light on horrors of holocaust for U of C student


Tristan Swainson, an undergraduate student taking International Relations, recently became the first University of Calgary student to participate in a University of Victoria program, I-Witness Holocaust Field School, that saw students spend three weeks studying the Holocaust and visiting concentration camp sites in
For Tristan Swainson, Remembrance Day will never again be about dates or statistics.

The fourth-year University of Calgary student, who will soon complete a degree in International Relations, once thought about the Holocaust in numeric terms — six million Jews, 11 million people in total murdered by the Nazis.

But after becoming the first U of C student to participate in the University of Victoria’s I-Witness Holocaust Field School, Swainson has a deeper perspective on that horrific chapter in human history.

"Rather than just thinking of the numbers, you actually start to think about the individuals and what they suffered. It takes it from the abstract and brings it into the reality," she said.

The University of Victoria program — the only one of its kind in Canada — takes students on a three-week tour of Central and Eastern Europe, where they study the Holocaust and its causes by visiting first-hand the locations where atrocities took place. Swainson and the rest of the group visited five Nazi concentration camp sites — Sachsenhausen and Bergen-Belsen in Germany, Terezin in the Czech Republic, Plaszow and Auschwitz in Poland.

Many of the sites have been converted into memorials and museums, and the instruments of industrialized murder — the train tracks that the deportees arrived on, the crematoriums — are still visible. Swainson said the visits were at times emotionally overwhelming. She was particularly haunted by the story of a young woman who was pregnant when she arrived at a camp, only to be subjected to a forced abortion and unwilling sterilization by the Nazis.

"It was heartbreaking. You just can’t even fathom something like that," she said.

Swainson added it was interesting to see the ways different countries
chose to memorialize the events of the Holocaust. In Germany, for example, memorials are plentiful, as the country tries to come to terms with its own dark history.

“Our tour guides in Germany were really good and I remember us asking one of them why he does it, because it can’t be easy giving these tours day after day,” Swainson said. “He said, ‘My grandfather was in the SS. I feel like this is my way of giving back and making up for his role in it.’ ”

Swainson has already given one presentation in Victoria about her experiences and has been approached by several U of C professors who are interested in having her speak to their students. For her part, Swainson wishes the Holocaust occupied a larger space in high school curricula.

“I can’t speak for all Canadian kids, but I don’t think it’s talked about enough,” she said. “This has given me a deeper understanding of the extent of what happened, and the importance of taking a lesson away from it ... The importance of being aware of the seeds of hate and racism and anti-Semitism.”

astephenson@calgaryherald.com
(mailto:astephenson@calgaryherald.com)
Studying the Holocaust in Europe

Wed, 2014-07-30 14:30 The Ring

At the Jewish Monument, former Mauthausen camp in Austria. Photo by student Rowan Meredith, 2014 Field School.

Rowan Meredith is a UVic Slavic Studies student who attended the 2014 I-witness field school and is currently immersed in a summer co-op at the Auschwitz-Birkenau Memorial Museum. She sent these "notes from the field" while still in Europe.

Learn more about 2014 I-Witness Holocaust Field School

In the fall of last year, I was walking the halls of UVic, when I happened upon a poster advertising the May 2014 I-witness Holocaust Field School with the Department of Germanic and Slavic Studies. The chance to spend three weeks travelling through Germany, Austria and Poland learning how the Holocaust is memorialized in Central Europe sounded incredible.

And even better, the program description also noted an opportunity to stay on in Europe and complete a summer co-op term at the Auschwitz-Birkenau State Museum. Little did I suspect just how profoundly this immersion in Holocaust studies would affect me.

The I-witness program started with one week of classes at UVic discussing readings about the memorialization of the Holocaust and listening to survivor testimonies first-hand. We then flew to Berlin, where we spent our days visiting memorials and museums and meeting with other student groups from Europe. Emotionally exhausted by a barrage of images and stories, we found ourselves sharing a wide range of thoughts and feelings. Our cultural and personal biases were illuminated and challenged by our experiences, observations and encounters, and many of our frameworks of belief were torn down. Only now are they starting to be built anew.

At the end of May, I left the I-witness group and moved to Oswiecim, Poland to volunteer at the Auschwitz-Birkenau State Museum. I write this from the former camp commander’s office, where I will be living until the end of the summer.

Every day, a new task awaits me: from preparing 70-year-old straw mattresses for display and sorting artifacts for collections, to transcribing video interviews of survivors. The experience of photographing and labelling spoons confiscated from the belongings of families arriving at
Auschwitz can be chilling – and certainly causes one to reflect in a more visceral way than any history lecture can. Throughout all of the tasks, I work with dedicated and multi-lingual museum staff who offer a breadth of insights into the ways in which different communities view the work of remembering the Holocaust.

Throughout both of these experiences, I have had the opportunity to make friends from across the globe. Whether they be coworkers, classmates or roommates, I have met people from Taiwan, Norway, Germany, and the United States.

The understanding I have gained about the Holocaust from people with such varied backgrounds and perspectives has been tremendous. I could not have asked for a better Holocaust education, and I am more motivated than ever to work to prevent genocide and human rights violations worldwide.

The Holocaust may seem far removed from our daily lives; yet, while our cohort was studying in Cracow, we read in the *Times Colonist* that racist and antisemitic graffiti had appeared on the streets of Victoria.

This is a reminder there is much more to learn.
Witnesses

The emotions, bonding and lifelong impact of studying the Holocaust where it happened.

BY KIM WESTAD

Jennifer Moysa came to UVic for a course that was mainly taught half a world away.

The I-witness Field School takes students to Germany, Poland and Austria, to spaces dedicated to Holocaust memorialization. The students stood in the places where the mass murder of millions of European Jews and non-Jewish victims occurred between 1941 and 1945. They walked the streets where events that changed the world happened, learning through a sense of place and personal connection.

Moysa is one of a growing number of students who look for experiential learning in their university education, who want to augment the classroom learning with in-the-world experiences that make coursework come to life.

"No longer were these sights mythical places you see only in photos. We saw history in the very place it happened," Moysa says. "We were able to look at and almost touch the history."

The 23-year-old was one of 17 students who took part in the 2014 I-witness Field School, a course offered by the Department of Germanic and Slavic Studies. It has drawn a broad cross-section of students since it started in 2011 as the first Canadian university offering a course of its kind for undergraduate and graduate students.

Students explore how the past is reflected in the present by studying the sights, memories and history of the Holocaust, focusing on racism, anti-Semitism and homophobia. The class analyzes the ways in which the Holocaust is memorialized. The aim is to understand how the lessons of the Holocaust are relevant.

For Moysa, studying and critically thinking about the Holocaust is crucial in her goal of becoming a Holocaust educator: "It’s a gateway to look at other genocides. What led up to it? What was happening in the culture, with the people who were whipped up by propaganda? How can we educate so this isn’t repeated?"

This year, the three-week field course included visits to concentration camps in Sachsenhausen, Ravensbrück, Auschwitz-Birkenau, Mauthausen-Gusen and Dachau, Jewish museums, documentation centres, as well as monuments and memorials of all shapes and sizes.

There were joint sessions with students from the University of Osnabrück who met the UVic group in Berlin, a workshop with students from Jagiellonian University, a meeting with students at the Ludwig-Maximilian University in Munich, and lectures from noted professors such as Jonathan Webber and Annamaria Orla-Bukowska.

Seeing the sites was often emotionally difficult.

Dr. Helga Thorson, the UVic Slavic and Germanic Studies professor who created the field school along with graduate student Michael Gans, prepares students as best she can. But ultimately that too is part of the learning process.

"We talk a lot before we leave about what it means to rally your critical thinking skills when you are really digging deeply to find out what a site means to you on many levels. Add to that the pure emotion and it can bring you to a place that most classrooms can’t," Thorson says.

Students are often surprised by what they feel.

"We talk a lot about how our expectations are shaped by the emotions we think we should feel. But everyone reacts differently at every site," Thorson says. "A lot of students don’t know when it will hit them or what or if. They might expect it will be at a certain place, and then feel horrible when it doesn’t."

Several students found that sharing such intense experiences and emotions with a group created a bond many hadn’t felt before.

It can bring you to a place that most classrooms can’t.

"Constantly thinking about the fate of the victims of the Third Reich is a heavy burden to carry at all times," Miles Gelmon wrote in a paper after the trip. "This perpetual engagement allowed for amazing group cohesion as our discussions and immense
support for one another fused us into a tightly knit group — a group where we could discuss any topic, particularly what troubled us."

That experience is unlike anything he could have studied, Gelmon says.

**Often, learning comes from discussions** with European students from the other universities who joined the UVic group for parts of the trip.

Gelmon remembers a student discussion about dealing with past and family history. One German woman told the group about her grandfather. He had been one of Hitler’s physicians. He lived to the age of 105, believing in Nazi ideals until the day he died.

Another German student wore a Star of David.

“He sincerely expressed to me that Germany today and Germans today are nothing like the Germans of the past. He spoke to me about learning about the past to build a better future.”

Gelmon says that meant even more to him than the student could know: Gelmon is Jewish, something the German student didn’t know.

Another group of German students were shocked to find out that Hitler’s manifesto *Mein Kampf* is readily accessible in Canada, and that UVic has several copies in its library. In Germany, it can’t be checked out of a library unless the person has permission. (Technically, the two-volume book is not banned in Germany because copies are online and millions of originals are still available from the days when the book was mandatory reading and the Nazis gave copies to all newly-weds. But it has not been published in Germany since 1945.)

Students met with several local Holocaust survivors before leaving on the trip, and met more while in Europe. Those close human interactions — sitting with someone and hearing about life in a time most of us know only from reading or movies — was a highlight for many students.

It was for Thorson too, particularly this year.

Before the travel portion of the class, students read a comprehensive list of books and articles in preparation. One is *Outcast: A Jewish Girl in Wartime Berlin* by Inge Deutchkron. It tells the story of her hiding in plain sight, working in the office of a Workshop for the Blind that made brooms and brushes. The owner of the factory, Otto Weidt, saved many lives, including many of his blind Jewish workers as well as that of Inge Deutchkron.

Students visited the actual broom and brush factory where this took place. This year, Thorson was able to contact Deutchkron, who met them at the factory and talked with the group for hours. She is 92 years old.

Being a witness to such stories, and keeping those experiences alive and relevant, is something that Russell Ts, a fourth-year History student, takes to heart. "They often said they felt they had no obligation to share their experiences. That obligation now falls to us, the future generations, to share their experiences and wisdom so that their stories and Holocaust education in general does not become diluted as it may with time." *

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**Power of Field Schools**

Professor Helga Thorson of the Department of Germanic and Slavic Studies designed the I-witness Field School. When she and sessional instructor Michael Gans surveyed students during the inaugural field school in 2011, and again in 2014, the results surprised them.

They found evidence that the experience "had been transformative for many of the participants." Combining the experiential components of the field school with the integration of critical thinking and emotional learning created a perfect storm of learning. "Its potential to change students’ lives," they wrote, "was truly unexpected."

Along with organizing an international conference on field schools next year, Thorson is compiling a book on the subject with campus colleagues and with support from the Learning and Teaching Centre and the Office for Global Engagement.
APPENDIX C

Scholarly Initiatives in Holocaust Studies: Global Connections - Critical Holocaust Education in a Time of Transition Conference
Global Connections: Critical Holocaust Education in a Time of Transition Conference

September 1-3, 2015 | University of Victoria | Free and open to the public

Seventy years after the end of WWII, this conference poses critical questions about the relevance and impact of Holocaust education in today’s world.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>8:45 am - 5:15 pm</td>
<td>David Lam Auditorium, MacLaurin A144</td>
</tr>
<tr>
<td>September 2*</td>
<td>9:00 am - 4:45 pm</td>
<td>David Lam Auditorium, MacLaurin A144</td>
</tr>
<tr>
<td>September 3</td>
<td>9:00 am - 5:15 pm</td>
<td>Phillip T. Young Recital Hall</td>
</tr>
</tbody>
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*There is also a special film screening of *Carl Lutz - The Forgotten Hero* (directed by Daniel von Aarburg) at 7:00 on the evening of September 2nd in The Vic Theatre, 808 Douglas St, Victoria, BC. The film showing is free, but seating is limited.

Register at: onlineacademiccommunity.uvic.ca/globalconnections
Email: globalconnections@uvic.ca for more information.
APPENDIX D

Survey on Graduate Program in Holocaust Studies
Survey on Graduate Program in Holocaust Studies

An anonymous survey was set up by the HCMC and an email was sent to all 52 former I-witness Field School students to complete the survey. In total, 36 students responded (a 69% response rate). The survey was posted from November 24, 2014 – December 15, 2014.

1. Have you graduated from UVic?
   Yes = 26
   No = 10

2. If you have not graduated, would you be interested in a graduate program in Holocaust Studies if there were one offered?
   Yes = 7 (70%)
   No = 3
   I've already graduated = 26

3. If you have graduated, when you graduated, if there had been a graduate program in Holocaust Studies at UVic would you have considered applying?
   Yes = 23 (88%)
   No =  3
   I have not graduated yet = 10

4. Would you consider enrolling in a graduate program in Holocaust Studies in the Department of Germanic and Slavic Studies at UVic if you had the opportunity and met all the admissions requirements?
   Yes = 27 (75%)
   No =  9

5. Would you consider enrolling in graduate-level courses in Holocaust Studies at UVic in the future (a certificate program rather than an MA program)?
   Yes = 33 (92%)
   No =  3
Guidelines for a Practicum in Cultural Resource Management
AHVS 491B (1.5 or 3.0 units)

Overview
A practicum in Cultural Resource Management provides you a unique opportunity to integrate theory with practice in a museum, art gallery or heritage organization. As an elective activity in your Program, it enables you to consider your learning in a practical context, to experience new working environments, and to build professional networks through a placement in a museum, art gallery or heritage organization. The key characteristics of a practicum are that it:

- is planned to meet your specific learning objectives;
- is a minimum of two months in duration (or approximately 85-100 hours);
- focuses on a defined project as well as related duties that support real work at the host agency;
- is supervised by a person in the host organization who has the qualifications—and time—to provide guidance and to address your learning needs; and
- can be effectively monitored and evaluated by the Cultural Resource Management Program (CRMP) office.

Please note that there is no programmatic funding for practicums; while the host agency may provide a stipend or external grant funding may be arranged, you should be aware that there is no guarantee of compensation as you enter the practicum planning process.

Timeline of Responsibilities
Planning – You are encouraged to begin planning for a practicum after the completion of your core courses.

Practicum site selection – Unless a host organization has already been identified through prior contacts or as a result of your specific interest in a particular institution, the normal process is to work with CRMP staff to explore your learning objectives, interests, and circumstances as a basis for identifying practicum opportunities.

You may approach the identification of a site in a number of ways. Think first about the kind of work you want to do and the kinds of things you want to learn, keeping in mind that the larger the host organization, the more specialized the practicum tasks that you are likely to experience. Then talk with CRMP staff since they may be able to recommend certain organizations based on your interests and can advise you on your selection. Alternatively, you can locate a site on your own, and
propose it to CRMP staff. Finally, you might turn your paid employment into a practicum if you are able to arrange a secondment to another area, or put your normal duties aside to focus on something new. If you are tackling a project within the context of your existing position, you should frame this as a Directed Study (see AHVS 491A).

Once a prospective site for a practicum has been identified, you should call your contact person there for an appointment to discuss the details of the arrangement: practicum project description; hours; supervision; learning goals, etc. The CRMP office can provide you with a document entitled “Information for Practicum Host Organizations” that you should share with your contact at the possible site. After you make the initial approach to a host agency, you will work collaboratively with the host agency and CRMP staff to write a proposal which will define the nature of the practicum and to confirm logistical arrangements. If you have concerns about making the first contact with a potential practicum site, please discuss these with CRMP staff so that a strategy to explore a potential placement can be worked out.

Writing the Proposal—Once a practicum placement is confirmed, you are required, in cooperation with the host, to prepare the following information as a draft practicum proposal (approximately 500-800 words). The proposal provides an effective planning and evaluation framework for the practicum and ensures that all parties have a common understanding of their roles, responsibilities, and expectations over the practicum period.

The proposal should be drafted prior to the start of the practicum and provides the basis for registration in your practicum. The draft proposal should include:

- **Identification** – Your name, student number, and the title of your proposal
- **Host Organization Information** – the name and address of the Host Organization, and the name, contact information, position information, and a brief description of the professional background of your proposed practicum supervisor.
- **Timeline** – this sets out the pacing and benchmarks for the practicum project and provides a framework for assessing progress and adjusting expectations. The timeline should include the start and end date for your practicum, and estimated dates for your mid-term evaluation and submission of your mid-term progress report and final report. The final report and journal should be submitted to the CRMP office no later than one week after the completion of your practicum.
- **Practicum Project Description** – this describes the nature and scope of the project(s) in which you will be involved, including the specific outcomes that will result from your participation.
- **Position Description** – this provides a detailed description of your primary activities, the levels of responsibility and accountability involved, the reporting relationships with other staff, and the supervisory relationship(s) planned.
- **Learning Objectives** – these articulate the specific skills, knowledge, and attitudes that you expect to develop through the practicum experience.
- **Mentoring/Learning Strategies** – this provides an indication of the ways you will be oriented to the organization, project and other staff and how you will develop the skills and knowledge articulated in the learning objectives. Normally, most of this takes place ‘on-the-job’, through individual and staff meetings, independent and directed study, and coaching by the supervisor or other staff.
• **Evaluation Strategy** – this sets out a framework for monitoring and assessing your progress. It normally involves regular face-to-face or telephone meetings with the supervisor as well as a mid-term evaluation with staff from the Cultural Resource Management Program to review the learning objectives, the project description, timeline, and projected outcomes to ensure that the practicum is proceeding effectively. This section should describe the four evaluation components explained in further detail below.

Please note that while the draft proposal is completed as part of the registration process, you should revisit and finalize it within the first two weeks of the placement, in consultation with your host agency and CRMP staff. While your draft proposal may require little revision, the review ‘on-the-job’ allows you to confirm details and ensure that your role and goals are accurately reflected.

**Completing the Registration Process**

In accordance with University policy, registrations for practicum should take place no later than the first month of the Fall, Spring or Summer term in which your practicum begins. In addition to submitting your draft proposal, you must complete a Pro Forma Registration Form, which you are required to sign. The original form with your signature must be returned to the CRMP office before you can be registered in the practicum. Because the Pro Forma must also be signed by the Chair of History in Art and the Dean of the Faculty of Fine Arts, it can take up to two weeks after we receive your proposal and Pro Forma to complete your registration.

Note that 1.5 units of fees are assessed upon registration. (For current fee information, please visit the UVic website: [http://web.finance.uvic.ca/tuition](http://web.finance.uvic.ca/tuition).) If you reside in Victoria, you are also expected to pay UVSS, Athletics and Transit fees. Fees are payable to the University of Victoria in accordance with the UVic fee payment guidelines. The fees are normally due by the end of the month in which you are registered.

**Evaluating Your Practicum**

You will be asked to complete the following items in order to be evaluated on your practicum:

- **Journal** (25%) – we ask you to keep a journal as a means of recording both the activities in which you are involved and your reflections on the experience as it relates to the learning goals set out in the proposal. Journal entries are submitted bi-weekly to the CRM Coordinator. The journaling process is intended to encourage you to critically reflect on what you are learning, the degree to which it is consistent with your learning goals and your evaluation strategy. The Program Coordinator will review your journal submissions and check in with you if any quality issues are noted (see Rubric 1). The journal entries are used during the mid-term evaluation to measure learning outcomes and revisit your evaluation strategies.

- **Mid-term evaluation** (10%) – this is a face-to-face or tele-meeting between you, the host supervisor and the Program Coordinator to review learning objectives, roles, the timeline and projected outcomes to ensure that the practicum is proceeding effectively. Substantial changes in learning outcomes or in the nature of work, are reported to the CRMP coordinator and discussed at this time. You may be asked to revise your initial proposal to reflect your current practicum experience (see Rubric 2).

- **Final report** (50%)
o **Graduate level: CH 591** – the final report (approximately 4000 to 5000 words in length, excluding the journal) should critically reflect on the degree to which you have achieved your learning objectives and practicum goals. It should refer to some external sources and be grounded in conceptual and practical knowledge. It should be submitted to the Program Coordinator, together with your journal, no later than one week after the completion of your practicum. Your final report will be assessed by the Academic Advisor. Please let us know if you would like feedback. Among other things, the report should reflect on the questions below.

o **Undergraduate level: AHVS 491B** – the final report (2000 to 3000 words in length, excluding the journal) should reflect on the degree to which you have achieved your learning objectives and practicum goals. It should be submitted to CRMP staff, together with your journal, no later than one week after the completion of your practicum. The report should address the following points:

  o In what ways did this experience in the workplace enhance what you learned through coursework? Discuss examples that demonstrate how you synthesized knowledge and practice.

  o What new knowledge and/or skills did you learn through this experience? Discuss examples of new knowledge and skills learned through direct experience in the workplace.

  o In what ways did your learning strategies allow you to meet your learning goals, and how did you change strategies to overcome challenges? Through specific examples, compare what “worked” in terms of achieving a learning goal and what didn’t.

  o Evaluate your experience working with the supervisor? Provide specific examples to demonstrate your points.

  o Would you recommend this organization as a practicum site in the future? Why or why not?

  o In what ways has this experience impacted your career goals?

  o In what ways could the experience have been improved (if at all)?

**• Supervisor’s evaluation (15%)** – the host supervisor will be asked to complete a brief evaluation form that reflects on the results of the student practicum and performance. CRMP staff will provide this form to the supervisor. The host supervisor rates and comments on the following aspects of the student’s work performance (see rubric 4):

  o The intern’s respect for the organization, staff, volunteers and/or public

  o The intern’s attendance and punctuality

  o The intern’s sense of professionalism and personal responsibility

  o The intern’s management of projects and tasks (as defined in the proposal)

  o The intern’s analytical and problem-solving skills

  o The quality of his/her work (projects, research, etc.)

  o The intern’s ability to communicate with staff, volunteers, and/or public

  o The intern’s approach and contributions to collaboration and teamwork

A final grade of INP (in progress), COM (complete), N (incomplete) or F (fail) is awarded on the basis of the above academic evaluation criteria and in conjunction with the following rubrics.
# Rubric 1 – Journal entries evaluation

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Outstanding (Student encouraged and given positive feedback)</th>
<th>Competent (Student encouraged to make adjustments to journal entries through feedback)</th>
<th>Requires Rethinking (student meeting requested and possible resubmission discussed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td>Consistent and appropriate connections drawn between work journal entries and learning goals</td>
<td>Connections between work journal entries and learning goals are made sometimes but not consistently</td>
<td>Journal entries do not pertain to learning goals.</td>
</tr>
<tr>
<td><strong>Professionalism and Personal Responsibility</strong></td>
<td>Clearly documents student development and provides clear examples</td>
<td>Development documented sometimes, but examples are not always clear or appropriate</td>
<td>Student’s development is not addressed</td>
</tr>
<tr>
<td><strong>Teamwork and Collaboration</strong></td>
<td>Shows enthusiasm for feedback from supervisors on journal entries and makes adjustments to improve quality</td>
<td>Makes some adjustments to journal entries</td>
<td>No adjustments made to journal entries</td>
</tr>
<tr>
<td></td>
<td>Seeks feedback from program coordinator when issues arise – shows willingness to engage in discussion</td>
<td>Waits for program coordinator to initiate contact – will engage in discussion</td>
<td>Avoids contact with program coordinator</td>
</tr>
<tr>
<td></td>
<td>Provides timely and thorough completion of journal entries</td>
<td>Most entries completed on time</td>
<td>Journal entries frequently late or not submitted</td>
</tr>
<tr>
<td><strong>Project Management and Problem Solving</strong></td>
<td>Demonstrates a new understanding of the synthesis of knowledge and practice through examination of specific experiences at work</td>
<td>A few references to new understandings of knowledge and practices</td>
<td>No new understanding is discussed. Student produces more of a “list of duties”.</td>
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<tr>
<td></td>
<td>Shows connections in learning by referring to material in other courses or readings</td>
<td>A few connections made to readings or courses</td>
<td>No connections to readings, courses or external knowledge discussed</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Fully communicates thinking and provides analysis and rationales behind decision making</td>
<td>Rationales behind decision making are briefly communicated most of the time, but analysis is missing</td>
<td>Rationales behind decision making are not present or are misinformed or faulty</td>
</tr>
<tr>
<td></td>
<td>Clearly articulates understanding of the important relationship between theory and practice</td>
<td>Relationship between theory and practice is acknowledged but not clearly articulated</td>
<td>No attempt to relate theory to practice</td>
</tr>
<tr>
<td><strong>Overall quality of work</strong></td>
<td>All journal entries are submitted on time and meet the criteria</td>
<td>All journal entries completed, but some revisions to meet criteria may not have been made</td>
<td>Some journal entries missing</td>
</tr>
<tr>
<td></td>
<td>Correct grammar, spelling and punctuation</td>
<td>Some issues with grammar, spelling and punctuation</td>
<td>Significant issues with grammar, spelling and punctuation</td>
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</tbody>
</table>
## Rubric 2 – Mid term evaluation

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Outstanding (Student encouraged and given positive feedback)</th>
<th>Competent (Student encouraged to make adjustments to learning goals)</th>
<th>Requires Rethinking (student meeting requested and possible resubmission of revised proposal discussed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td></td>
<td></td>
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</tbody>
</table>
| Coherence and Alignment with proposal | Student clearly articulates relevance of learning goals and how they are implementing strategies to attain them  
  Student provides examples drawn from work | Student refers to learning goals but does not clearly articulate strategies  
  Examples are given, but may not be clearly related | Student has not thought about learning goals and can’t articulate strategies  
  Host supervisor may comment on student’s need for more support  
  Student cannot come up with examples |
| Formative | Shows enthusiasm for feedback from supervisors and engages in discussion about future challenges and strategies for achieving learning goals  
  Discusses challenges and adjustments  
  Makes suggestions for overcoming obstacles or revisiting proposal | Engages in discussion about future challenges and seeks feedback on strategies  
  Waits for suggestions on how to overcome obstacles | No references made to learning goals  
  No reference made to original proposal – possible unwillingness to revisit  
  Host may comment on student’s inability to focus on learning goals |
| Critical Reflection | Shows an understanding of how specific experiences at work relate to knowledge within the discipline of Heritage, Culture and Museum Studies | Makes some references to how work experience relates to knowledge within the field | No references to knowledge within the field or how it applies to the student’s experience.  
  Student may focus entirely on “duties” or “tasks” |
| Quality/Completeness | A full discussion and future direction are understood by all three parties. Arrangements for any changes or revisions made | Some issues discussed and revisions pointed out. (A follow up meeting may be scheduled) | Lack of understanding and/or direction  
  A follow up meeting planned with both student and host supervisor |
## Rubric 3 – Final report evaluation

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Outstanding (Student given positive feedback)</th>
<th>Competent (Student given encouraging feedback)</th>
<th>Requires Rethinking (student meeting requested, feedback provided and resubmission requested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherence and Alignment with proposal</td>
<td>Clearly answers the questions listed in the final report instructions and discusses specific examples that demonstrate a synthesis of knowledge and practice. Sophisticated links made between learning goals and learning strategies. Clear and relevant analysis of student learning and self-reflection.</td>
<td>Most questions are clearly answered and some examples provided to demonstrate synthesis of knowledge and practice. Learning goals and strategies are discussed. Self-reflection is present, but analysis may be absent.</td>
<td>Questions are not answered satisfactorily. Self-reflection is weak or not fully addressed.</td>
</tr>
<tr>
<td>Formative</td>
<td>Demonstrates a competency for self-directed learning. Incorporates any feedback that occurred during the practicum.</td>
<td>Addresses the notion of self-directed learning but does not demonstrate fully. Mentions feedback and may incorporate some examples into discussion.</td>
<td>No evidence of self-directed learning. No mention of feedback or incorporation.</td>
</tr>
<tr>
<td>Critical Reflection</td>
<td>Demonstrates a new understanding of the synthesis of knowledge and practice through examination of specific experiences at work. Organizes this discussion into a cohesive essay with a clear introduction and conclusion. Shows connections in learning by referring to material in other courses or readings.</td>
<td>A few references to new understandings of knowledge and practices. Student may answer each question with a paragraph, but it will be well-developed, specific and relevant. A few connections made to readings or courses.</td>
<td>No new understanding is discussed. Student answers each question with a vague paragraph. No connections to readings, courses or external knowledge discussed.</td>
</tr>
<tr>
<td>Explication</td>
<td>Clearly communicates ideas through essay format and provides analysis of experiences backed up by detailed evidence. Clearly articulates understanding of the important relationship between theory and practice.</td>
<td>Ideas are clearly communicated most of the time, but any significant analysis is missing and ideas are frequently not illustrated with examples. Relationship between theory and practice is acknowledged but not clearly articulated.</td>
<td>Ideas are not clearly communicated. No attempt to relate theory to practice.</td>
</tr>
<tr>
<td>Quality/Completeness</td>
<td>Final paper is submitted on time and meets the criteria. Correct grammar, spelling and punctuation. Essay format and any references properly cited.</td>
<td>Final paper is submitted on time but not all of the questions listed are fully addressed. Some issues with grammar, spelling and punctuation. An attempt to properly cite has been made if referring to external information.</td>
<td>Final paper may be late, of poor quality, or may focus entirely on one question rather than addressing all of them. Significant issues with grammar, spelling and punctuation. A rewrite may be requested.</td>
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# Rubric 4 – Host Supervisor Evaluation

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Outstanding (Student encouraged and given positive feedback)</th>
<th>Competent (Student encouraged and given positive feedback to foster desirable workplace performance)</th>
<th>Requires Rethinking (meeting requested with student and program coordinator to encourage student to develop desired performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
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<tr>
<td></td>
<td>Consistently shows respect for co-workers, supervisor, and public</td>
<td>Is respectful of staff and public and shows significant development in this regard if this area is weak to begin with</td>
<td>Does not make an effort improve in this area if weak to begin with. May not understand why this is important.</td>
</tr>
<tr>
<td></td>
<td>Is punctual and accountable for time</td>
<td>Strives to be punctual and understands the connection between accountability and responsibility</td>
<td>Is not concerned with punctuality, nor can account for time spent on various tasks</td>
</tr>
<tr>
<td></td>
<td>Consistently takes ownership of work and interactions with staff and public</td>
<td>Shows willingness to take ownership of work and interactions with staff and public</td>
<td>Not interested in taking ownership or responsibility</td>
</tr>
<tr>
<td><strong>Professionalsm and Personal Responsibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows enthusiasm for feedback from supervisor and co-workers</td>
<td>Listens to feedback from supervisor and co-workers</td>
<td>Ignores feedback from supervisor and co-workers</td>
</tr>
<tr>
<td></td>
<td>Asks questions when needing assistance</td>
<td>Sometimes seeks advice from co-workers</td>
<td>Avoids asking for help</td>
</tr>
<tr>
<td></td>
<td>Seeks to assists co-workers with tasks</td>
<td>Assists co-workers when asked</td>
<td>Avoids assisting co-workers with tasks</td>
</tr>
<tr>
<td></td>
<td>Consistently attends and participates in staff meetings and orientations</td>
<td>Attends most meetings</td>
<td>Does not attend or participate in meetings or group discussions</td>
</tr>
<tr>
<td><strong>Teamwork and Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates an organized approach to projects – shows an understanding of task prioritizing</td>
<td>Understands the importance of prioritizing tasks, but may need guidance organizing a large project – frequent checking in is to be expected</td>
<td>Shows a lack of motivation to organize project. May need substantial assistance to prioritize tasks</td>
</tr>
<tr>
<td></td>
<td>Seeks to solve problems, rather than simply identify them, through consultation with supervisor and co-workers and self-directed research</td>
<td>Identifies problems and asks for guidance on how to solve them. May need to be prompted to consult and research</td>
<td>Is not aware of problems nor interested in taking responsibility</td>
</tr>
<tr>
<td><strong>Project Management and Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently asks questions when needing help</td>
<td>Checks in regularly to make sure they understand what needs to be done and how</td>
<td>Avoids communicating with supervisor, staff, and public</td>
</tr>
<tr>
<td></td>
<td>Consistently checks in to ensure understanding of what needs to be done and how</td>
<td>May not always ask for help when needed</td>
<td>Does not check in with others and as a result may have a misunderstanding of what needs to be done</td>
</tr>
<tr>
<td></td>
<td>Is open to communication with supervisor, staff members and public</td>
<td>Communicates sufficiently with supervisor, staff, and public</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tasks and projects are completed on time and are fully understood</td>
<td>Most tasks and projects completed on time.</td>
<td>Many tasks and projects left incomplete or misunderstood</td>
</tr>
<tr>
<td></td>
<td>Self-directed and enthusiastic</td>
<td>Self-directed at some times and consistent effort shown</td>
<td>Needs constant direction and reminding</td>
</tr>
<tr>
<td><strong>Overall quality of work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For more information, please contact:

Tusa Shea, Program Coordinator
Cultural Resource Management Program
Division of Continuing Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 CANADA
Tel: 250 721-6119
Fax: 250 721-8774
Email: crmcoord@uvic.ca
APPENDIX F

Library Assessment for M.A. in Holocaust Studies
Library Assessment for MA in Holocaust Studies

Monographs
The UVic’s Library’s book collection was assessed using Library of Congress subject headings. Related subject headings and UVic holdings are listed below.

Subject Heading Search
Holocaust, Jewish (1939 – 1945) – (over 1793 items)
  Holocaust, Jewish (1939 – 1945) study and teaching – 34
  Holocaust, Jewish (1939-1945)--Songs and music – 39 (This includes sound recordings)
  Holocaust, Jewish (1939 – 1945) Periodicals – 12
  Holocaust, Jewish (1939 – 1945) Personal Narratives – 76

Holocaust Memorials – 22

Holocaust Survivors – 82

Jews German History 1933 – 1945 – 59

Children of Holocaust Survivors – 38

Children of Nazi’s - 9

Romanies–Nazi persecution – 5

Holocaust Denial – 13

Gay Nazi persecution – 4

Antisemitism Germany History – 10

Although there is a subject heading for Holocaust Education (Holocaust, Jewish (1939 – 1945) study and teaching) materials on education will show up under all the above subject headings. A keyword search for Holocaust and Education brings up 70 items.

Selected Reference Books
Encyclopaedia Judaica (electronic / print)
Encyclopedia of genocide and crimes against humanity (electronic)
Encyclopedia of the Holocaust (print: D804.3 E53)
The Encyclopedia of Jewish Life before and during the Holocaust (print: DS135 E8E48 2001)
Holocaust literature: an encyclopedia of writers and their work (Print: PN56 H55H66 2003)
Immigration and asylum: from 1900 to the present (print: JV6012 I56)

Maps / Atlases
Atlas of the Holocaust / Martin Gilbert (print: DS135 G3G5)
The Dent atlas of the Holocaust (electronic)
Films
There are no subject heading specifically for films on the holocaust but by using a keyword search we can get an idea of the number of films we have in the collection.
Keyword Search: holocaust and videorecording – 59
Keyword Search: holocaust and “motion picture” – 1

Journals
Subject - Holocaust
Antisemitism international (electronic)
Dapim: studies on the Holocaust (electronic)
Dimensions (electronic)
Holocaust and Genocide Studies (electronic)
Holocaust studies: a journal of culture and history (electronic)
Idea a journal of social issues (electronic; 1996 – 2012)
Jerusalem Yad Vashem magazine (electronic)
The journal of Holocaust education (electronic)
Kholokost: nauchno-informatsionnyi bulleten (electronic)
Martyrdom and resistance (electronic)
Post-holocaust and anti-semitism (electronic)
Prism (electronic)
Studies in Christian-Jewish relations (electronic)
War crimes, genocide, & crimes against humanity (electronic)

Subject – Genocide
Genocide studies and prevention (electronic)
Genocide studies international (electronic)
Holocaust and Genocide Studies (electronic)
Journal of Genocide Research (electronic)

Library Funds
In the past few years the funds for German have not been spent out at the end of the year and there is usually a couple of thousand dollars left. So I am confident that there would be enough money to cover this new area of study.
APPENDIX G

Letters of Support
Letter of Support for Holocaust Studies MA Internship Program

To Whom It May Concern,

The Jewish Museum and Archives of British Columbia is pleased to hear of the proposed internship program as part of the Holocaust Studies Master of Arts, and looks forward to the opportunity for partnership in the future.

The Jewish Museum and Archives of BC is dedicated to the collecting and sharing of community memories of Jewish life in British Columbia. Through innovative exhibits and programming, the JMABC builds bridges with the diverse communities of BC and heightens awareness of the rich 150 year history of Jews in BC.

Innovative public programming as well as archival processing and digitization work could not be done without the help of students, interns and volunteers, with oversight from our staff professionals. We aim to give all students as comprehensive experience as possible, including a variety of tasks and regular feedback from staff.

The JMABC has previously partnered with similar internship programs at the University of British Columbia and the University of Victoria, and they have proved invaluable experiences for all involved. We look forward to the opportunity to build a partnership with the Holocaust Studies Department in the future.

Sincerely,

Alysa Routtenberg,
Archivist
Community-based learning opportunities on Holocaust-Learning at the University of Osnabrück/Germany in cooperation to UVic

We are looking very much forward to jointly work with you on this program. We will provide UVic students with the following community-based, experiential learning opportunities.

While in Osnabrück, UVic students will be able to be in contact with the Osnabueck Jewish Community, working in the history of specific stumbling-stones in the region, working on exhibitions of the FELIX-NUSSBAUM-HAUS, visiting and exploring Augustaschacht-Memorial, visiting and exploring Gestapokeller-Memorial, and visiting several other memorials of the second World-War all over Germany under our guidance.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Prof. Dr. Wassilis Kassis
February 23, 2016

Letter of Support: University of Victoria M.A. in Germanic and Slavic Studies - Holocaust Studies Stream

To Whom It May Concern,

I am pleased to offer support for the University of Victoria’s proposed Holocaust Studies Stream in the Germanic and Slavic Studies Master’s program, and to confirm the Vancouver Holocaust Education Centre’s commitment to act as a host organization for student interns in the Cultural Resource Management Program.

The VHEC is Western Canada’s only teaching museum dedicated to Holocaust education and remembrance. Founded by survivors of the Holocaust in 1994, the VHEC’s mission is to promote human rights, social justice and genocide awareness. The Centre engages 25,000 students and teachers annually with its acclaimed exhibits, school programs and pedagogical materials. The VHEC maintains a museum collection and archives, a survivor testimony project, and a library and resource centre, and also presents numerous public cultural and commemorative events throughout the year.

The Centre’s senior professional staff has a proud track record of supervising and mentoring young academics and professionals in the fields of history, museum studies, archival studies, library and information science, etc. We welcome the opportunity to engage British Columbian graduate level students with a focus in Holocaust Studies, and very much look forward to acting as a host institution for student interns from the University of Victoria.

Please feel free to contact me if you have any questions or require any additional information: 604.264.0499 or ninakrieger@vhec.org.

Sincerely,

Nina Krieger
Executive Director
1427 Ocean View Place,
Victoria, BC. V8P 5K7

March 1, 2016

Dear Dr. Schallie,

I am writing as a local community member in support of the development of an MA in Holocaust Studies in the Department of Germanic and Slavic Studies at UVIC.

I have a particular interest in the Holocaust, as I am a second-generation member of a Jewish family heavily impacted by the Shoah. My father was a child refugee from Nazi Germany who arrived in the UK from Cologne following the Nuremberg Laws as a stateless refugee. Many members of my mother’s extended family also died in the Shoah in the Ukraine and Lithuania. So I feel I speak for a remnant of the once vibrant Jewish community in Central Europe.

As someone who takes an active interest in Holocaust related education I have had the opportunity to attend a number of events run by the department of Germanic and Slavic Studies, including a presentation and discussion for high school students and a conference for academics and community members. I have been impressed by the high quality of the faculty’s work and by the sophistication of programs such as the Field School Project to fully engage learners in Holocaust Studies.

My own academic background is in Humanistic and Clinical Psychology and I have a strong interest in inter-generational trauma. I have spent much of my career working in public schools to deliver programs designed to reduce violence and teach conflict resolution and inter-personal skills. I strongly support the focus on experiential learning in the proposal and given my own research experiences in humanistic psychology, based on a phenomenological research model, see rich opportunities for meaningful qualitative research.

As the survivor generation passes away (my own father died in 2012) I see a great need to develop expertise in this field in order to nurture future transmission of the critical lessons of the Holocaust. I see this especially in terms of the ongoing risks of the exploitation of ethnic differences for political gain and the perception in society at large of “the other”. In addition there is a need to address and mitigate the kind of ethno-phobia currently being displayed in many countries, including among some Canadians, particularly in response to the Syrian Refugee crisis. I believe the graduates of this new program will be able to help in such efforts in unique ways.

In conclusion I believe that adding such a program to UVIC’s offerings at a Master’s level will help position the university at the forefront of human rights advocacy and research, at a time when it seems many people worldwide are in need of such efforts and the risks of genocide and racism are again presenting themselves.

Sincerely,

Dr Robert Oppenheimer
Charlotte Schallié  
Associate Professor / Co–Director European Studies Program  
Department of Germanic and Slavic Studies  
University of Victoria  

Dear Dr. Schallié,  

Thank you for sharing with me your proposal for an M.A. in Germanic and Slavic Studies with a Holocaust Studies Stream. I am impressed by the academic and intellectual strength available to support this well-thought-out program. I am equally astounded by the fact that no such program exists anywhere in Canada. This is a lacuna that is long overdue for remedy and I commend the Department of Germanic and Slavic Studies for taking up the challenge of providing Canadians with the opportunity to systematically study the Holocaust at a graduate level.  

The need for such a program is more urgent than ever as we reach a point when those who were eye witnesses to the realities of the Holocaust are rapidly expiring. At the same time, there is no paucity of Holocaust deniers vociferously propagating lies around the globe through every media. Furthermore, we continue to see genocides attempted against a wide range of peoples. We very much continue to need to study and learn from the Holocaust. We very much need to continue to teach each generation the lessons of the Holocaust. There is a great deal of good that can come from this work.  

On behalf of the Jewish Federation of Victoria and Vancouver Island, I write express our unequivocal support for the establishment of this program.  

Best wishes,  

Aaron Devor, President  
Jewish Federation of Victoria and Vancouver Island
March 8, 2016

Dr. Charlotte Schallié
Department of Germanic and Slavic Studies
University of Victoria

Dear Charlotte,

The History Department has reviewed the proposal for a new MA Stream in Holocaust Studies by the Department of Germanic and Slavic Studies and enthusiastically supports it. The proposed program takes advantages of the strengths of that department as well as other departments in the Humanities, including History. It is innovative in its inclusion of an internship and also in that there are no similar options in North America for students who want to examine the Holocaust at a graduate level from an interdisciplinary perspective. The new stream is admirable in that it addresses many of the goals in the University’s Strategic Plan and will more directly prepare students for careers in education, public history, museum and/or archival work, human rights education, journalism, public advocacy, and law.

The History Department has been consulted at every stage in the development of the proposal and has a chance to offer input. Since members of the History Department have expertise in the history of the Second World War, Race and Racism, Nazi and Weimar Germany, Public History, Digital History and the Holocaust itself, there is a lot of complementarity. Our two departments have worked together so that students in the new MA stream will be able to take relevant History courses as part of their electives and we anticipate History Faculty serving on graduate committees for students in this stream.

Thank you for your collaborative spirit! We look forward to the commencement of this important and innovative program.

Sincerely,

Dr. John Lutz, chair
Department of History
Subject: Re: Draft Proposal - M.A. Stream in Holocaust Studies

Date: Wednesday, March 9, 2016 at 11:27:33 AM Pacific Standard Time

From: Peyman Vahabzadeh

To: Charlotte Schallie

Dear Charlotte,

Thank you for allowing me to review the MA Stream in Holocaust Studies. While I am in no official position to comment on the proposed program, I found the proposal compelling and well-conceived. It opens new educational possibilities for preserving a momentous historic experience. Moreover, the stream mobilizes and utilizes the existing resources at UVic, and this feature contains implications for the stream’s viability.

It seems to me that being the only such program in Western Canada (the next such program located at University of Manitoba), with proper advertisement, the program will attract graduate students before long.

Congratulations on putting such a seamless proposal together.

Good luck
Best

P

______________________
Peyman Vahabzadeh, PhD
Director, Cultural, Social, and Political Thought (CSPT) Program
Associate Professor, Department of Sociology
University of Victoria
P.O.Box 3050 STN CSC
Victoria, BC
V8W 3P5 Canada
Tel: (250) 721-6353
Fax: (250) 721-6217
E-mail: peymanv@uvic.ca
http://www.uvic.ca/socialsciences/sociology/people/faculty/vahabzadehpeyman.php
http://www.uvic.ca/interdisciplinary/cspt/index.php

"In every Order you create, reserve some room for Disorder."
H. Nushazar
March 11, 2016

Dr. Charlotte Schallié
Department of Germanic and Slavic Studies
University of Victoria
Victoria, British Columbia
V8W 3P4

Dear Charlotte,

RE: Proposed MA in Holocaust Studies at the University of Victoria

The Faculty of Fine Arts is pleased to support the proposed MA stream in Holocaust Studies at the University of Victoria.

The MA responds to growing interest in the field of Holocaust studies and offers advanced training that aligns with the University’s commitment to community engagement, dynamic learning, and social justice. The program leverages resources through its use of elective courses from other departments. The program is distinct in Western Canada and, I suspect, will offer a differential strength for graduate recruitment in the Department of Germanic and Slavic Studies.

The Faculty of Fine Arts supports the proposed MA stream in Holocaust Studies and looks forward to the opportunities it will bring to UVic students.

Sincerely,

Susan Lewis
Susan Lewis
Acting, Dean of Fine Arts
March 11, 2015

Dr. Charlotte Schaillié,
Department of Germanic and Slavic Studies
University of Victoria

Letter of Support: M.A. in Germanic and Slavic Studies – Holocaust Studies Stream

Dear Dr. Schallie,

I am pleased to write this letter of support for the proposed M.A. in Germanic and Slavic Studies – Holocaust Studies Stream. Holocaust studies are especially important in this day and age when the world is facing a refugee crisis that is greater than anything we’ve seen since World War 2. Add to that the looming rise of an openly fascist presidential candidate in the coming American election, and the messages and reminders of Holocaust scholarship takes on an even greater importance.

The Department of Curriculum and Instruction sees this proposed M.A. as something that would be of great interest to educators who are interested in issues of social justice, racism, oppression and genocide. We would be happy to recommend the program or courses within the program to our students.

Sincerely,

Leslee Francis Pelton, Chair
Dept. of Curriculum and Instruction
University of Victoria
Charlotte Schallié
Department of Germanic and Slavic Studies
University of Victoria

Vancouver, March 14, 2016

Re: MA program - Holocaust Studies Stream

Dear Charlotte,

I am really glad that your Department (thanks to your scholarly interests and engagement) are planning to introduce a Holocaust Studies MA program. Though Holocaust education is among the fastest growing educational fields, this seems to be only slowly coming into our province. Thus, I can only congratulate you for your effort and hope that your University will support your application.

Both the growing number of students taking Holocaust related courses at UBC and the success of our research intensive undergraduate seminar, Witnessing Auschwitz, demonstrate the need for more Holocaust Studies programs, and definitely indicate the importance of providing students the opportunity to continue Holocaust Studies on a graduate level. Your proposal for the Holocaust Studies stream MA program at the University of Victoria shows a well prepared curriculum that will address this need. The number of courses available at your University for students who want to pursue Holocaust Studies is impressive and guarantees a high level of Holocaust education. As you know, I have a slight reservation in granting students an MA in Germanic and Slavic Studies without a single required course in the area of Slavic Studies (as well as in limiting the Slavic perspective to Ukrainian and Russian) but I trust that you will be able to find a suitable solution so that the name of the degree will be reflected in the requirements.

In short, I congratulate you for your great work and support your proposal, hoping that you will be able to offer this Holocaust Studies MA program beginning in 2017.

Dr Bozena Karwowska
Associate Professor and Chair
Modern European Studies Program
Subject: M.A. Stream in Holocaust Studies

Date: Friday, March 11, 2016 at 4:31:00 PM Pacific Standard Time

From: Olendzki Krzysztof

To: Charlotte Schallie

CC: Dean of Humanities

Dear Charlotte,

After three months of my recovery from the heart attack I have come back to work. During this time of my staying at home I have been reflecting a lot about your program and its importance for your Accademia and student’s education process. Talking with your students after my lecture at UVic last October I understood better how important is to educate them about the WW2 and the Nazi Occupation system in Central Europe, especially Poland, to help them understand what was the nature of Holocaust. I remember that this topic was also largely discussed by the International Holocaust Remembrance Alliance, which I have a honor to be a part of.

Some days ago I’ve got a wonderful news you are going to inaugurate M.A. program in Holocaust Studies. As the Consul General of Poland in Vancouver as well as historian and former responsible in Polish MFA of education on Holocaust I will be more than happy to help you in organizing your program, provide contacts with people form Auschwitz Museum, Jewish Historical Institute in Warsaw and first of all scholars who are involved in setting up similar programs all over the world working together with their Israeli and Jewish colleagues on establishing the same kind of programs you are going to inaugurate at UVic. I know that you are doing a great and important job! It is really of the crucial importance to educate people about Nazi German social system and the different politics they applied in different European countries for executing their horrible policy of the “ultimate solution”. I will be also happy having the opportunity to help UVic to establish scientific connections with Polish universities and create network of exchange of young researches from British Columbia with Polish scientific institutions and universities, providing also books and other materials.

I will happy to learn more about your plans.

Have a nice weekend

Krzysztof

Krzysztof Olendzki
Ambassadeur Titulaire
Consul General
Consulate General of the
Republic of Poland in Vancouver
1600-1177 West Hastings Street
Vancouver, BC V6E 2K3
Tel: +1(604)688-3530
Fax:+1(604)688-3537
www.vancouver.msz.gov.pl
Dr. David Blades  
Professor of Science Education and Curriculum Theory  
Department of Curriculum and Instruction  
University of Victoria

Dr. Charlotte Schallié, Associate Professor  
Department of Germanic and Slavic Studies  
University of Victoria

Dear Dr. Schallié,

I wish to add my voice to those supporting a new M.A. stream in your Department in Holocaust Studies. A few years ago I was asked to contribute to the work, “Talk in a Post-Holocaust Era,” edited by Marla Morris. At that time I researched Holocaust Studies in Canada and was surprised how few universities offered any advanced study of the Holocaust. To my knowledge, this situation has not changed, thus establishing a programme at UVic would place our university as leaders in the study of this area.

I fully support the new MA programme in Holocaust studies for several reasons. First, this programme would naturally compliment the outstanding leadership by the Department of Germanic and Slavic Studies in the study of anti-Semitism and scholarly works related to the Holocaust and the significant scholarly work already conducted in this area in the Department. Second, studies of the Holocaust naturally lead to studies of other historical—and sadly present—examples of genocide and discrimination. We simply can never study these enough, if humanity is to avoid making the same tragic mistakes. I therefore see students in this programme as leaders in academia and in their communities in understanding the causes that encourage such terrible events and working towards preventing repeated forms of the Holocaust. In this way, this MA programme aligns perfectly with strategic plan of the University of Victoria to engage communities in ways that foster social justice.

In my experience writing about the Holocaust and also teaching about this event from a curriculum perspective, I find that people today experience difficulty conceptualizing the thinking that led to plans to exterminate entire groups of people. The Holocaust is literally a horror, a Shoah in Hebrew, that has to be studied in depth to be grasped and understood in depth in order to find ways to communicate the truly horrible nature of these actions to the general public. Given that such study is limited in the world of academia, I commend the Department of Germanic and Slavic Studies for their initiative to create an MA programme in Holocaust Studies. Such scholarly work is needed now more than ever if we are to
truly grasp and realize the call by survivors of the Shoah, “Never Again!” As many of the first-hand witnesses are now leaving us, establishing academic study of the Holocaust is a practical way to understand their experience and help towards creating a world where the idea of a Holocaust is unthinkable.

Sincerely,

*David Blades*

David W. Blades, Ph.D.
Full Professor, Science Education and Curriculum Theory
3M Teaching Fellow, 2016
APPENDIX H

Curriculum Changes for the Calendar 2016-17 (Cycle 2)
## UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Germanic and Slavic Studies</th>
<th>Date of submission: 02DEC15</th>
<th>Submission number: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Effective date of change:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>01MAY2016</td>
<td></td>
</tr>
</tbody>
</table>

### Type(s) of course change:
- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

### Current calendar entry:

<table>
<thead>
<tr>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMST 565  Units: 1.5</td>
</tr>
<tr>
<td>Adorno, Benjamin and Frankfurt School Critical Theory</td>
</tr>
</tbody>
</table>

Explores Frankfurt School Critical Theory through the cultural context of Weimar modernism through the fascist period to Germany in the 1960s. Juxtaposes the theory with relevant examples from media, film, literature, avant-garde and popular music.

Note: Credit will be granted for only one of 565, 465.

### Rationale for proposed change:
Creating a graduate-level equivalent of the senior undergraduate seminar, which we plan to offer as an undergraduate/graduate course.

Condensed title: Frankfurt School

### Consultation:
- Other units consulted in preparation of submission: FS
- [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
<th>Date of submission:</th>
<th>02DEC15</th>
<th>Effective date of change:</th>
<th>01MAY2016</th>
</tr>
</thead>
</table>

**Type(s) of course change:**

- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

**Current calendar entry:**

**Proposed calendar entry:**

- **GMST 580**
- **Units:** 1.5
- **Introduction to Holocaust Studies**

A foundations course that would introduce students to interdisciplinary research methodologies and theoretical models in the field of Holocaust Studies.

**Rationale for proposed change:**

A new graduate course created in connection with our graduate-program redesign and in preparation for the potential creation of the Holocaust-studies stream within our graduate program.

**Consultation:**

Other units consulted in preparation of submission: HSTR

- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
<th>Date of submission:</th>
<th>02DEC15</th>
<th>Effective date of change:</th>
<th>01MAY2016</th>
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<tbody>
<tr>
<td><strong>Type(s) of course change:</strong></td>
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<td>☑ New or reinstated course</td>
<td>☐ Change or addition of a pre- or co-requisite</td>
<td>☐ Other: Describe.</td>
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<tr>
<td>☐ Course code or number</td>
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<tr>
<td>☐ Course title or description</td>
<td>☐ Retention of a course not offered for five years</td>
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<td><strong>Teaching About the Holocaust</strong></td>
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<tr>
<td>Introduces teaching approaches, methodologies and scholarly discourses in Holocaust Education. Analyzes a broad range of primary and secondary sources (oral testimonies, literature, film, mixed media art, photography and graphic novels), and discusses how they can be used in various educational settings both in Europe and North America.</td>
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<tr>
<td>A new graduate course created in connection with our graduate-program redesign and in preparation for the potential created of the Holocaust-studies stream within our graduate program.</td>
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# UVic Course Curriculum Change

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<td>□ Change or addition of a pre- or co-requisite</td>
<td>□ Other: Describe.</td>
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<td>Explores issues of memory from the perspective of both gender and genre. Examination of issues of memory and post-memory, aspects of “truth” and positionality in memoirs, letters, diaries and documentaries, as well as the fascination with the Holocaust and WWII as a site of cultural memory.</td>
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**UVic Course Curriculum Change**

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<td>GMST 587  Units: 1.5</td>
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<tr>
<td></td>
<td>Practicum in Holocaust Studies</td>
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<td></td>
<td>An individually designed creative project, internship, or archival research paper based on a hands-on approach to Holocaust Studies.</td>
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<td><strong>Rationale for proposed change:</strong></td>
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**Type(s) of course change:**
- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

**Current calendar entry:**

**Proposed calendar entry:**

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<tr>
<td>I-witness Field School</td>
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Analysis of the ways in which the Holocaust is memorialized in Central Europe. One week of coursework at UVic, followed by three weeks in Central Europe. Promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums and monuments of the Holocaust.

**Rationale for proposed change:**
A new graduate course created in connection with our graduate-program redesign and in preparation for the potential creation of the Holocaust-studies stream within our graduate program. Creating a graduate equivalent of a successful senior undergraduate field-school course.

**Consultation:**
| Other units consulted in preparation of submission: HSTR | [ ] No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

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<tr>
<td><strong>Twenty-first-Century Genocides in Eastern Europe</strong></td>
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<tr>
<td>Examines the common and unique features of genocides, ethnic cleansings, and forced population transfers in twenty-first-century Eastern Europe including the Ukrainian Famine, the Holocaust, and the Bosnian War.</td>
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<tr>
<td>A new course created in connection with the establishment of the Slavic MA stream and with an eye to potential development of a Holocaust-studies MA stream. Condensed title: Genocides in Eastern Europe</td>
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APPENDIX I

Program and Curriculum Change Submissions for the Calendar 2016-17
(Cycle 3)
UVic Program Curriculum Change

**Summary of Program Curriculum Changes:**

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<th>01May2017</th>
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<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Charlotte Schallié</td>
</tr>
<tr>
<td>Local:</td>
<td>7321</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:schallie@uvic.ca">schallie@uvic.ca</a></td>
</tr>
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<td>Academic Unit:</td>
<td>Germanic and Slavic Studies</td>
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**Types of program change:**

<table>
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<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
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<tr>
<td>1</td>
<td>Creation, reinstatement, discontinuance, or major modification of a program or credential: The MA program in Germanic and Slavic Studies</td>
<td>History; CSPT Program; Curriculum and Instruction; Fine Arts</td>
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</table>
**UVic Program Curriculum Change**

<table>
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<th>Date of submission: DDMYYY</th>
<th>Submission number: 1</th>
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**Type(s) of program change:**

- [x] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [ ] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] Other: Describe

- [ ] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- [ ] A change in the description of a program or credential not involving any change in program or credential requirements

**Current calendar entry:**

Current calendar page number: **105**

**Proposed calendar entry:**

If new, suggested page to insert:
Germanic and Slavic Studies

**GENERAL INFORMATION**
The Department of Germanic and Slavic Studies offers an MA program with specialization in either Germanic or Slavic studies. Students apply for one of these two streams, which share some required foundation courses. The program offers a broad chronological and thematic coverage of Germanic and Slavic cultures with the areas of special strength in second-language acquisition, film studies, modern literatures, the Holocaust, and Ukrainian studies.

For further information or any updates please visit the department website.

**Contact Information**
Department of Germanic and Slavic Studies
Location: Clearihue D243
Mailing Address:
PO Box 1700
STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
CLE D243
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7316
Fax Number: 250-721-7319
Email: geru@uvic.ca
Website: [www.uvic.ca/humanities/germanicslavic](http://www.uvic.ca/humanities/germanicslavic)
Chair: Dr. Helga Thorson
Phone: 250-721-7320
Graduate Adviser: Dr. Megan Swift

Germanic and Slavic Studies

**GENERAL INFORMATION**
The Department of Germanic and Slavic Studies offers an MA program with specialization in Germanic, Slavic, or Holocaust studies. Students apply for one of these three streams, which share some required foundation courses. The program offers a broad chronological and thematic coverage of Germanic and Slavic cultures with the areas of special strength in second-language acquisition, film studies, modern literatures, and Ukrainian studies. The Holocaust Studies stream offers courses on the history and legacy of the Holocaust examining how the Holocaust has been historicized, represented, taught, memorialized and commemorated in contemporary society and culture.

For further information or any updates please visit the department website.

**Contact Information**
Department of Germanic and Slavic Studies
Location: Clearihue D243
Mailing Address:
PO Box 1700
STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
CLE D243
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7316
Fax Number: 250-721-7319
Email: geru@uvic.ca
Website: [www.uvic.ca/humanities/germanicslavic](http://www.uvic.ca/humanities/germanicslavic)
Chair: Dr. Helga Thorson
Email: helgat@uvic.ca
Phone: 250-721-7320
Graduate Adviser: Dr. Megan Swift
Faculty Members and Areas of Research

<table>
<thead>
<tr>
<th>Name</th>
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<th>Areas of Research</th>
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<tbody>
<tr>
<td>Peter Gößl, PhD</td>
<td>Queen's</td>
<td>Literary theory; contemporary literature; CALL; film; vampires</td>
</tr>
<tr>
<td>Elena Pnevmonidou, PhD</td>
<td>McG</td>
<td>Classicism and romanticism; literature of the Weimar period and expressionist film; literary theory and gender studies</td>
</tr>
<tr>
<td>Charlotte Schallié, PhD</td>
<td>Brit Col</td>
<td>20th and 21st century German, Swiss and Austrian literature and culture; memory studies; diasporic writing; the Shoah in literature and film; ecocriticism</td>
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<tr>
<td>Ulf Schuetze, PhD</td>
<td>Brit Col</td>
<td>Second language acquisition and pedagogy; intercultural communication; CALL; applied linguistics</td>
</tr>
<tr>
<td>Megan Swift, PhD</td>
<td>Toronto</td>
<td>Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile</td>
</tr>
<tr>
<td>Helga Thorson, PhD</td>
<td>Minnesota</td>
<td>Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile</td>
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<tr>
<td>Serhy Yekelchyk, PhD</td>
<td>Alberta</td>
<td>Culture and identities in Russia and Eastern Europe; Stalinism; 20th century Ukraine</td>
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Associate Members

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<tr>
<th>Name</th>
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<th>Areas of Research</th>
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<tbody>
<tr>
<td>John Dingley, PhD</td>
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<td>Russian language, Finnish language, Slavic linguistics, Nordo-Slavic contacts</td>
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<tr>
<td>Matthew Pollard, PhD</td>
<td>McG</td>
<td>Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl</td>
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<tr>
<td>Olga Pressitch, PhD</td>
<td>Shevchenko Inst. of Lit., Ukraine</td>
<td>Eastern European cinema, second-language pedagogy, Ukrainian literature in postwar Canada.</td>
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Graduate Secretary: Irina Gavrilova
Email: geru@uvic.ca
Phone: 250-721-7316

Email: masswift@uvic.ca
Phone: 250-721-7504

Faculty Members and Areas of Research

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<td>Classicism and romanticism; literature of the Weimar period and expressionist film; literary theory and gender studies</td>
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<tr>
<td>Charlotte Schallié, PhD</td>
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<td>Brit Col</td>
<td>Second language acquisition and pedagogy; intercultural communication; CALL; applied linguistics</td>
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</tr>
<tr>
<td>Matthew Pollard, PhD</td>
<td>McG</td>
<td>Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl</td>
</tr>
<tr>
<td>Olga Pressitch, PhD</td>
<td>Shevchenko Inst. of Lit., Ukraine</td>
<td>Eastern European cinema, second-language pedagogy, Ukrainian literature in postwar Canada.</td>
</tr>
</tbody>
</table>

Email: masswift@uvic.ca
Phone: 250-721-7504

Faculty Members and Areas of Research

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Areas of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Gößl, PhD</td>
<td>Queen's</td>
<td>Literary theory; contemporary literature; CALL; film; vampires</td>
</tr>
<tr>
<td>Elena Pnevmonidou, PhD</td>
<td>McG</td>
<td>Classicism and romanticism; literature of the Weimar period and expressionist film; literary theory and gender studies</td>
</tr>
<tr>
<td>Charlotte Schallié, PhD</td>
<td>Brit Col</td>
<td>20th and 21st century German, Swiss and Austrian literature and culture; memory studies; diasporic writing; the Shoah in literature and film; Holocaust education</td>
</tr>
<tr>
<td>Ulf Schuetze, PhD</td>
<td>Brit Col</td>
<td>Second language acquisition and pedagogy; intercultural communication; CALL; applied linguistics</td>
</tr>
<tr>
<td>Megan Swift, PhD</td>
<td>Toronto</td>
<td>Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile</td>
</tr>
<tr>
<td>Helga Thorson, PhD</td>
<td>Minnesota</td>
<td>Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile</td>
</tr>
<tr>
<td>Serhy Yekelchyk, PhD</td>
<td>Alberta</td>
<td>Culture and identities in Russia and Eastern Europe; Stalinism; 20th century Ukraine</td>
</tr>
</tbody>
</table>

Associate Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Areas of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Dingley, PhD</td>
<td>UCLA</td>
<td>Russian language, Finnish language, Slavic linguistics, Nordo-Slavic contacts</td>
</tr>
<tr>
<td>Matthew Pollard, PhD</td>
<td>McG</td>
<td>Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl</td>
</tr>
<tr>
<td>Olga Pressitch, PhD</td>
<td>Shevchenko Inst. of Lit., Ukraine</td>
<td>Eastern European cinema, second-language pedagogy, Ukrainian literature in postwar Canada.</td>
</tr>
</tbody>
</table>
UVic Program Curriculum Change

<table>
<thead>
<tr>
<th>Degrees and Specializations Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis-based MA in Germanic and Slavic Studies, either a Germanic Studies stream or a Slavic Studies stream.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees and Specializations Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Germanic and Slavic Studies offers a thesis-based MA program with three streams: Germanic Studies, Slavic Studies, and Holocaust Studies. A non-thesis option is available in Holocaust Studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University’s library holdings are good and provide a solid basis for graduate research. A highly effective interlibrary loan service created by a special agreement among Western Universities offers easy access to any materials not available locally. The department provides its graduate students with office space and computer facilities. In addition, there is a reading room well equipped with reference materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Victoria Fellowships ($10,000-$15,000) may be awarded annually to students of high academic standing registered full-time in the Faculty of Graduate Studies as candidates for the degree of MA. Teaching or Research Assistantships may be obtained from the University through employment in the department. The University of Victoria Tuition Assistance Bursary Fund offers assistance to qualified students in serious financial difficulty. Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies. Detailed information on awards and application procedures and deadlines is available at the Faculty of Graduate Studies’ website: &lt;www.uvic.ca/graduatestudies&gt;.</td>
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</table>

<table>
<thead>
<tr>
<th>ADMISSION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the Master’s Program</td>
</tr>
<tr>
<td>All candidates for the degree of MA in Germanic and Slavic Studies must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the Department of Germanic and Slavic Studies. Students may enter the program in September only. All application materials, including a Letter of Intent offering comment on the applicant’s intended course of studies, must be submitted to the Graduate Admissions and Records Office.</td>
</tr>
</tbody>
</table>

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<tr>
<th>ADMISSION REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>Admission to the Master’s Program</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Admission to the program normally requires a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum overall average of B+ (6.0 GPA), or a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum average of A- (7.0 GPA) in the final year’s work.

Program Requirements

**Thesis-based Master’s**

The MA program in Germanic and Slavic Studies consists of a minimum of 15 units of graduate credit:

1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
2. a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
3. In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic or Slavic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

Work as a research or teaching assistant is considered beneficial for all graduate students who wish to complete the program successfully.

All courses, except GMST 501/SLST 501 (Introduction to the Disciplines of Germanic and Slavic Studies) and GMST 502/SLST 502 (Theory and Practice) are variable in content and may be taken more than once, with departmental permission. At the end of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).

Admission to the program normally requires a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum overall average of B+ (6.0 GPA), or a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum average of A- (7.0 GPA) in the final year’s work. Admission to the M.A. program in Holocaust Studies normally requires a Bachelor’s Degree in a relevant academic discipline with a minimum overall average of B+ (6.00 GPA), or a Bachelor’s Degree with a minimum average of A- (7.0 GPA) in the final year’s work. Applicants who have appropriate community-based experience in the field of Holocaust Studies may be considered for admission without meeting the full requirements indicated above.

Program Requirements

**Thesis-based Master’s**

The MA program in Germanic and Slavic Studies consists of a minimum of 15 units of graduate credit:

1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
2. a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
3. In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic or Slavic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

Work as a research or teaching assistant is considered beneficial for all graduate students who wish to complete the program successfully.

All courses, except GMST 501/SLST 501 (Introduction to the Disciplines of Germanic and Slavic Studies), GMST 502/SLST 502 (Theory and Practice), and GMST 580 (Introduction to Holocaust Studies) are variable in content and may be taken more than once, with departmental permission. At the end of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).

**Non-Thesis Master’s**

Students in the Holocaust Studies stream (non-thesis option) complete 9 units of course work, one summer practicum/internship (1.5 unit), and write a major
A research paper in the form of a journal article (30-35 pages) worth 4.5 units of credit. Students can also opt to submit a visual arts project (photography, video or computer art), a performance-based production (musical or theatrical), or a creative writing project (fiction, drama or poetry). All creative submissions must be complemented by a scholarly essay (15-20 pages) that discusses the creation of the art work and places it in a historical context. All projects should be preferably linked to the focus of the practicum/internship placement. They will be graded by the supervisor and an additional faculty member (whose expertise is relevant to the student’s research) and will not be subject to an oral defense.

| Rationale for proposed change: | Introducing a third stream to the MA in Germanic and Slavic Studies. |
| Consultation: | | |
| Senate Committee on Planning: | ☒ In progress | ☐ Not applicable |
| Other units consulted in preparation of submission: | ☒ Included: List unit if applicable | ☐ No consultation required |
| Written evidence of all consultations should be included in a single PDF for the entire program package. | | |
### UVic Course Curriculum Change

**Summary Course Curriculum Changes:**

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01JAN2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Germanic and Slavic Studies</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Charlotte Schallié</td>
</tr>
<tr>
<td>Local:</td>
<td>7321</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:schallie@uvic.ca">schallie@uvic.ca</a></td>
</tr>
</tbody>
</table>

**Types of course change:**

<table>
<thead>
<tr>
<th>Course code or number</th>
<th>Deletion</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or reinstated course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course title or description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course title or description</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All course changes should be in alphabetical and numerical order with a corresponding submission number.

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Course code:</th>
<th>Course #:</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GMST</td>
<td>580</td>
<td>New or reinstated course “Introduction to Holocaust Studies”</td>
<td>History</td>
</tr>
<tr>
<td>2</td>
<td>GMST</td>
<td>587</td>
<td>New or reinstated course “Practicum in Holocaust Studies”</td>
<td>Cultural Resource Management Program</td>
</tr>
<tr>
<td>3</td>
<td>GMST</td>
<td>589</td>
<td>New or reinstated course “I-witness Field School”</td>
<td>History</td>
</tr>
<tr>
<td>4</td>
<td>GMST</td>
<td>598</td>
<td>New or reinstated course “Research Paper or Project”</td>
<td>History</td>
</tr>
</tbody>
</table>
### UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
<th>Date of submission:</th>
<th>30MARCH16</th>
<th>Effective date of change:</th>
<th>01JAN2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type(s) of course change:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ New or reinstated course</td>
<td>☑ Change or addition of a pre- or co-requisite</td>
<td>☐ Other: Describe.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>☐ Course code or number</td>
<td>☒ Deletion</td>
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<td></td>
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</tr>
<tr>
<td>☐ Course title or description</td>
<td>☐ Retention of a course not offered for five years</td>
<td></td>
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</tr>
<tr>
<td>Current calendar entry:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GMST 580 Units: 1.5</td>
<td>Introduction to Holocaust Studies</td>
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<tr>
<td>Proposed calendar entry:</td>
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<td></td>
</tr>
<tr>
<td>GMST 580 Units: 1.5</td>
<td>Introduction to Holocaust Studies</td>
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</tr>
<tr>
<td>A foundations course that introduces students to interdisciplinary research methodologies and theoretical models in the field of Holocaust Studies.</td>
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<tr>
<td>Cross-listed with HSTR 450.</td>
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<tr>
<td>Rationale for proposed change:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Consultation:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other units consulted in preparation of submission:</td>
<td>History</td>
<td>☐ No consultation required</td>
<td></td>
<td></td>
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<tr>
<td>Written evidence of all consultations should be included in a single PDF for the entire program package.</td>
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</tbody>
</table>
## UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
<th>Date of submission:</th>
<th>30MARCH16</th>
<th>Effective date of change:</th>
<th>01JAN2017</th>
</tr>
</thead>
</table>

### Type(s) of course change:
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [X] Deletion
- [ ] Retention of a course not offered for five years
- [ ] Other: Describe.

### Current calendar entry:

<table>
<thead>
<tr>
<th>GMST 587</th>
<th>Units: 1.5</th>
<th>Practicum in Holocaust Studies</th>
</tr>
</thead>
</table>

An individually designed creative project, internship, or archival research paper based on a hands-on approach to Holocaust Studies.

### Proposed calendar entry:

### Rationale for proposed change:

This course will be offered as CH 591 (1.5): Practicum in Cultural Resource Management

### Consultation:

- Other units consulted in preparation of submission: Cultural Resource Management Program
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
<th>Date of submission:</th>
<th>30MARCH16</th>
<th>Effective date of change:</th>
<th>01JAN2017</th>
</tr>
</thead>
</table>

**Type(s) of course change:**
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe. Reduce units from 3.0 to 1.5
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMST 589 Units: 3.0 I-witness Field School</td>
<td>GMST 589 Units: 1.5 I-witness Field School</td>
</tr>
</tbody>
</table>

Analysis of the ways in which the Holocaust is memorialized in Central Europe. One week of coursework at UVic, followed by three weeks in Central Europe. Promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums and monuments of the Holocaust.

<table>
<thead>
<tr>
<th>Rationale for proposed change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is currently already offered as a 1.5 unit course for graduate students in History. Also, a comparable 6-weeks course (CH 591) counts 1.5 units. With this change, we are streamlining our program offerings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other units consulted in preparation of submission: HSTR</td>
</tr>
</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Germanic and Slavic Studies</th>
<th>Date of submission: 30MARCH16</th>
<th>Effective date of change: 01JAN2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type(s) of course change:</strong></td>
<td><strong>Course title or description</strong></td>
<td><strong>Retention of a course not offered for five years</strong></td>
<td></td>
</tr>
<tr>
<td>☒ New or reinstated course</td>
<td>☐ Change or addition of a pre- or co-requisite</td>
<td>☐ Other: Describe.</td>
<td></td>
</tr>
<tr>
<td>☐ Course code or number</td>
<td>☐ Deletion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Current calendar entry:</strong></th>
<th><strong>Proposed calendar entry:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GMST 598 Units: 4.5</td>
</tr>
<tr>
<td></td>
<td>Research Paper or Project</td>
</tr>
<tr>
<td></td>
<td>A major research paper under the guidance of a supervisor and committee member. Students can also opt to submit a visual arts project, a performance-based production, or a creative writing project.</td>
</tr>
<tr>
<td></td>
<td>Note: Required for MA students (Holocaust Studies Stream) who elect the non-thesis option.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rationale for proposed change:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a required graduate course for our Holocaust-studies stream (non-thesis option).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Consultation:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other units consulted in preparation of submission: History, Fine Arts</td>
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</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.