



University
of Victoria

Office of the University Secretary
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SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 3, 2013 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

a. April 5, 2013 (SEN-MAY 3/13-1)

Motion: That the minutes of the open session of the meeting of the Senate held on April 5, 2013 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR INFORMATION

a. President's Report

5. CORRESPONDENCE

a. Office of the Ombudsperson
- *M. Conway, Ombudsperson, has been invited to attend*

i. 2012 Annual Report (SEN-MAY 3/13-2) ACTION

Motion: That Senate receive the 2012 annual report of the Office of the Ombudsperson for information.

b. Campus Planning Committee – R. Tremblay and G. Gorrill, Co-Chairs

i. Semi-annual report (SEN-MAY 3/13-3)

ACTION

Motion: That Senate receive the 2012/2013 semi-annual report of the Campus Planning Committee.

c. Draft Student Mental Health Strategy (2013-2016)
(SEN-MAY 3/13-4)

INFORMATION

Motion: That Senate receive the Draft Student Mental Health Strategy (2013-2016) for information.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards - Dr. Eric Sager, Chair

i. Proposal regarding implementation of percentage grading
(SEN-MAY 3/13-5)

ACTION

Motion: That Senate proceed with the implementation of percentage grading and comparative grading information as approved by Senate on April 1, 2011 with the addition of an amendment related to grade point average:

“That the 9 point grading system be retained as the basis for the calculation and display of the sessional, cumulative and graduating grade point averages and the determination of academic standing.”

AND

That Senate not proceed with the motion approved by Senate on April 1, 2011 to implement the following changes to the grade point average scale:

*“That the university change from a 9 point grade point average scale to a 4.33 grade point average scale.
That the sessional and cumulative grade point average equivalencies be directly translated from the sessional and cumulative percentage averages.
That the graduating grade point average be calculated from the percentage average assigned.
That a statement explaining the grade point average scale be developed for inclusion in the undergraduate and graduate academic calendars and in the official transcript.”*

AND

That Senate not proceed with the motion passed by Senate on January 6, 1993 to convert units into credits, and instead that it retain the current course value system of units.

Motion: That Senate approve the following revision to the Graduate, Undergraduate and Law Grading Scales in the academic calendar, effective May 1, 2014:

“The grading scale of the University of Victoria is a percentage scale that translates to a 9 point/letter grade system. Standardized percentage ranges have been established as a basis for the assignment of a letter grade to each course. Academic standing at the university is determined solely on the basis of the 9 point/letter grade system. Comparative grading information (average grade for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.”

Motion: That Senate approve that the Senate Committee on Academic Standards review the implementation of percentage and comparative grading 5 years after full implementation, which will begin in May 2014.

- b. Senate Committee on Admission, Re-registration and Transfer
- Dr. Kenneth Stewart, Acting Chair

- i. Faculty of Science – Proposed Change to Admission Requirements
(SEN-MAY 3/13-6)

ACTION

Motion: That Senate approve the addition of a minimum mathematics requirement for the Faculty of Science of 60% for Principles of Mathematics 12 or Pre-Calculus 12, effective May 1, 2014.

- c. Senate Committee on Agenda and Governance - Dr. David Turpin, Chair

- i. Appointments to the 2013/2014 Senate Standing Committees
(SEN-MAY 3/13-7)

ACTION

Motion: That Senate approve the appointments to the 2013/2014 Senate standing committees for the terms indicated in the attached document, as recommended by the Senate Committee on Agenda and Governance.

d. Senate Committee on Appeals – Prof. Andrew Pirie, Chair

i. Annual Report (**SEN-MAY 3/13 -8**)

ACTION

Motion: That Senate receive the 2012/2013 annual report of the Senate Committee on Appeals for information.

e. Senate Committee on Awards – Dr. Annalee Lepp, Chair

i. New and Revised Awards
(**SEN-MAY 3/13-9**)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document as recommended by the Senate Committee on Awards:

- Dax Gibson Memorial Award in Gender Studies (new)
- Maurie Jorre de St. Jorre Prize (new)
- Candis Graham Writing Scholarship, Lambda Foundation Fund (revised)*
- Allnorth Scholarship (revised)
- Angus & Marjorie McPherson Memorial Scholarship (revised)*
- Engineering Students' Society Stream B Award for Community Involvement (revised)*
- Simba Technologies Inc. Scholarship (revised)*
- Ken Smythe Bursary (new)*
- Jessie H. Mantle Fellowship in Nursing (new)
- Merck Scholarship for Aboriginal Science Students (new)
- Gary Hoskins Athletic Award (new)
- CAPP Public Engagement Scholarship (new)

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f. Senate Committee on Curriculum - Dr. Tim Haskett, Chair

i. 2013/2014 Additional Curriculum Recommendations to Senate
(**SEN-MAY 3/13-10**)

ACTION

Motion: That Senate approve the major curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in 2013-2014 academic calendar.

Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

g. Senate Committee on Libraries – Dr. Simon Devereaux, Chair

i. Annual Report (SEN-MAY 3/13-11)

ACTION

Motion: That Senate receive the 2012/2013 annual report of the Senate Committee on Libraries for information.

h. Senate Committee on Planning – Dr. Catherine Mateer, Chair

i. Proposal for a BSc in Chemistry for the Medical Sciences (SEN-MAY 3/13-12)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a BSc Majors Program in Chemistry for the Medical Sciences, to be offered by the Faculty of Science, as described in the document entitled “Proposal for the Introduction of a New Undergraduate Program in Chemistry for the Medical Sciences”, dated April 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education, Innovation and Technology and Responsible for Multiculturalism website for peer review for a period of 30 days.

ii. Centre for Biomedical Research (CFBR) (SEN-MAY 3/13-13)

ACTION

Motion: That Senate extend the renewal of Approved Centre Status for the Centre for Biomedical Research (CFBR) until December 31, 2013.

iii. Pacific Institute for Climate Solutions (PICS) (SEN-MAY 3/13-14)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period 1 April 2013 – 31 March 2018 as described in the attached documents. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

- iv. Centre on Aboriginal Health Research (CAHR) (SEN-MAY 3/13-15) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Centre on Aboriginal Health Research (CAHR) for the period 1 June 2013 – 31 May 2018 as described in the attached documents. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

- i. Senate Committee on University Budget – Dr. Sikata Banerjee, Chair

- i. Annual Report (SEN-MAY 3/13-16) **ACTION**

Motion: That Senate receive the 2012/2013 annual report of the Senate Committee on University Budget for information.

- j. *Ad hoc* Senate Committee to Consider the Curriculum Process – Dr. Michael Webb, Chair

- i. Policy on Calendar Submissions (AC1120) and Procedures on Curriculum Submissions (SEN-MAY 3/13-17) **ACTION**

Motion: That Senate approve the revised Policy AC1120 *Policy on Calendar Submissions* and the accompanying *Procedures on Curriculum Submissions*, including *Appendix A, Curriculum Submission Timelines and Key System Dates*.

7. PROPOSALS AND REPORTS FROM FACULTIES

8. OTHER BUSINESS

- a. 2012 Policy Review Annual Report (SEN-MAY 3/13-18) **ACTION**

Motion: That Senate receive, for information, the 2012 Policy Review Annual Report.

9. ADJOURNMENT

University
of Victoria**DRAFT MINUTES**

A meeting of the Senate of the University of Victoria was held on April 5, 2013 at 3:30 p.m. in the Senate and Board Chambers, University Centre, room A180.

1. APPROVAL OF THE AGENDA

Dr. Turpin proposed two revisions to the agenda. He said a motion had been circulated to members of Senate that accompanied agenda item 8(a). Dr. Turpin added that an item would be included under Other Business regarding student elections to the Board of Governors.

Motion: (K. Gillis/M. Webb)
That the agenda be approved as amended.

CARRIED**2. MINUTES**

Motion: (J. Walsh/B. Smith)
That the minutes of the open session of the meeting of the Senate held on March 1, 2013 be approved and that the approved minutes be circulated in the usual way.

CARRIED**3. BUSINESS ARISING FROM THE MINUTES**

There was none.

4. REMARKS FROM THE CHAIR**a. Public perceptions on university autonomy and accountability**

Dr. Turpin provided a presentation on research he conducted regarding public perceptions on university autonomy and accountability.

b. Update on the Implementation of the Strategic Plan

Dr. Turpin reported that the Budget Framework had been approved by the Board of Governors in March. He said the first part of this document provided context and created links between the budget and the Strategic Plan. Dr. Turpin added that the framework was now available online.

c. President's Report

With regard to a federal update, Dr. Turpin reported on the highlights of the March 21, 2013 Federal Budget. He commented on the funding made available to support research partnerships, scholarships and bursaries for First Nations and Inuit students, internships, research and development services, and international opportunities.

On the provincial front, Dr. Turpin reported that the university had received \$100,000 in one-time funding for LE, NONET and \$165,000 for graduate scholarships.

Regarding municipal matters, Dr. Turpin reported on a meeting with Mayors and Councils of Central Saanich, North Saanich and Sidney on March 20, 2013.

Dr. Turpin provided an update on matters at the university. He reported that:

- the upcoming Masterminds 2013 lecture series will feature four lectures:
 - Dr. Ed Ishughiro, “Probiotics for Better Health”
 - Dr. Howie Wenger, “Gearing up for High Performance”
 - Dr. Reg Mitchell, “Using Chemistry to Enhance our Bodies”
 - Prof. Juliana Saxton, “An Unusual Job for a Lady”
- IdeaFest 2013 saw a number of outstanding events take place over two weeks in March;
- the Legacy Art Gallery is featuring Syn•Optic, an exhibition of new works by UVic Art Educators;
- Profess Jeremy Webber will commence his term as the new Dean of the Faculty of Law on July 1, 2013;
- on April 2, 2013, the University of Victoria officially launched its new Research Partnerships and Knowledge Mobilization (RPKM) unit;
- Mr. Brandt Louie, chairman and CEO of H.Y. Louie Co. Ltd and board chairman of London Drugs, has been honoured with UVic’s Gustavson School of Business Distinguished Entrepreneur of the Year Award;
- following recent completion of the Integrated Energy Master Plan, which recommended a biomass fuel plant to maximize energy savings and carbon reduction, a Biomass Feasibility Open House was held on March 27, 2013 as the first step in an eight-month feasibility study conducted by the university and Dalkia Canada;
- on March 6, 2013, there was an event at North Island College’s Comox campus to celebrate the success of the UVic/North Island College dual admission and guaranteed admission partnership;
- held on March 16, 2013 and coordinated by UVic Residence Life and Education and Volunteer Victoria, Project Serve offered more than 100 UVic students the opportunity to spend a day volunteering with a community organization and to reflect on their learning;
- UVic received front page coverage in the Globe and Mail on March 27, 2013 in an article about the repatriation of First Nations paintings;
- Dr. Chris Barnes, Professor Emeritus and former director of NEPTUNE Canada, was recently appointed chair of a new Joint Task Force established by three United Nations agencies to investigate the potential of using submarine telecommunications cables for ocean and climate monitoring and disaster warning;
- UVic was saddened by the loss of several past members of the UVic community:
 - Dr. Wes Koczka, former UVic Dean of Continuing Studies
 - Psychology Professor Emeritus Dr. Louis Costa

- Dr. Samuel L. Macey, UVic professor of English and former Dean of Graduate Studies

5. CORRESPONDENCE

a. Planning and Priorities Committee

i. Annual Report

Motion: (P. Bell/P. Keller)

That Senate receive the 2012/2013 annual report of the Planning and Priorities Committee for information.

CARRIED

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards

i. New and Revised Awards

Motion: (A. Lepp/M. Purkis)

That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document, as recommended by the Senate Committee on Awards:

- British Columbia Association of Social Workers Prize (revised)*
- Chapter AJ PEO Sisterhood Scholarship (new)
- W.R. (Bill) Gordon Scholarship (revised)*
- Ten Mile Fine Arts Student Assistance Fund (new)
- Eve Egoyan Exploratory Music Scholarship (new)
- Student Ambassador Scholarship (new)
- Jamie Chien-Ming Wu Award for Achievement in Biomedical Engineering (new)*
- Best Graduate Report in Dispute Resolution Award (new)

* *Administered by the University of Victoria Foundation*

CARRIED

b. Senate Committee on Learning and Teaching

i. Annual Report

Motion: (K. Gillis/M. Webb)

That Senate receive the 2012/2013 annual report of the Senate Committee on Learning and Teaching.

CARRIED

c. Senate Committee on Planning

**i. Proposal for Undergraduate Certificate in Language and Cultural Proficiency:
Chinese, French, German, Italian, Japanese, Russian, Spanish**

Prof. Tremblay congratulated Humanities and Business for initiating this proposal, which she thought supported goals in the Strategic Plan regarding internationalization and global citizenship.

Motion: (J. Archibald/J. Walsh)

That Senate approve, and recommend to the Board of Governors, that it also approve, subject to funding, the establishment of an Undergraduate Certificate in Language and Cultural Proficiency: Chinese, French, German, Italian, Japanese, Russian, Spanish to be offered by the Faculty of Humanities as described in the document “Proposal for “Undergraduate Certificate in Language and Cultural Proficiency: Chinese, French, German, Italian, Japanese, Russian, Spanish”, dated February 18, 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

8. OTHER BUSINESS

a. Report on Procedures for the Appointment of the President

Dr. Baer expressed concern with the revision to the appointment procedures. He understood the confidentiality required in the process, but thought the proposed revisions made the process even more closed. Dr. Baer noted that the opportunities to participate and provide input into the appointment process were already very limited, and thought the procedures should be reviewed in light of this concern.

Dr. Eastman reminded members of Senate of the process that was undertaken regarding appointment of the new president. She indicated that the search committee had met following the appointment to discuss whether any revisions to the procedures were necessary. Dr. Eastman said the committee’s recommendations were set out in the report.

Dr. Eastman reviewed the proposed revisions to section 13.05 of the procedures. Dr. Haskett noted that the term “administrative directors” was being replaced to reflect current university structure.

Dr. Baer explained that his concern was with the introduction of wording regarding confidentiality, which he thought pulled the process in the wrong direction. Dr. Eastman confirmed that the requirement for confidentiality was included in the existing procedures.

Prof. Greschner spoke in favour of the revisions. She recognized that inclusive appointment processes set UVic apart from other universities, but thought this should be implemented differently at different levels. In searching for a president, Prof. Greschner said a confidential process was required in order to attract the best candidates.

In response to a question from Ms. Hannah regarding practices at other universities, Dr. Turpin said that, although practices varied, most presidential searches involved a confidential process.

Dr. Smith commented on the lack of a ratification requirement. Dr. Eastman said ratification was not required in the existing procedures, and that there was a concern that such a requirement would reduce the field of candidates.

In response to a question from Dr. Kennedy, Dr. Turpin commented that two of the vice-presidential search procedures require an open process, while the other two do not.

Motion: (P. Keller/T. Haskett)

That Senate approve, and recommend to the Board of Governors that is also approve, the revised section 13.05 of the *Procedures for the Search, Appointment, or Re-appointment of the President and Vice-Chancellor*, as follows:

- 13.05 The Committee shall then select a short list of not more than four candidates. It shall arrange for those candidates to meet with the Board of Governors, Vice Presidents, Deans and University Librarian, Associate Vice-Presidents and Chief Information Officer, and any others deemed appropriate by the Committee, in light of the candidates' schedules, the requirement for confidentiality, and any need for additional input to inform the Committee's deliberations.

CARRIED

b. Fundraising and Gift Acceptance Policy

Dr. Turpin said this item was being presented to Senate for information before it was submitted to the Board of Governors for approval. He reviewed the changes to the policy and asked members of Senate for feedback. There were no comments.

c. Student Elections to the Board of Governors

Dr. Turpin reported that a complaint had been filed during the course of the student elections to the Board of Governors. In accordance with the *Rules to Govern Elections to the Board of Governors and the Senate*, the complaint had been referred to the Senate Committee on Agenda and Governance.

Dr. Webb provided members of Senate with information about the complaint that was received. He reported that, after careful consideration of the complaint, the Senate Committee on Agenda and Governance had decided the election should be re-conducted. Ms. Andersen said that, in accordance with the committee's decision, she met with the five students who had participated in

the original election. Each of them had confirmed their willingness to continue to stand for election. Ms. Andersen reviewed the timelines for re-conducting the election.

In response to a comment from Ms. Watson regarding the benefits of electronic campaigning, Dr. Webb acknowledged that the committee would be considering the election rules from this perspective.

Prof. Greschner raised a concern that the timing of the new election had the potential to benefit the candidates who had committed violations in the previous election. She said that students who had chosen to vote for these candidates based on their inappropriate campaigning were likely to vote for them again because of the close timing of elections. Dr. Webb responded that the committee had attempted to find an appropriate balance in its decision. He said the committee had determined the violations were minor and that, on balance, it was important to let all the candidates continue to stand for election.

There being no other business the meeting was adjourned at 4:30 p.m.

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective from April 3, 2013

April 5, 2013

EX OFFICIO MEMBERS - University Act: Section 35

(2) (a-f)

- Chancellor: Murray Farmer (31/12/14)
- ✓ President and Vice-Chancellor: David Turpin, Chair
- ✓ V.P. Academic & Provost: Reeta Tremblay
- V.P. Research: Howard Brunt
- Dean, Peter B. Gustavson School of Business:
 - ✓ Saul Klein
- ✓ Dean of Education: ~~Red~~ Riecken
- ✓ Dean of Engineering: Thomas Tiedje
- ✓ Dean of Continuing Studies: Maureen MacDonald
- ✓ Acting Dean of Fine Arts: Lynne Van Luven
- ✓ Dean of Graduate Studies: David Capson
- ✓ Dean of Humanities: John Archibald
- ✓ Dean of HSD: Mary Ellen Purkis
- ✓ Dean of Law: Donna Greschner
- ✓ Dean of Science: Robert Lipson
- ✓ Dean of Social Sciences: Peter Keller, Vice-Chair
- ✓ University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES -

Section 35 (2) (g)

- BUSI: ✓ Brock Smith (30/6/15)
- Richard Wolfe (30/6/13)
- EDUC: ✓ Mary Kennedy (30/6/14)
- ✓ Geraldine Van Gyn (30/6/13)
- ENGR: ✓ Micaela Serra (30/06/13)
- ✓ Yang Shi (30/6/14)
- FINE: ✓ Patricia Kostek (30/6/15)
- ✓ Ian Wood (30/6/13)
- GRAD: ✓ Annalee Lepp (30/6/13)
- ✓ John Walsh (30/6/14)
- HUMAS: ✓ Abdul Roudsari (30/6/15)
- ✓ Debra Sheets (30/6/13)
- HUMS: ✓ Jamie Dopp (30/6/13)
- ✓ Laura Parisi (30/6/15)
- LAWF: ✓ Gillian Calder (30/6/14)
- ✓ Robert Howell (30/6/13)
- SCIE: ✓ Robert Burke (30/6/14)
- ✓ Florin Diacu (30/6/14)
- SOSC: ✓ Rosaline Canessa (30/6/15)
- ✓ Michael Webb (30/6/14)

MEMBERS ELECTED BY THE FACULTY

MEMBERS - Sections 35 (2) (g)

- ✓ Janni Aragon - SOSC (30/6/15)
- ✓ Doug Baer - SOSC (30/6/14)
- ✓ Sikata Banerjee - HUMS (30/6/13)
- ✓ Alison Chapman - HUMS (30/6/15)
- ✓ Kathryn Gillis - SCIE (30/6/14)
- ✓ Reuven Gordon - ENGR (30/6/14)
- ✓ David Harrington - SCIE (30/6/13)
- ✓ Tim Haskett - HUMS (30/6/13)

MEMBERS ELECTED BY THE FACULTY

MEMBERS (continued)

- ✓ Susan Lewis Hammond - FINE (30/6/14)
- Adam Monahan - SCIE (30/6/14)
- ✓ Leslee Francis Pelton - EDUC (30/6/14)
- ✓ Margot Wilson - SOSC (30/6/15)

MEMBERS ELECTED FROM THE STUDENT

ASSOCIATION - Section 35 (2) (h)

- ✓ Rachel Barr (SOSC) (30/6/13)
- ✓ Peter Bell (GRAD) "
- Andrew Fortune (SOSC) "
- David Hamilton (ENGR) "
- Emilie Henriksen (FINE ARTS) "
- Nicole Iaci (SOSC) "
- Kelsey Mech (SCIE) "
- Ariel Mishkin (BUSI) "
- ✓ Yianni Pappas-Acreman (LAW) "
- Emily Rogers (HUMA) "
- Peter Schalk (GRAD) "
- Gabrielle Sutherland (SOSC) "
- ✓ Ariel Tseng (HUMS) "
- ✓ Kelly Watson (GRAD) "
- TBA "
- TBA "

MEMBERS ELECTED BY THE CONVOCATION

- Section 35 (2) (i)

- ✓ Nav Bassi (31/12/14)
- ✓ Linda Hannah (31/12/14)
- ✓ Robbyn Lanning (31/12/14)
- ✓ Cathy McIntyre (31/12/14)

ADDITIONAL MEMBERS - Section 35 (2) (k)

- Head, Division of Medical Sciences: Oscar Casiro
- Member elected by the Professional Librarians:
 - ✓ Tracie Smith (30/06/15)
- Continuing Sessional: Alicia Ulysses (30/06/14)

SECRETARY OF SENATE - Section 64 (2)

- ✓ University Secretary: Julia Eastman

BY INVITATION - Seated with specified speaking rights

- ✓ Assoc. V.P. International - Andrew Marton
- Assoc. V.P. Student Affairs: ✓ Jim Dunsdon
- ✓ Assoc. V.P. Academic Planning: Catherine Mateer
- Registrar: ✓ Lauren Charlton
- ✓ Associate University Secretary: Carrie Andersen



OMBUDSPERSON

Volume 16 Issue 1

<http://www.uvss.uvic.ca/ombudsperson>

April, 2013

...BECAUSE FAIRNESS MATTERS...

A TIME OF CHANGE AND REFLECTION: FAIRNESS FOR A HEALTHY CAMPUS

2012-13 has been a time of landmarks and transitions. UVic is celebrating its 50th anniversary after updating its Strategic Plan in February 2012, and its 7th president will start office in July 2013. The 2012 Plan builds on previously established directions, while describing a “changing environment” with demographic, economic and technological opportunities and challenges facing universities.

In particular, we will see fewer students from the “typical university-age population,” and more students from more diverse geographical, economic, cultural or other demographic backgrounds. Emphasizing the richness provided by diversity, and the importance of the student experience and success, UVic commits to building a “welcoming and supportive environment.” One of the main themes in the plan is to create “a socially and intellectually engaged and connected campus, physical and virtual.”

Meanwhile, citing economic uncertainty, a projected deficit and limited government funding, UVic has called for a 4% budget cut in 2013-14, and for plans for a further reduction of up to 4% in 2014-15. Economic uncertainty and cuts are often accompanied by increased competition and stress as people adapt to a changing reality and fewer resources.

In times of change and uncertainty, an organization needs to keep a focus on the people who make up its community, and on tools to maintain healthy interpersonal and institutional relationships. Fairness and equity are important goals in UVic’s strategic plan. They are also key elements in developing and maintaining a healthy organizational culture. Page 4 of this report provides tools for incorporating fairness into daily practices and decision-making.

In the ombuds world, 2013 will mark the 30th anniversary of the Association of Canadian College and University Ombudspersons (ACCUO), and 2012 saw the adoption by ACCUO of Standards of Practice.

“With a focus on fairness, equity and respect, the ombudsperson builds capacity to help the institution be accountable to its own value and mission statements. In working with individuals, the ombudsperson facilitates fair resolutions that build trust and fortify the relationship between individual and institution.”

(ACCUO, Standards of Practice, Preamble)



Martine Conway

The ombuds office at UVic has been part of much of UVic’s 50-year history, having opened its doors 35 years ago in March 1978. With a mandate on student-related issues, it provides feedback and recommendations to promote a culture of fairness. I thank president Turpin for his attention to input from the office over the years and for his leadership on key initiatives for improving the student experience. Fairness starts with listening, and I am happy to note that in-coming president Cassels has identified listening as a first task when starting his term.

ACCUO’s preamble is an opportunity to reflect not just on the role of the ombudsperson, but also on the importance of integrating fairness into all aspects of university life. Adopting a fairness lens leads to improved systems, policies and practices. It encourages participation, engagement, constructive problem-solving and accountability. It helps foster trust and healthy environments.

CONTENTS:

Case Distribution.....	p. 2
Case Examples.....	p. 3
Fairness Tools For A Healthy Campus.....	p. 4
Trends & Systemic Follow-Up.....	p. 6
Graduate Students.....	p. 7
Office Mandate & Other Activities.....	p. 8

DISTRIBUTION OF CASES BY SUBJECT MATTER

This report is for calendar year 2012. The office handled a total of 364 complaints and inquiries distributed as follows: Information/Referral (R) 111, Advice (A) 220, Intervention (I) 33.

Numbers decreased again after an increase in 2010. Some of this fluctuation can be linked to improvements in some areas (see p. 6). The ombudsperson will also be reviewing how students hear about the office and what orientation and outreach activities provide the most effective sources of contacts and referrals.

Subject Matter	R	A	I	2012	2011	2010	2009
Academic Concession	8	48	4	60	62	66	64
Accommodation of Disability	3	3	-	6	5	12	10
Admission	7	7	2	16	10	18	13
Cheating and Plagiarism	2	10	-	12	15	16	15
Civility/Conduct	1	5	-	6	3	N/A	N/A
Course Delivery	6	9	-	15	23	20	20
Course Registration	3	1	-	4	12	25	17
Employment	2	1	2	5	5	10	11
English Requirement	-	-	-	-	4	-	1
Examination	5	4	-	9	4	7	8
Fees	8	7	1	16	16	22	16
Financial Aid	6	2	1	9	8	10	10
Grading /Evaluation	9	29	2	40	37	46	45
Housing	2	-	-	2	6	7	11
Human Rights & Safety	4	2	1	7	9	5	2
Interpersonal Conflict	2	5	1	8	12	9	7
Landlord-Tenant	3	-	-	3	6	7	5
Practica/Work Placement	1	1	-	2	10	9	7
Privacy	1	-	-	1	-	1	2
Probation	-	1	-	1	1	-	2
Program Requirement	2	4	1	7	13	13	17
Requirement to Withdraw	2	47	4	53	73	54	57
Student Societies/Groups	4	4	3	11	7	13	5
Supervisory Relationship	2	10	1	13	10	15	10
Transfer Credit	2	3	1	6	3	-	5
Other Academic	8	10	2	20	13	32	18
Other Non-Academic	18	7	7	32	23	27	34
Total	111	220	33	364	390	444	412

R: Information and Referral **A:** Advice **I:** Intervention

DISTRIBUTION OF ACADEMIC CASES BY LEVEL*

When dealing with an academic question, students consulted or involved the ombudsperson at the following stages:

Instructor/supervisor	25.0 %
Unit head/program level	44.5 %
Dean/faculty level	29.3 %
Senate Committee on Appeals	1.2 %

*These do not include requirements to withdraw from UVic for low gpa, which are handled by Records Services and the Senate Committee on Admission, Re-registration and Transfer.

TYPE OF ADVICE SOUGHT BY STUDENTS

The advice category includes extended (30 minutes or longer) or repeated consultations at various steps in the student's handling of the situation.

- Putting a decision in **perspective/ identifying options** (*Students may or may not pursue the situation further*) **36.0 %**
- Guidance about **grounds or process** for an appeal or request **43.4 %**
- **Feedback and coaching** (*feedback on a letter; preparation before a meeting or an appeal*) **29.6 %**

DISTRIBUTION OF OUTCOMES FOR CASES WITH OMBUDS INTERVENTION

The ombudsperson only intervenes in individual cases with the student's permission. Interventions include facilitating communication between students and units, problem-solving, mediation and case review or investigation.

Recommendation made	3
Resolved	4
Partially resolved/student satisfied	3
Information obtained/clarified	17
Denied/not resolved	1
Discontinued by student	2
No grounds	3
Total	33

"You were very helpful and non-judgmental and I appreciate it. I went in with your suggestions and they helped me approach the situation so I left feeling happy with what I said. Thank you for helping me come to a solution I felt comfortable with."

- A Student

DEALING WITH THE IMPACT OF DEPRESSION

A student contacted the office in July after a requirement to withdraw. His GPA was below 1 for September 2011-April 2012. The student was in 3rd year and had been in good standing until then. In fall, the student had begun experiencing personal difficulties impacting his studies. He had handed in assignments and attended exams with one deferral, but received grades of D and below. In the second term, the situation worsened and the student didn't complete any course. He had N grades except for one "completed" grade of F. The student had since been diagnosed with depression and started to recover. He needed to understand his options for resuming studies at UVic and wasn't sure what if any documentation he had submitted in spring.

The ombudsperson verified that no documentation had been submitted in spring and that the course with F had not been completed. Having been unable to complete courses because of a documented illness, the student had grounds not just to appeal the withdrawal, but also to request course drops for the second term. The ombudsperson guided the student through both appeals, which were successful. The student also identified support services and strategies to resume his studies with increased success.

PROGRAM REQUIREMENT AND GRADUATION

Until March 2013, record of degree (CAPP) reports were static PDF documents. A student was completing her degree part time while dealing with health and family matters. She had been in email communication with Academic Advising who had identified all missing degree requirements. She completed the courses, choosing each in consultation with Advising. But when she applied to graduate, she was told that she needed one more course.

The student had faced a crisis and withdrawn from one elective shortly after the CAPP report was produced. Subsequent emails over the next three terms focused on selecting correct combinations and options to meet requirements in the CAPP. The student didn't realize that the document had become out-of-date, so a new CAPP was only done as part of the last graduation check.

After verifying the paper trail, the ombudsperson helped the student understand what had happened, but the oversight had delayed graduation and caused additional financial and emotional strain. This was an example of the lack of functionality in the current system, and its impact on students and staff. The process will hopefully be improved with the new online feature (see Student Records and Advising, p. 6).

IMPROVING THE STUDENT-INSTRUCTOR INTERACTION

Students in distance courses or programs sometimes feel isolated when a problem or conflict occurs. They are not always comfortable reaching out to their liaison in the program for fear of escalating the situation. They cannot "drop in" to see an advisor, ask questions informally, or access other support services. One student contacted the ombudsperson with concerns about her grade, the tone of feedback and the lack of input about performance criteria. She thought that a misunderstanding had impacted her relationship with the instructor at the start of the term.

Over two phone conversations, the student and the ombudsperson identified constructive information and questions to share with the instructor. The student also received basic information about options and other resources (inside and outside the program) if the difficulties continued. She later reported improved clarity of criteria and improved performance.

TRANSFER CREDIT

A student had received partial transfer credit at UVic for courses done at another institution where semester hours are structured differently. The student was seeking guidance to appeal for full credit for the courses, which would allow her to graduate.

The student had researched course content and actual course hours. The ombudsperson provided feedback on articulating the information in relation to UVic's course values and hours. The student reported that the appeal was successful.

Some details and identifiers have been modified to protect anonymity.

RECOMMENDATIONS FROM INDIVIDUAL CASES:

PROGRAM ADMISSION APPEAL

The ombudsperson inquired into the process used to decide appeals of admission decisions in a professional program. The review extended to Calendar and website information that provide admission and appeal information to students, the appeal process itself, and communication of appeal decisions. The ombudsperson made several recommendations that the program will integrate into its practice with a view to improve clarity about admission criteria, the appeal process, and reasons when an appeal is denied.

HOMESTAY EXPECTATIONS AND AGREEMENT

Homestay provides a service for students wishing to study at UVic while experiencing life in a Canadian home. The program is open to international students coming for English language studies or credit programs or courses. One individual situation prompted recommendations to improve clarity of the point at which a contract is established between the parties (hosts, guests and UVic). Recommendations were also made to communicate on the homestay website the problem-solving steps available to hosts and guests, and to identify an appropriate appeal route for situations not fully resolved by staff.

GRADUATE TUITION INCOME OFFSET PLAN

Graduate students can register to participate in the income offset plan to pay tuition monthly (which corresponds with fellowship and other employment income). One student wasn't aware that the plan expires on August 31st each year. When he realized the problem in early October, he was told that he was past the September 15 deadline for fall enrollment, and that a reminder was enclosed in the May installment email sent to students. The situation was resolved with a reversal of interest charges on fall tuition, and a change was made to the application form to add clarity to the timeframe of the plan.

FAIRNESS TOOLS FOR A HEALTHY CAMPUS

Part of the mandate of the ombuds office is to provide a responsive mechanism to help correct situations and ensure that decisions are made fairly. The ombuds office also has a proactive role in promoting fairness to improve the individual experience and to advance strategic goals at the university.

At the interpersonal level, it also assists in modeling fair behaviour and in creating a reciprocal relationship of civility. Where a basis exists for a relationship of trust to develop, people feel more comfortable approaching a decision-maker directly to find timely and appropriate solutions.

A person's experience of fairness or unfairness is made up of the sum of interactions between that person and the institution. It includes the way the person is treated at every step (relational fairness), the process used to make decisions (procedural fairness) and the decisions themselves (substantive fairness).

In planning for fairness, it is important to attend to all three dimensions of fairness. The fairness triangle presented here is adapted from the work of Ombudsman Saskatchewan. It can be used as a brief checklist for developing policies, procedures and practices that incorporate relational, procedural and substantive fairness.

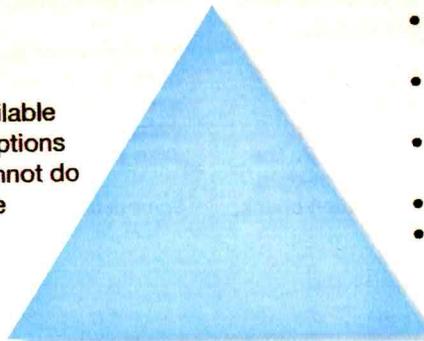
At all institutional levels, using a fairness lens in developing goals and work processes helps with fair decision-making.

For links to other fairness tools, see the ombudsperson's website: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/Fairness.pdf>

THE FAIRNESS TRIANGLE

Elements of Relational Fairness

- Being approachable
- Listening
- Respecting confidentiality
- Being honest and forthright
- Making information clear and easily available
- Providing accessible problem-solving options
- Being clear about what you can and cannot do
- Offering an apology if a mistake is made



Elements of Substantive Fairness

- Having appropriate authority to make a decision
- Ensuring that decisions are based on relevant information
- ...are not unjust, oppressive or discriminatory
- ...are not wrong in fact or law
- ... are reasonable

Elements of Procedural Fairness

- Providing notice that a decision is to be made and sufficient information for an affected person to know what is required or what is at stake
- Providing an appropriate forum for an affected person to present his or her views and to be heard
- Being impartial and unbiased
- Making a decision in a reasonable time
- Providing clear and appropriate reasons for decisions

FAIRNESS AS A FOUNDATION FOR MENTAL HEALTH

“Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” World Health Organization

Over the years, much work has been done to understand the importance of dialogue about mental health at UVic, in particular by the Mental Health Task Force, the Equity and Human Rights office, Health and Counselling Services. Dr. Rita Knodel, director of Counselling Services, is co-chair of a Canada-wide initiative to develop mental health strategies on campuses, in collaboration with the Canadian Mental Health Association (CHMA) and the Canadian Association of College and University Student Services (CACUSS). This work has led to the development of a draft Student Mental Health Strategy at UVic under the leadership of Student Affairs.

As noted in “Trends and Systemic Follow-up” on page 6, questions related to mental health are a significant part of the work of the ombuds office. UVic is not unique in that respect. At a fall 2012 ombuds roundtable meeting, Jonny Morris, director of Public Policy and Campus Mental Health Initiatives at CHMA-BC, spoke about systemic approaches for mental health. In particular, he invited ombuds to articulate the relationship between fairness and mental health on campuses.

The UVic Strategic Plan provides a direct link to the World Health Organization’s definition of mental health when it states: “Our goal is to recruit and retain a diverse group of exceptionally talented

students, faculty and staff and to support them in ways that allow them to achieve their highest potential.”

Using the fairness lens encourages us to incorporate appropriate levels of accessibility, flexibility, transparency, responsiveness and accountability. It also provides a framework for dealing effectively and respectfully with challenges or problems when they occur. By integrating relational, procedural and substantive fairness components in all aspects of university life, we build a foundation for healthy environments and relationships to develop so that we can all to cope with the stresses of campus life, work to achieve our potential and make a contribution to the university community and beyond.



We often think of fairness in terms of procedural safeguards in appeal or complaint processes, but the tools can be used in planning or reviewing any campus activity. For example, in developing a course, instructors integrate fairness elements such as:

- being accessible through office or other contact hours
- communicating clearly about expectations, rules or boundaries
- incorporating appropriate levels of flexibility (e.g. built-in or adaptable solutions for extenuating circumstances or accommodation of a disability)
- modeling respectful and critical discourse
- providing timely feedback on student work
- etc.

Fairness elements provide tools for instructors and students to communicate constructively, make informed decisions, problem-solve, fulfill responsibilities and achieve goals.

Academic Concession

Academic concession is one of the recurring larger categories of inquiries to the office. Of the 60 individual situations dealt with this year, 45 % were inquiries made within the regular (21-day) deadline. These students needed information about their options, clarification about the process, feedback on an appeal or assistance in problem-solving.

34 % were requests made past the regular deadline but within the next term--in 2/3 of these situations, the student had since been required to withdraw (most with grounds for appeal). 14% were situations where the student had "completed" the course (submitted all work) before making a request for a concession. 7% were requests for course drops made more than 4 months later, in some cases several years later. In these last two categories, students may not be successful, even though their circumstances would be ground for a concession under different circumstances.

Mental health issues were often a factor in requests made later than the 21-day deadline, as well as in several situations where the course was "completed." Crisis, recovery time and/or fear of stigma impact a student's ability to seek assistance or to follow-up with administrative steps. Some of these situations benefit from using an access and accommodation lens in working with students. The office notes the development, under the leadership of Student Affairs, of a Student Mental Health Strategy at UVic: this is an important positive step in building an environment that reduces barriers.

Senate has approved a change to the academic concession policy, adding the option of 'WE' grades for courses dropped for extenuating circumstances past the regular drop deadlines. This is in addition to existing provision for full back-dated withdrawals (without transcript notation) under the existing policy. WE grades may provide additional options in certain situations, for example where a full back-dated drop is not an appropriate option, or



when a course has been "completed."

In practice, introducing a new withdrawal option may also change how full back-dated drops and/or fee reductions are decided. Care must be taken in considering possible impacts on students with recurring conditions or disabilities. The changes may also initially create further confusion in a process that is not always well-understood by students or instructors.

The ombudsperson had previously recommended the development of a user-friendly information sheet for students, staff and faculty about options and steps in the academic concession process. Work was started on this at Student Affairs. This recommendation was repeated as part of feedback to the Senate Committee on Academic Standards on the introduction of WE grades, with a target date to coincide with the May 2013 implementation of the policy change.

Access and Accommodation for Students with Disabilities

Stress can arise in the process of accommodation of a disability, especially where there is a chronic illness or invisible disability. For example, some accommodation memos say that the student may need extended deadlines or be absent from time to time. Students and instructors are expected to address these situations directly. The student experiencing a flare up of pain or a breakdown in health may not need to see a health professional to manage it. Communication of the need to be absent or to have more time is in itself understood to satisfy the "accommodation" process (for which the student has provided full documentation). But for the instructor (who may have limited information) the situation may trigger a request for additional documentation under the "academic concession" policy, at a time when the student most needs to slow down.

Tensions are exacerbated by differing expectations and lack of communication. For example some students indicate that the instructor had not read or kept their memo, which can be experienced as a lack of interest in participating in the accommodation plan and a lack of safety in the process. Or, not understanding the full context, some instructors appear suspicious or dismissive when a student approaches them about absence for an upcoming test. Much of these tensions are reduced when students and instructors establish safe communication at

the beginning of the term (see also Relational Fairness p. 4).

Student Records and Advising

Compared to previous years, the office saw fewer problems related to course registration, determination of standing, program requirements and graduation. This is an encouraging trend, in part related to improvements in the BANNER interface: clearer admission application, administrative transcript and information about registration blocks. Students will now have access to tailored information about drop deadlines for courses. The ombudsperson also notes the pilot program between Advising and the Faculty of Science to identify and assist students in need of academic support.

In 2012, students continued to have difficulty determining degree requirements. They have had to rely on static (PDF) record of degree reports (CAPP) to plan for a complex set of interactive requirements (e.g. minimum credit at 300-400 level, residency requirements, grade requirements...) Many advising staff hours were spent producing and clarifying reports as students added and dropped courses to progress through their degrees, sometimes leading to mistakes and delayed graduation. (See page 3 for an example.)

The ombuds office had raised these issues in the past and the Registrar's office has just announced that the online Record of Degree is now available. This is very good news and will hopefully provide advisors and students with more time for personalized academic advising. Thanks must go to the members of the development teams who have been working on BANNER updates, as well as to Records and Advising staff and faculty who guide students through a complex system.

May 31 Tuition Deadline (update)

Last year's annual report called for a solution to the question of the May 31 tuition deadline for students whose study period starts later than May 31 and who do not have access to student funding (e.g. student loan, band funding,...) until the start of that period.

Student Awards & Financial Aid and Accounting Services have now developed a process for Summer Tuition Fee Deferral that will be available for summer 2013 and will be piloted for a period of one year.

This year was also a time of transition in Graduate Studies as both Dean Devor and Associate Dean MacKenzie finished their term in 2012, while Associate Dean Wilson had started hers in 2011. This report provides an opportunity to welcome Dr. David Capson who began his appointment as Dean of Graduate Studies in August 2012.

This is also a good time to recognize the leadership of the Dean's office over the last decade, during which we saw a substantial increase in the number of graduate programs and seats, and the development of tools such as guidelines for supervision and support with problem-solving. A number of improvements also resulted from advocacy by the Graduate Students Society, such as improved student office space and the graduate student tuition income offset plan.

In 2012, the office saw a total of 65 graduate students with concerns or inquiries related to the supervisory relationship, followed by requirement to withdraw, admission, grading/evaluation, fees/funding, academic concession, program extension, accommodation of disability. The "other" categories included program change or cut, candidacy, Senate Committee on Appeals jurisdiction, letter of reference, level of English, program delivery, employment, dental plan and internship. See also "Graduate Tuition Income Offset Plan" p. 3.

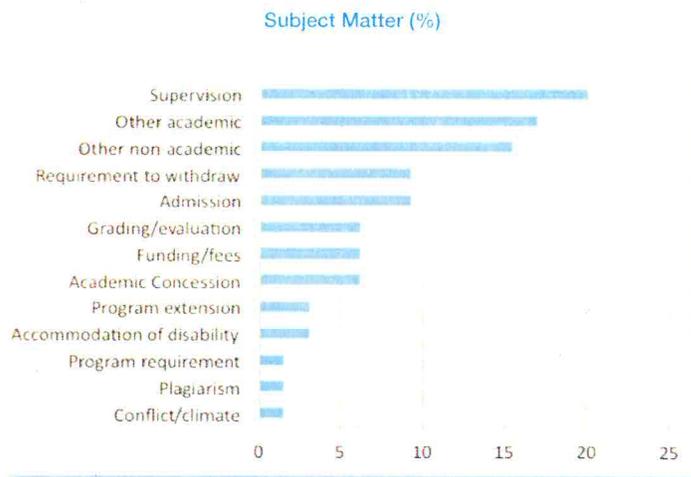
Cases Related to Academic Concession, Access and Accommodation

A number of situations were at the junction between the academic concession and the disability accommodation policies, as students were dealing with a mental health or other chronic health issue. The situations most directly related to "accommodation" tended to be characterized by an evolving diagnosis of either a mental health or a learning disability. Students came to the office after a request was denied by an instructor or chair.

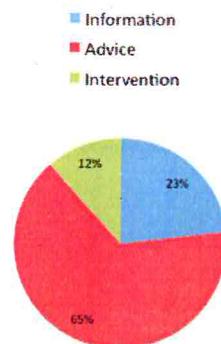
Impact of decisions can be significant and swift given what is at stake in a graduate program: perceived or real pressures to produce results in a given time, funding timelines, candidacy deadlines, grade or other progression requirements. Some students whose situation was eventually resolved had initially been told that they may not continue in the program.

In speaking with the students, it became clear to the ombudsperson that there is limited information available to graduate students about academic concessions and about the process for resolving those issues. The Graduate Studies website does not discuss academic concessions. The Calendar entry is brief and refers students to the graduate appeal process if they wish to appeal an instructor's decision. This means that students have no ready source of information about criteria for different concessions or about steps for problem-solving. In practice, some students in crisis have unequal access to this process, depending on how well-informed or supportive their individual supervisor is.

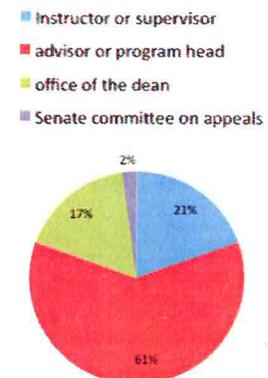
UVic is developing procedures related to access and accommodation for students with disabilities in graduate programs. In addition, to provide students and faculty with a common understanding of the academic concession process, the ombuds office has contacted the office of Graduate Studies to recommend making available, on the Faculty of Graduate Studies website, information about types of academic concessions, as well as problem-solving and appeal steps.



Type of assistance requested



Level at which the student was engaged



Other Case Examples

"You made a real impact on my life - I am sure this would not have turned out so well without your counsel, action and kindness. Thank you for everything you have done for me."
- A graduate student

Required Withdrawal and Transition

A graduate student consulted the office after receiving a requirement to withdraw from her program. There were low grades, as well as extenuating circumstances and differences in approaches between the student and the program. The student and the ombudsperson explored the situation and identified options. The ombudsperson also provided information about other relevant resources and a referral to the office of the dean.

From the ombuds office, the student was seeking input and coaching on ways to deal with and negotiate through the necessary changes for her to continue as a graduate student. After several meetings at different stages in the process, the student reported a successful transition to another program at UVic.

Graduate Cases (continued)

Supervisory Relationship

A student had decided to leave a program because of insufficient attention and support from the supervisor in spite of requests for assistance. The student was unsure about options for leaving in good standing and worried about repercussions on relationships. The ombudsperson explained the steps for various options from improving the relationship or changing supervisor to withdrawing in good standing. The ombudsperson also suggested ways to articulate questions in a non-polarizing way.

The student later reported having useful conversations with faculty members and deciding to leave the program with the support of the department. The student had also gained a clearer idea of the different expectations the student and supervisor had had about the structure and direction of the project, and a better understanding of what to consider in building a future supervisory relationship.

Grading and Evaluation of Student Work

A student contacted the office as spokesperson for a group of students who had concerns with grading in a course (in particular, lack of clarity about expectations, no return of graded work). Some students had contacted the instructor but not heard back.

The ombudsperson identified options, starting with constructive wording for following up with the instructor and then the advisor or chair. The students followed up and later indicated that the situation had improved sufficiently.

Office Mandate and Structure

The ombuds office is an independent, impartial and confidential resource for all members of the university community on student-related fairness questions. The office receives inquiries, requests for assistance and complaints from students about academic and non-academic matters. Ombuds roles include providing information or guidance, coaching for constructive engagement, problem-solving, case review and investigation. The ombudsperson may make recommendations on individual or systemic issues, and seeks to ensure that the principles of fairness and natural justice are observed.

The office is funded by direct contributions from students and a grant from the university administration. It is staffed by one full-time ombudsperson. The ombudsperson reports to the Ombudsperson Advisory Committee, with representation from undergraduate and graduate students, the Faculty Association, the Professional Employee Association and UVic senior administration. (Because of confidentiality requirements, committee members do not have access to individual case information.)

Other Activities

Work-Study Position

Irina Gitman has been working on two main initiatives for the ombuds office. The first one is the development of a database to track student demographic data, and ways students hear about the ombuds office. The second is a "Meet the Ombudsperson" weekly table at the new International Commons to provide increased outreach to international and other students beyond orientation activities. I have been fortunate to work with Irina and to tap into her creativity and networking skills.

Campus Outreach

The ombudsperson is a member of the Educational Equity Advisory Group (UVic Human Rights Committee) and the Advisory Committee on Academic Accommodation and Access for Students with Disabilities. In 2012, I also participated in meetings of the Campus Health Advisory Group, as well as a focus group and a webinar on mental health [CACUSS/CMHA: A Systemic Approach to Campus Mental Health].

I provide presentations and workshops on request. In 2012, they included a workshop on tools for volunteers about communication and dealing with conflict; a presentation to a graduate class of future instructors about amorous relationships and conflict of interest in the classroom; and interactive discussions with support services staff on tools for fairness. I also participated in undergraduate student orientation (Jump Start), graduate student orientation (workshop on academic resources), new faculty and graduate advisor orientation.

Professional Activities and Development

I chaired the Association of Canadian College and University Ombudspersons' Standards of Practice Committee in 2011 and 2012 (ACCUO). The association adopted the standards at its AGM during the conference held in Edmonton in June 2012. I also participated in the joint fall meeting of ACCUO and NWOG (North West Ombuds Group) organized by Carter MacDonald, ombudsman, Camosun College, and co-hosted by the British Columbia Office of the Ombudsperson. I attended a day-long workshop on legal information for managers and supervisors in Victoria in June 2012.

I was invited to join SIDDHU, an international seminar for the study, protection and promotion of rights and human rights in universities, and to present on ombuds work and human rights in Canadian universities at the REDDU conference (Mexican university ombuds network). I also did an online presentation for the California Caucus of College and University Ombudspersons on landmarks, similarities and contrasts between academic ombuds in Canada and the US.

I thank the many students who inform the activities of the office by sharing their stories, and the many students, staff, faculty and administrators who work collaboratively with the office to help clarify or resolve issues. For questions or comments about this report, please contact Martine Conway at ombuddy@uvic.ca or 250-721-8357.





University
of Victoria

Office of the Vice-President Finance and Operations

MEMO

Date: April 8, 2013

To: Julia Eastman
University Secretary

From: Reeta Tremblay, Vice-President Academic and Provost
Gayle Gorrill, Vice-President Finance and Operations
Co-Chairs, Campus Planning Committee

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its May 3rd meeting.

A handwritten signature in black ink, appearing to read "Reeta Tremblay".

Reeta Tremblay
Vice-President, Academic and Provost

A handwritten signature in black ink, appearing to read "Gayle Gorrill".

Gayle Gorrill
Vice-President, Finance and Operations



University
of Victoria

Semi-Annual Report to Senate on Campus Development

1.0 Centre for Athletics, Recreation and Special Abilities (CARSA) and Parkade

Campbell Construction Limited was awarded the construction contract in mid February with the closure of Parking Lot no. 3 and site preparation beginning in the last week of the month. The total project cost of \$77,000,000 reflects the approved budget allocations for the new CARSA building, the McKinnon Building renovations and the Parkade. Occupancy is targeted for April 2015.

Signage is in place to address pedestrian and vehicle movement impacts with the closure of a portion of the Alumni chip trail, adjustments to the access to Playing Fields 1, 2 and 3 and to highlight the availability of alternative parking lot locations in the vicinity. Saanich Engineering also indicates that their work on the McKenzie Avenue upgrade plan is scheduled to start in May for the section of roadway next to the site and between the McGill Road and Finnerty Road intersections.

2.0 Community Engagement Framework for Campus Land Use Planning and Development Projects

At the January Board of Governors meeting an engagement framework report, that will assist the university in consulting with the external community on future capital projects and related campus planning initiatives, was received. It applies to projects to be planned, designed or constructed on the Gordon Head campus and immediate surrounding area. The report followed from the CARSA community consultation efforts undertaken between January and May 2012. The report preparation process included interviews with various Resident Association representatives, community stakeholders, the UVic - Community Association Liaison Committee (CALC), municipal staff from Oak Bay and Saanich, and Council members.

The framework establishes objectives, principles and a methodology to determine the overall approach for an engagement program for a capital or campus planning project. It includes an assessment of likely impacts from projects and the identification of suitable engagement activities depending upon whether an "inform", "consult" or "involve" engagement approach is to be utilized. The framework was supported unanimously by the Community Association Liaison Committee (CALC) and has subsequently been operationalized for projects planned since January. A new Campus Planning website has also been developed to assist in providing information on projects to stakeholders. Further work provides for the CALC terms of reference to be updated. A copy of the framework is available at the website link located at:

<http://www.uvic.ca/sustainability/planning/Community%20engagement%20framework/index.php>

3.0 Campus Transit Plan

A Campus Transit Plan, prepared in conjunction with BC Transit was completed in November 2012 and received by the Campus Planning Committee. It recognizes the university's importance in the overall Victoria transit market and provides direction for future arrangements for an expanded transit exchange on campus that can be taken into account as part of the Campus Plan update scheduled for 2014. Discussion is also included on possible interim arrangements that can be undertaken starting this Fall and in 2014, prior to any final decisions being made on a longer term permanent location to address transit needs. Other supporting actions, relating to possible changes to morning class start times to assist in dispersing peak transit ridership demands and

infrastructure and information improvements for transit passenger convenience, are also outlined in the Plan.

4.0 Campus Integrated Energy Master Plan – Biomass Feasibility Study

A study to determine the feasibility of constructing a Biomass Thermal Energy Plant at the Gordon Head Campus was initiated in January by the Facilities Management Department. It has been undertaken as follow-up to a recommendation in the February 2012 Campus Energy Plan. A biomass plant has the potential to allow the university to significantly exceed its greenhouse gas reduction targets and save on its expenditures for natural gas.

One of the first steps in the eight-month exploratory process included a March 27th Open House meeting where campus and external community members were asked for their input. Research and teaching opportunities will also be reviewed as part of the study. The target is for further review and consultation leading to completion of the study in the Fall of 2013.

5.0 Campus Bike Centre

Planning has been underway since the Fall of 2012 on a new campus bike centre facility to be located in the lower level of the University Centre building in space that is currently used for vehicle parking and for the SPOKES operation. It will provide cyclists with secure and sheltered bike parking space, lockers and other support facilities. There is a high demand for covered bicycle parking in a central and convenient location on campus and it will complement the bike shelters, racks, lockers and other cycling infrastructure that are in place at the university to support cyclists. Space is available in the Centre to provide over 50 bike lockers, 100 clothing lockers and secure parking for over 150 bikes with different rack and storage systems. Signage and adjustments to the stairwell that accesses the parking level from the adjacent multiuse pathway will facilitate access from cyclists across campus.

An application for a development variance permit was made in February to the District of Saanich given their Zoning Bylaw requirements and the project's displacement of 28 parking spaces from the parkade. The permit is expected to be addressed by Council in April, which will allow for a spring construction start. The Centre has been designated as a university 50th Anniversary legacy project that will celebrate and advance UVic's interests in cycling and sustainable transportation into the future.

6.0 Student Union Building Renovations and Addition

The UVSS is undertaking a project this year to renovate and refurbish the Student Union Building (SUB). One part of the work includes a small addition at the south side of the building which is currently used as outdoor patio space for the campus pub, Felicita's. A total of 22.5 m² (242.2ft²) of new floor area will be added which will allow for functional and operational improvements to the SUB operations. As the District of Saanich Zoning Bylaw requires that one new parking space be constructed for the project, the university applied for a development variance permit in February.

Permit approval is expected in April, which will allow for the addition and other renovations, including interior painting and adjustments to the exterior building entrance canopies and courtyards to be completed over the balance of the year.



**University
of Victoria**
Student Affairs

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MEMO

DATE:	April 17, 2013
TO:	Senate
FROM:	Jim Dunsdon, Associate Vice-President Student Affairs
RE:	Draft Student Mental Health Strategy

Background

Student mental health is a significant issue for our campus community and at universities across North America. Post-secondary mental health has received increasing attention in recent years, with reports of more students experiencing mental health problems and mental illness, more students coming forward to seek help for such difficulties, and the increasing complexity of such issues. There is a heightened awareness of the need to focus additional attention on efforts to promote student mental health, and provide enhanced supports for at-risk students experiencing significant difficulties.

In order to help respond to these challenges, significant work has occurred on the development of a national student mental health framework for post-secondary institutions. UVic has played a lead role in the development of the Canadian Association of College and University Student Services' (CACUSS) National Post-Secondary Student Mental Health framework that is serving as a guide for universities across Canada to develop their own specific student mental health strategies. The Association of Universities and Colleges of Canada (AUCC) has also developed a Mental Health Guide and Checklist for University Presidents to provide guidance and key considerations for leading an institutional response to student mental health concerns.

Overview of Draft Student Mental Health Strategy

Building on the collaborative national work, evidence-based research and best practices for optimizing student mental health, Student Affairs has developed a draft UVic specific Student Mental Health Strategy, as attached. The strategy is intended to be a framework for the development and implementation of action plans to support positive student mental health and well-being in order to enhance all students' potential for success at UVic.

Initially, it is intended to be a three year plan that provides direction for Student Affairs and the broader university community to comprehensively review resources and opportunities for mental health promotion, planning, and responsiveness to support our students. If adopted, this strategy will help guide how we support our students and the ways in which we can improve collaboration throughout the university while helping to build a highly integrated network of student programs and support services that are responsive to student mental health issues.

Consultation with the University Community

A dialogue process on the draft strategy is currently underway with the following areas:

- University of Victoria Students' Society
- Deans' Council
- Mental Health Task Force
- Campus Security
- Student Affairs Council
- Advisor to the Provost on Equity and Diversity
- Graduate Students' Society
- Healthy Campus Advisory Committee
- Ombudsperson
- Equity and Human Rights Office
- Advisory Committee on Academic Accommodation and Access for Students with Disabilities
- Learning and Teaching Centre
- Human Resources

Next Steps

Over the coming months, Student Affairs will continue to meet with the areas identified above before finalizing the document and moving forward with implementing this important strategy. An Advisory Committee with broad student, faculty and staff representation will be established in order to guide the implementation of the finalized strategy. An update on the strategy will be brought forward to Senate in the fall of 2013.

Motion: THAT Senate receive the draft Student Mental Health Strategy (2013 - 2016) for information purposes.

Attachment



**University
of Victoria**

Student Affairs

Preliminary Draft

STUDENT MENTAL HEALTH STRATEGY

2013 - 2016

Table of Contents

Table of Contents

EXECUTIVE SUMMARY3

WHY THE FOCUS ON STUDENT MENTAL HEALTH?7

GUIDING PRINCIPLES9

IMPLEMENTATION OF THIS STRATEGY.....9

GOALS, OBJECTIVES, STRATEGIES AND RECOMMENDATIONS..... 10

ACKNOWLEDGEMENTS 21

APPENDIX 'A' -CAMPUS-BASED SERVICES, PROGRAMS AND RESOURCES SUPPORTING STUDENT MENTAL HEALTH
..... 22

EXECUTIVE SUMMARY

The Student Mental Health Strategy is a framework to provide direction for the Division of Student Affairs and the broader university community to comprehensively and proactively review resources and opportunities for mental health promotion, planning, and responsiveness in support of our student community. It is intended as a framework for the development and implementation of action plans to support positive student mental health and well-being in order to enhance all students' potential for success.

Through specific goals, strategies, and recommendations this plan is designed to help:

- eliminate barriers;
- build more supportive and inclusive campus environments and services;
- attract and retain students; and
- reduce and eliminate stigma surrounding student mental health issues.

This strategy builds on evidence-based research and best practices across the continuum of well-being and care and offers a comprehensive plan for transforming our approach to student mental health.

The Student Mental Health Strategy is informed and guided by:

- **University of Victoria Strategic Plan - "A Vision for the Future - Building on Excellence"** - through the university's commitment to inclusivity, diversity, equal rights, fairness, removing barriers, and accommodation. Intended outcomes for the various objectives and strategies included in this plan also correspond with the university's strategic plan.
- **University of Victoria Student Affairs 'Vision, Mission and Values'** - through the Division of Student Affairs' commitment to develop and deliver a transformational experience for students by providing integrated and comprehensive support services to our diverse campus community.
- **Canadian Mental Health Strategy** - through complementing and supporting the Canadian Mental Health Strategy by defining a comprehensive approach to improving mental health and well-being that targets post-secondary students.
- **British Columbia - 'Health Minds Healthy People'** - through mental health promotion, stigma reduction, substance use harm reduction goals for British Columbians.
- **Association of University and Colleges in Canada - Mental Health: A Guide and Checklist for Presidents** - through alignment with AUCC guidelines and key considerations for leading an institutional response to student mental health concerns.
- **Canadian Association of College and University Student Services (CACUSS) Mental Health Framework** - through building on and implementing CACUSS's broad mental health framework template for campuses across Canada.
- **Council for Advancement of Standards in Higher Education (CAS) Standards and Guidelines** - through ensuring that our mental health priorities and strategies are informed and guided by high, internationally recognized standards, guidelines, and practices.

To help achieve the university's broader vision, mission, and values as set out in the University of Victoria Strategic Plan (*A Vision for the Future, Building on Excellence - 2012*), this plan focuses on four primary goals specifically related to optimizing student mental health:

- 1. Embed student mental health policy within institutional strategic planning*
- 2. Build a more welcoming, connected and supportive university community*
- 3. Enhance the university community's ability to support students who may be at-risk*
- 4. Enhance supports for students who are experiencing mental health challenges or in crisis*

All university community members are encouraged to take an active role in assisting with the realization of the goals, objectives, and strategies included in this plan by:

- being aware of and helping promote this plan;
- developing area-specific goals and objectives that are consistent with this plan and include goals for student success, learning and development in operational plans; and
- providing training and support opportunities to realize departmental and institutional objectives surrounding positive student mental health.

The goal in implementing this strategy is to ensure a more coordinated and strategic use of resources related to student mental health, ensure areas providing services for student are working from common principles and goals, and that the university can develop effect measurement tools that indicate the success of work undertaken to support student success.

Guiding Principles				
<p><i>Mental health and well-being is imperative to all students':</i></p> <ul style="list-style-type: none"> <i>academic and personal success;</i> <i>personal growth and identity development;</i> <i>ability to reach their potential; and</i> <i>full and meaningful participation in all aspects of life.</i> 	<p><i>We acknowledge and celebrate differences and model inclusivity. Many factors impact student mental health and well-being including: physical, emotional, cultural and spiritual. Building strong relationships, communities and support services foster meaningful connection, respect and a culture of belonging.</i></p>	<p><i>A holistic and comprehensive approach to student mental health is imperative; all university community members have an impact and a role to play in supporting students including students assisting and supporting each other.</i></p>	<p><i>Students should be provided with opportunities to share their knowledge and life experiences and UVic is a place where students know that they are safe, respected, and valued.</i></p>	<p><i>Through targeted programs, services and supports students can better achieve their academic and personal goals and maintain their well-being throughout university experience.</i></p>
Goals	Key Strategies			
<p>Embed student mental health policy within institutional strategic planning</p>	<ul style="list-style-type: none"> Cultivate leadership and instill accountability for student mental health promotion and integration at all levels of the university Review, update, and implement policies and practices that value students' well-being and dignity and provide multiple opportunities for success Increase data collection and assessment of key indicators of student mental health for UVic student population Partner with faculty who are research experts in areas of student mental health in order to inform the delivery of student focussed programs and services Increase awareness of the impact of policies and practices that may create undue inequity and stress 			
<p>Build a more welcoming, connected and supportive university community</p>	<ul style="list-style-type: none"> Foster student-led and faculty-based programs to facilitate connection and meaningful engagement across campus Provide a more seamless transition throughout students' academic cycle from recruitment to orientation through graduation Emphasize a climate of student-centered service and service excellence Promote the participation of diverse student populations in multiple aspects of university life Ensure student-focused spaces across campus are welcoming, inclusive, and safe while providing services for marginalized students Promote the importance of social connectedness for all students with other students, faculty, staff, and student-related services, resources and groups Prepare students and build resilience in responding to academic and personal pressures Provide students with feedback on their progress early in their program and provide information on the broad range of supporting academic, career, and health and wellness resources Provide faculty and staff with information on student development competencies 			

Goals	Key Strategies
<p>Enhance the university community's ability to support students who may be at-risk</p>	<ul style="list-style-type: none"> • Create systems and programs that better identify students who are vulnerable or struggling and help them connect with supports before concerns become more serious • Provide programs and resources to assist students to self-assess and develop self-management skills that increase resilience • Create opportunities for students to learn from and feel supported by their peers • Provide learning opportunities and resources for students, faculty & staff to recognize early warning signs that a student may be experiencing difficulty, how to reach out to the student, and how to help connect the student to the resources and supports they need, including referral to mental health services when required • Provide consultative services and enhanced support to faculty and staff when they are aware of a student experiencing challenges who may need additional support
<p>Enhance support for students who are experiencing mental health challenges or in crisis</p>	<ul style="list-style-type: none"> • Provide mental health services that: <ul style="list-style-type: none"> ○ are student centered: informed by strength-based approaches that enhance students' abilities to play an active role in their care plan; ○ have access to professional staff; ○ are sensitive to the dimensions of diversity in the student population; and ○ are readily accessible to at-risk, vulnerable student populations. • Develop coordinated and collaborative processes across campus service units, to support students with complex, chronic mental health concerns and facilitate a more seamless continuum of care. • Develop effective referral systems and relationships with community mental health resources

STUDENT MENTAL HEALTH STRATEGY

WHY THE FOCUS ON STUDENT MENTAL HEALTH?

For many students, post secondary education is a time developmentally when young adults experience significant change. This is often when students explore their values and identity and make important academic, social, and life choices. The 18 - 25 age range is also when many mental illnesses first present and are initially diagnosed.

The University of Victoria is a destination university; with a large number of our students being away from home and their support networks, many for the first time. Many students underestimate the stress of transition to university and it is not uncommon for students to feel anxious about their surroundings, social experiences, and academic expectations. Challenges students face academically and socially may become overwhelming. Competition, family pressures, and developmental adjustments can add to an already stressful experience.

For some students, it takes more to thrive. For students who arrive at university with pre-diagnosed mental health conditions, stress and competition can exacerbate symptoms especially over time. Stress, anxiety, depression, and harmful substance use are very prevalent in post secondary students and many students report that these symptoms and behaviours affect their physical health, mental health, learning, and personal success (NCHA, 2009).

There is a clear relationship between learning and health and a direct connection between the academic mission of the university and student well-being (CAS Standards). There is also strong evidence connecting student mental health to learning and academic success (Anasari, 2010). When a student adapts to the university setting by engaging in their course work and developing a healthy support network, they can navigate their surroundings with increased confidence. Programs and supports that help students build resilience and healthy coping strategies help foster student personal and academic success.

This plan will help guide how we support our students and the ways in which we can improve collaboration throughout all levels of the university while helping to build a highly integrated network of student programs and support services that are responsive to student mental health concerns.

This plan recognizes that the type of support each individual student needs is varied, complex and changes over time. To respond to the diverse needs of our students, this plan provides strategies and recommendations to help:

- encourage all students to make positive personal and academic choices and utilize services such as peer-to-peer supports;
- the university community identify and support at-risk students by recognizing early signs of academic and personal difficulties; and
- the university community plan for and respond to student mental health challenges and crises.

Profile of our Students	Students Accessing Counselling and Other Mental Health Services on Campus
<p>Total Student Enrollment - 20,199 (84.3% undergraduate, 15.7% graduate)</p>	<p>1,000 students registered with the Resource Centre for Students with a Disability (25% of which are registered with mental health concerns)</p>
<p>27.8% of undergraduates are under 20 years of age</p>	<p>779 psychiatry visits to University Health Services (September 2011 - March 2012)</p>
<p>70% of students arrive from outside the Victoria area</p>	<p>1,773 mental health visits to a General Practitioner within University Health Services (September 2011 - March 2012)</p>
<p>2,282 students live in residence</p>	<p>2,257 individual counselling appointments and 6,470 individual and group counselling sessions provided during 2011-2012 at UVic Counselling Services</p>

The National College Health Assessment (NCHA) survey gives insights into how students are doing with regard to mental health and mental illness. The following are some of the key findings from a Canadian reference group in 2009.

National College Health Assessment Statistics	
University of Victoria Student Population	National Student Population Response (NCHA - 2009)
<p><i>Note: UVic specific NCHA data will be available in April, 2013. Updated national NCHA data will be available in June, 2013.</i></p>	89% reported feeling overwhelmed by all they had to do
	85.2% reported feeling exhausted (not from physical activity)
	61.9% reported feeling very lonely
	67.7% reported feeling very sad
	54% reported feeling things are hopeless
	52.9% reported feeling overwhelmed by anxiety
	44.3% reported feeling overwhelming anger
	36.4% reported feeling so depressed it was difficult to function
7.2% reported seriously considering suicide	

GUIDING PRINCIPLES

The following principles are informed and guided by the collaborative work of the Canadian Mental Health Association (CMHA) and the Canadian Association of College and University Student Services' (CACUSS) Post-Secondary Student Mental Health Strategy committees. These principles help shape and reinforce our commitment to student mental health and well-being within our campus communities.

1. *Mental health and well-being is imperative to all students':*
 - *academic and personal success;*
 - *personal growth and identity development;*
 - *ability to reach their potential; and*
 - *full and meaningful participation in all aspects of life.*
2. *We acknowledge and celebrate differences and model inclusivity. Many factors impact student mental health and well-being including: physical, emotional, cultural, and spiritual. Building strong relationships, communities, and support services foster meaningful connection, respect, and a culture of belonging.*
3. *A holistic and comprehensive approach to student mental health is imperative; all university community members have an impact and a role to play in supporting students including students assisting and supporting each other.*
4. *Students should be provided with opportunities to share their knowledge and life experiences and UVic is a place where students know that they are safe, respected, and valued.*
5. *Through targeted programs, services and supports students can better achieve their academic and personal goals and maintain their well-being throughout university experience.*

IMPLEMENTATION OF THIS STRATEGY

The goal in implementing this strategy is to ensure a highly coordinated and strategic use of resources related to student mental health, ensure areas providing student services are working from common principles and goals, and that the university effectively measures the work undertaken to support student success.

All university community members are encouraged to take an active role in assisting with the realization of the goals, objectives and strategies included in this plan by:

- being aware of and helping promote this plan;
- developing area-specific goals and objectives that are consistent with this plan and include goals for student success, learning, and development in operational plans; and
- providing training and support opportunities to realize departmental and institutional objectives surrounding positive student mental health.

GOALS, OBJECTIVES, STRATEGIES AND RECOMMENDATIONS

The following section sets out the goals, objectives, strategies, and recommendations related to student mental health that are imperative in helping to respond to the diverse needs of our student community.

Goal 1 - Embed student mental health policy within institutional strategic planning

Objective 1.1: Align policies and practices that support optimal student mental health with the university's strategic goals, planning, and resource allocation decisions

Key Strategies

- Cultivate leadership and instill accountability for student mental health promotion and integration at all levels of the university
- Review, update and implement policies and practices that value students' well-being and dignity and provide multiple opportunities for success
- Increase data collection and assessment of key indicators of student mental health for UVic student population
- Partner with faculty who are research experts in areas of student health and mental health in order to inform the delivery of student focussed programs and services
- Increase awareness of the impact of policies and practices that may create undue inequity and stress

Current Supporting Initiatives

- Simplifying and standardizing policies and administrative practices that impact student well-being, retention and success
- Establishing accountability for student mental health initiatives within Student Affairs' units
- Promoting the principles of universal instructional design and the use of accessible course materials
- Providing Mental Health First Aid for Youth training for approximately 150 Student Affairs staff
- Advancing mental health awareness and stigma reduction by the Mental Health Task Force on campus
- Front-line staff who administer student-focused programs and services receive customer service training which includes student mental health components

- Implementing new procedures for the provision of academic accommodations to undergraduate students with disabilities
- Formalizing the priority access request process for students with disabilities living in residence
- Creating the Healthy Student Campus Advisory Committee to support and advise student health, success, and learning
- Participating on the National Post Secondary Student Mental Health Strategy committee and the Provincial Healthy Minds/Healthy Campuses Network

Recommendations for embedding student mental health policy within institutional strategic planning 2013-2016

Research, Policy Development and Planning	Program and Service Delivery	Education and Training	Collaboration and Engagement
<ul style="list-style-type: none"> • Ensure the university has up-to-date emergency contact information for all students • Develop and resource a student mental health advisory committee • Develop procedures for the provision of academic accommodations for graduate students with disabilities • Review residence contracts and policies through a student mental health lens • Review and update academic concession policy and procedures • Institute mandatory basic health coverage for all students entering the university 	<ul style="list-style-type: none"> • Incorporate student mental health objectives into annual service plans for units that provide services to students • Integrate professional standards and guidelines into student-centred programs and services • Regularly collect and assess data on UVic student population through the National College Health Assessment (NCHA) survey 	<ul style="list-style-type: none"> • Develop a UVic specific training program for faculty and staff on student mental health • Continue communicating and educating faculty and staff on academic accommodation procedures and the duty to accommodate students with mental health concerns • Encourage faculty to adopt universal design principles to enhance accessibility for all students 	<ul style="list-style-type: none"> • Educate faculty and staff members on programs and services that support student well-being, retention, and success • Review academic concession practices and supporting processes at both the undergraduate and graduate level • Partner with student associations and student groups to more fully participate in policy development and review in key areas • Ensure collaborative partnerships are developed with units on campus that encounter students with mental health concerns (e.g., faculties, EQHR, Campus Security, Ombudsperson, Libraries, etc)

GOAL 2 - Build a more welcoming, connected and supportive university community

Objective 2.1: Create welcoming, supportive and inclusive environments for all students to help build meaningful connections

Key Strategies

- Foster student-led and faculty-based programs to facilitate connection and meaningful engagement across campus
- Provide a more seamless transition throughout students' academic cycle from recruitment to orientation through graduation
- Emphasize a climate of student-centered service and service excellence
- Promote the participation of diverse student populations in multiple aspects of university life
- Ensure student-focused spaces across campus are welcoming, inclusive, and safe while providing services for marginalized students

Current Supporting Initiatives

- Student orientation programming that connects students to communities, resources and helps ease transition to university life.
- The Positive Space Network is a group of university community members who work to make the university a safer and more inclusive space for people of all genders and sexualities.
- The LE, NONET Campus Cousins program supports new Indigenous students prior to their arrival on campus and provides assistance with their transition to university life through one-on-one support and the organization of student focused events and activities.
- The Peer Helper program provides students who are trained in listening, support and referral skills to facilitate safe, comfortable and confidential support for other students.
- The Creating a Caring Community program supports Indigenous students in achieving success and provides students with a more holistic, balanced experience by nurturing the cultural, social, and physical aspects of their journey at the university.
- Transition and planning support is provided for students with learning disabilities and/or ADHD to improve the transition from high-school to the university.

Objective 2.2: Optimize students' opportunities to connect to an integrated network of student programs, services and supports that enhance their personal and academic success

Key Strategies

- Promote the importance of social connectedness for all students with other students, faculty, staff, and student-related services, resources, and groups
- Prepare students and build resilience in responding to academic and personal pressures
- Provide students with feedback on their progress early in their program and provide information on the broad range of supporting academic, career and health and wellness resources
- Provide faculty and staff with information on student development competencies

Current Supporting Initiatives

- Creation of a Welcome Centre to provide students and visitors with a first point of contact to navigate the university, helping to reduce student stress by answering questions and directing students to appropriate resources and supports on campus
- Provision of academic support and services (e.g., research help, academic advising, study solutions, peer-helping) for students through the Learning Commons so that students have access to effective and integrated academic assistance
- Introduction of an International Learning Commons area that provides dedicated space for international students to access help, information, resources, academic programming, services and events to support success and help foster an inclusive university community
- Development of a standardized recommended statement for course syllabi that welcomes discussion about classroom accessibility needs
- Provision of academic coaching programs through group workshops and individual coaching
- Establishment of a Tutor Matching Program to provide students with disabilities, including mental health conditions, the opportunity to work with a trained student to achieve a better understanding of specific course material
- Building of the Centre for Athletics, Recreation and Special Abilities (CARSA) to provide space to provide enhanced fitness, health and wellness programming and a space for CanAssist, to develop and deliver technologies, programs, and services to improve the quality of life for people living with disabilities
- Provision of student group programming such as stress management, improving sleep and meditation workshops through Counselling Services
- Subscription to Student Health 101 (a monthly e-health magazine for students that covers a wide range of health and wellness topics and tips for optimal student health and wellness)
- Establishment of an Elders' Voices program to guide students in Indigenous ways of knowing and being

Recommendations for building a more welcoming, connected and supportive university community (2013-2016)

Research, Policy Development and Planning	Program and Service Delivery	Education and Training	Collaboration and Engagement
<ul style="list-style-type: none"> • Ensure the diversity and inclusivity of the campus community is reflected in publications, websites, and other student-focused materials • Enhance and reorganize student-focused websites to make student mental health information more accessible • Develop a standardized recommended statement for inclusion in course syllabi to highlight and reinforce the importance of maintaining mental health and opportunities for assistance 	<ul style="list-style-type: none"> • Enhance programs that prepare students with mental health concerns for transition to post secondary experience - academic challenges, lifestyle changes, etc • Provide timely information to students on a broad range of available health and wellness resources and the connection to academic success • Use data from the National College Health Assessment (NCHA) survey to better understand the needs of our student population and improve related programs and services • Increase students' awareness of how to improve their own mental health through education about balanced lifestyle, healthy relationships, academic, and self-care strategies • Increase health promotion programs on risks associated with substance use • Provide access to online self-assessment resources related to student mental health 	<ul style="list-style-type: none"> • Develop resources for students, faculty and staff that connect to student development theory • Provide information to faculty and staff regarding the current student population • Provide additional Positive Space Network training for students, faculty and staff to ensure more welcoming and inclusive environments • Enhance training on confidentiality and the protection of personal student information • Increase students' awareness and understanding of early signs of difficulties and strategies for addressing academic and personal challenges • Develop programs that raise awareness and eradicate stigma and discrimination against students with mental health challenges • Provide training on service excellence to front-line staff 	<ul style="list-style-type: none"> • Partner with academic programs to develop specific strategies and courses for student health and wellness • Partner with Healthy Minds/Centre for Addictions Research of BC to develop campus planning to address harmful substance use • Collaborate with the International Learning Commons to provide integrated support services for international students • Provide university community members with opportunities to understand mental health challenges by learning from individuals with lived experience

Goal 3 - Enhance the university community's ability to support students who may be at-risk

Objective 3.1: Develop the university community's capacity to identify students experiencing challenges early and connect students to resources that can help them succeed

Key Strategies

- Create systems and programs that better identify students who are vulnerable or struggling and help them connect with supports before concerns become more serious
- Provide programs and resources to assist students to self-assess and develop self-management skills that increase resilience
- Create opportunities for students to learn from and feel supported by their peers
- Provide learning opportunities and resources for students, faculty & staff to recognize early warning signs that a student may be experiencing difficulty, how to reach out to the student and how to help connect the student to the resources and supports they need, including referral to mental health services when required
- Provide consultative services and enhanced support to faculty and staff when they are aware of a student experiencing challenges who may need additional support

Current Supporting Initiatives

- Group programming and resources that support healthy student response to and management of stress (e.g., group counselling, mediation workshops, Student Health 101, etc)
- The Learning Strategist Program provides students with mental health concerns the opportunity to develop, implement, and hone learning and coping strategies
- Provision of training to residence life professional and student staff on mental health training including protocols for contacting security, health and counselling services in urgent situations
- Provision of an online CMHA mental health self assessment tool offered through Counselling Services' website
- Provision of consultation and support for faculty and staff from Counselling, Health Services, and the RCSD to help address concerning student behaviours
- Development of a protocol for the assessment and response to reports involving students who exhibit concerning behaviour(s) in and out of the classroom
- Development of an early alert pilot project to identify students who may be at-risk and connect them with appropriate supports, services and resources
- Counselling Services' development of policies and procedures for suicide assessment

Recommendations for enhancing the university community's ability to support students who may be at-risk (2013-2016)			
Research, Policy Development and Planning	Program and Service Delivery	Education and Training	Collaboration and Engagement
<ul style="list-style-type: none"> • Coordinate and align accessibility, academic accommodation, and student mental health initiatives • Implement a protocol that focuses on students of concern including assessing and determining appropriate responses and supports • Assist with developing guidelines for instructors, chairs and deans for responding to concerning student behaviour in the classroom including when to engage formal processes • Map a campus-wide approach to suicide prevention 	<ul style="list-style-type: none"> • Enhance communication to faculty and staff on the availability of consultation and referrals to Counselling, Health Services, psychiatric services, and other supports • Develop user-friendly web resources for managing concerning behaviour appropriately • Broaden peer helping initiatives across Student Affairs • Establish programs that provide individualized support to help all students meet wellness, learning and career goals • Continue to ensure that there are specific resources and initiatives directed to vulnerable student populations • Collaborate with national partners to develop online self assessment resources and tools for students • Establish a case management approach to support students of concern • Develop campus suicide prevention training programming 	<ul style="list-style-type: none"> • Build awareness that diverse student populations may require different or additional supports • Encourage help-seeking and helping behaviours across campus and in virtual environments • Communicate broadly across the university how to identify and address signs of distress and how to support a student in distress • Strengthen faculty and staff ability to identify students at risk, address behaviour, set expectations and know where and when to refer • Provide Mental Health First aid training for student leaders and peer helpers • Identify particular staff/faculty for specific mental health awareness and suicide prevention training opportunities 	<ul style="list-style-type: none"> • Promote the role and benefits of academic advising to help reduce student stress and help ensure students are academically on-track • Work with faculty and staff to recognize early signs of student mental health concerns • Improve collaboration with student societies and expand partnerships to help address student mental health challenges • Support the development of local peer support programs that are connected to national peer networks

GOAL 4 -Enhance support for students who are experiencing mental health challenges or in crisis

Objective 4.1: Provide high-quality mental health services for students needing professional mental health care

Key Strategies

- Provide mental health services that are:
 - student centered: informed by strength-based approaches that enhance students' abilities to play an active role in their care plan;
 - professionally staffed;
 - sensitive to the dimensions of diversity in the student population; and
 - readily accessible to at-risk, vulnerable student populations.
- Develop coordinated and collaborative processes across campus based service areas to support students with complex, chronic mental health concerns and facilitate a more seamless continuum of care.
- Develop effective referral systems and relationships with community mental health resources

Current Supporting Initiatives

- Provision of high-quality individual and group counselling services for a wide range of concerns including students experiencing psychological or behavioural difficulties
- Counselling Services provides urgent daily bookings and emergency appointments for students in crisis
- Health Services provides on-campus clinical services (including physicians and psychiatrists) that provide advanced clinical assessment, pharmacological review and treatment plans.
- Ongoing coordination and collaboration between UVic Counselling and Health Services on mental health programming
- Counselling Services and Health Services providing consultation services for faculty and staff to help identify and address student mental health concerns
- Partnerships have been established across campus to support responses to critical incidents
- Development of expanded mental health services such as an Eating Disorder Program and Mood and Anxiety Programs in collaboration with the Vancouver Island Health Authority and Ministry of Children and Family Development

Objective 4.2: Develop the capacity for responding to students in crisis

Key Strategies

- (a) Establish processes for dealing with urgent situations that involve concern for the welfare of students and others.
- (b) Develop processes and practices for effective case management for students who are in distress or in emergency situations.

Current Supporting Initiatives

- Collaborations between Campus Security, Counselling Services, Health Services, and Residence Services to provide safe, supportive, and seamless care for students and other community members in response to mental health crises
- Provision of training for Campus Security and first responders in emergency mental health response
- Development of a Student of Concern protocol and supporting committee
- Emergency management coordination with Campus Security, Occupational Health, Safety and Environment and community partners
- Implementation of the university Violence and Threatening Behaviour policy to ensure the university can respond immediately and effectively to any act of violence or threatening behaviour

Recommendations to enhance support for students who are experiencing mental health challenges or in crisis 2013-2016

Research, Policy Development and Planning	Program and Service Delivery	Education and Training	Collaboration and Engagement
<ul style="list-style-type: none"> • Enhance policies that address privacy and confidentiality concerns to more effectively coordinate shared care approaches • Establish policies and practices for involving a student's personal support network when appropriate • Develop a voluntary and involuntary withdrawal and re-admission policies • Develop and resource a case manager position to more effectively coordinate campus resources for assisting students with complex mental health challenges • Review policies and procedures for disclosing student personal information in emergency or compelling circumstances • Establish campus-wide suicide prevention policy • Develop a protocol in collaboration with the Vancouver Island Health Authority that guides 	<ul style="list-style-type: none"> • Expand the use of individual care plans that are oriented to recovery and well-being • Ensure campus mental health professionals are informed on student development theory, learning resources and other campus policies and resources • Explore and provide more diverse treatment options for students with mental health challenges or those in crisis • Communicate availability of consultative services by Counselling, Health Services, and the RCSD • Expand and provide counselling and medical support for students affected by addiction and unhealthy substance use • Develop an early psychosis intervention program on campus 	<ul style="list-style-type: none"> • Provide faculty information on ways of responding to a student demonstrating or expressing mental health concerns • Provide faculty and staff information on suicide prevention training • Provide training campus-wide to ensure staff and faculty are aware of emergency and crisis response procedures • Ensure that all staff and faculty understand their role during crisis management and emergency response 	<ul style="list-style-type: none"> • Expand relationships with the Vancouver Island Health Authority and community agencies to enhance service delivery. • Enhance relationships with community programs that support students while at UVic and transition students to external supports upon graduation • Work with employers to ensure that the accommodation needs of students with mental health challenges are addressed during co-op opportunities • Enhance collaboration with the Vancouver Island Health Authority when students are hospitalized to ensure a more seamless continuum of care and a more effective transition back to university • Formalize relationships with hospitals and community resources to share student personal information, with consent, to ensure appropriate follow up by professional staff • Ensure that appropriate connections are made to community-based after-hours referral services

<p>the release of a hospitalized students' personal information to the university when appropriate</p> <ul style="list-style-type: none">• Establish formal protocols for after-hours responses to crises by the university• Create policies for ensuring timely outreach and care is offered to students affected by a crisis	<ul style="list-style-type: none">• Develop programming to support students impacted by critical incidents• Develop programming to support faculty and staff impacted by critical student incidents		
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ACKNOWLEDGEMENTS

National Post-Secondary Student Mental Health Strategy Committee

Canadian Association of College and University Student Services (CACUSS)

Canadian Mental Health Association (CMHA)

University of Victoria Mental Health Task Force

Healthy Minds/Healthy Campuses - Canadian Mental Health Association - BC

The Student Mental Health Strategy is informed and guided by:

- **University of Victoria Strategic Plan - "A Vision for the Future - Building on Excellence"** - through the university's commitment to inclusivity, diversity, equal rights, fairness, removing barriers and accommodation. Intended outcomes for the various objectives and strategies included in this plan also correspond with the university's strategic plan.
- **University of Victoria Student Affairs 'Vision, Mission and Values'** - through the Division of Student Affairs' commitment to develop and deliver a transformational experience for students by providing integrated and comprehensive support services to our diverse campus community.
- **Canadian Mental Health Strategy** - through complementing and supporting the Canadian Mental Health Strategy by defining a comprehensive approach to improving mental health and wellbeing that targets post-secondary students.
- **British Columbia - 'Health Minds Healthy People'** - through mental health promotion, stigma reduction, substance use harm reduction goals for British Columbians.
- **Association of University and Colleges in Canada - Mental Health: A Guide and Checklist for Presidents** - through alignment with AUCC guidelines and key considerations for leading an institutional response to student mental health concerns.
- **Canadian Association of College and University Student Services (CACUSS) Mental Health Framework** - through building on and implementing CACUSS's broad mental health framework template for campuses across Canada.
- **Council for Advancement of Standards in Higher Education (CAS) Standards and Guidelines** - through ensuring that our mental health priorities and strategies are informed and guided by high, internationally recognized standards, guidelines and practices.

APPENDIX 'A' -

CURRENT CAMPUS-BASED SERVICES, PROGRAMS AND RESOURCES SUPPORTING STUDENT MENTAL HEALTH

<i>CAMPUS-BASED SERVICES SUPPORTING STUDENT MENTAL HEALTH</i>		
Service	Description	Contact
Counselling Services	<p>Fosters student awareness, success, engagement, and well-being through the provision of individual and group counselling sessions for students. Professional counsellors help students manage personal, career and academic concerns. A variety of counselling options are available to enable students to use new skills and strategies for managing stress and challenges.</p> <p>Appointment options for students include brief check-in sessions, urgent daily bookings and emergency appointments for students in crisis. Consultation for faculty, staff, parents and students is also provided.</p> <p>Counselling Services oversees the Peer Helping program and provides graduate practicum placements in Counselling and Clinical Psychology.</p>	<p>250-721-8341 www.coun.uvic.ca</p>
Indigenous Counselling Services	<p>Indigenous Counselling Services provides a welcoming place of sharing, caring and healing for all UVic Indigenous students, to address all levels of life's concerns in a respectful, emotionally safe and confidential setting. Indigenous Counselling provides compassion and responsible care, and acknowledges the history of colonization and its ongoing traumatic impact on Indigenous peoples.</p>	<p>250-721-8341 www.coun.uvic.ca</p>
Health Services	<p>Offers comprehensive mental health and psychiatry care for students. Physicians and nurses provide initial assessment and care management for students with mental health challenges, and referral is made to on-site psychiatrists for more severe conditions. Health Services collaborates with campus and community partners to deliver integrated programs, including an eating disorder program, a mood-anxiety clinic, and links to Vancouver Island Health Authority services as required.</p> <p>On campus psychiatrists provide advanced clinical assessment, individual and group psychotherapy, and pharmacological review. Health Services participates in campus initiatives to offer mental</p>	<p>250-721-8492 www.health.uvic.ca</p>

*CAMPUS-BASED SERVICES SUPPORTING
STUDENT MENTAL HEALTH*

Service	Description	Contact
	health preventive education and the development of strategies for early alert and identification of students at-risk.	
Office of the Associate Vice-President Student Affairs	<p>The office of the Associate Vice-President Student Affairs:</p> <ul style="list-style-type: none"> • coordinates responses to student emergencies and crises; • ensures effective integration and collaboration of student programming and services across areas of recruitment, admission, registration, and student support services; and • administers the university non-academic misconduct policy. 	<p>250-721-6421 avpsasec@uvic.ca</p>
Resource Centre for Students with a Disability (RCSD)	Provides services and coordinates academic accommodations for students and acts as a resource to work with the university community to help create a more accessible learning environment. The RCSD provides classroom supports, tutoring and learning strategist programming, technology support, academic coaching, as well as other related services.	<p>250-472-4947 www.rcsd.uvic.ca</p>
Campus Security Services -	<p>Campus Security provides a number of supports and services including:</p> <ul style="list-style-type: none"> • crisis management • medical emergency response • coordination of responses to student emergencies and crises • safewalk 	<p>250-721-7599 (24 hour emergency)</p> <p>250-721-6683 (non-emergency) www.uvic.ca/security</p>
Equity and Human Rights Office -	Provides leadership in the development and coordination of plans, policies and procedures which support the university's commitments to provide equitable access to and participation in employment and educational opportunities. This includes the development and implementation of educational programs, investigating human rights complaints, assisting with dispute resolution, providing consultation on implementing equity plans and advising the University on reaching its strategic goals in these areas.	<p>250-721-8488 egsec@uvic.ca</p>
Residence Services -	Offers a number of programs and training opportunities designed to support the mental health and well-being of students living in residence. Counselling Services provides training to residence life staff to assist them in identifying signs and symptoms of mental health distress as well as an overview of anxiety, depression and suicidal ideation. The focus is on listening to the student's needs, community assistance and referral. Residence community leaders are provided with scenario-based training that they may	<p>250-721-8395 housing@uvic.ca</p>

CAMPUS-BASED SERVICES SUPPORTING STUDENT MENTAL HEALTH

Service	Description	Contact
	encounter within the residence community including suicide intervention, sexual assault response, mental health response, inclusive language, and medical emergency. Training is provided for senior community leaders around critical incident and crisis response on how to assist community leaders and students in after hours crisis response and referral. Residence Services also offers priority access providing a range of housing styles for students with disabilities.	
Multifaith Services	Multifaith Services is available for all students interested in exploring spirituality or connecting with their faith community. Interfaith Chaplains are available to meet with students and provide spiritual and religious support, which includes mediation practice, as well as religious celebrations and services such as weekday mass and weekly prayer.	chaplain@uvic.ca 250-721-8338 www.uvic.ca/multifaith

CAMPUS PROGRAMS SUPPORTING STUDENT MENTAL HEALTH

Program	Description	Contact
Peer Helping	Supported by Counselling Services, Peer Helpers are a diverse group of student volunteers trained in listening, support and referral skills. Peer Helpers participate in an extensive, ongoing supervised training program in order to provide caring, confidential support to students. Peer Helpers staff drop-in offices and participate on community outreach committees. Counselling Services provides training to Peer Helpers throughout the academic year on a variety of topics including active listening, anxiety, depression and study solutions.	
Mental Health First Aid Training	An on-campus training program that helps faculty and staff develop the skills to identify when someone is struggling with mental health challenges or in distress and how to connect them with appropriate services. It is primarily focussed on adults who interact with youth.	
Privacy	the university has a robust privacy program to help protect sensitive personal information including student medical records. The university has a dedicated Procedure for the Disclosure of	

	Student Personal Information in Emergency or Compelling Circumstances which sets out procedures for circumstances where there is concern for the health or safety of a student or others at the university and it is not possible to obtain the student's consent to use or disclose his or her personal information.	
Human Rights Volunteer Program	The Human Rights Education Volunteers (HREV) is an initiative of the Equity and Human Rights Office that promotes inclusive, respectful and welcoming study and work environments on campus. The program's goal is to provide trained volunteers with the opportunity to design and facilitate educational workshops for members of the university community.	

OTHER CAMPUS RESOURCES SUPPORTING STUDENT MENTAL HEALTH

Resource	Description	Contact
University of Victoria Mental Health Task Force -	Brings together students, faculty and staff to coordinate activities to promote mental health and support people in the university community with mental health challenges as well as those who deliver mental health services on campus. The task force primarily focuses on: <ul style="list-style-type: none"> • increasing the university community's awareness of mental health resources on and off campus; • working to reduce and eliminate stigma and discrimination associated with mental illness; • providing mental health focussed events and workshops on campus; and • facilitating a coordinated response to mental health issues at UVic through sharing information, discussions, and connecting those concerned with mental illness. 	
Student Health 101	is a monthly e-health magazine that covers a wide range of health and wellness topics for the university student.	
UVic Eating Disorder Clinic -	Provides on-site treatment, support and education for clients with eating disorders and disordered eating. It is also a portal for accessing referrals to other regional and provincial eating disorder programs and intensive treatment. Students with an eating disorder or disordered eating patterns can access the clinic by referral from either a Health Services physician or Counselling Services counsellor	
Student of	Reviews reports concerning threatening and/or concerning	

*OTHER CAMPUS RESOURCES SUPPORTING
STUDENT MENTAL HEALTH*

Resource	Description	Contact
Concern Team -	behaviour on an individual basis to gather information, decide on an appropriate course of action, recommend relevant intervention strategies and provide support and referral to those involved. It conducts an immediate and coordinated assessment of each individual situation where a student is deemed to be at risk. It is also responsible for communicating and collaborating with university administration, as well as debriefing affected individuals, units or departments. The goal of this team is to minimize risk through early intervention and accurate assessment and by identifying specific behaviour patterns and predispositions associated with threatening and violent behaviour.	
Positive Space Network (PSN)	A visible network of students, faculty, staff and alumni who are working to make the University of Victoria a safer and more inclusive space for people of all genders and sexualities. The PSN seeks to work with and strengthen the services that already exist at UVic by creating a network that supports and connects people working toward inclusion, promotes best practices, links researchers and provides support and resources for individuals.	



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MEMO

Date: April 23th, 2013
To: Senate
From: Eric Sager, Chair, Senate Committee on Academic Standards
Re: **Proposal regarding implementation of percentage grading**

At its meeting on April 17th, 2013 the Senate Committee on Academic Standards considered the proposal (see attached memos) from the Vice-President Academic and Provost which included the following motions related to the implementation of percentage grading, comparative grading, proposed transition from a course value system of units to credits, and revisions to the grading scales in the academic calendar.

Minor grammatical changes, as requested by the committee at the meeting, have been made to the motion that recommends revisions to the Graduate, Undergraduate and Law Grading Scales in the academic calendar. At its meeting, the committee also added a motion requiring a review of the implementation of the percentage and cumulative grading system after five years.

Recommended motions:

Motion: That Senate proceed with the implementation of percentage grading and comparative grading information as approved by Senate on April 1, 2011 with the addition of an amendment related to grade point average:

"That the 9 point grading system be retained as the basis for the calculation and display of the sessional, cumulative and graduating grade point averages and the determination of academic standing."

AND

That Senate not proceed with the motion approved by Senate on April 1, 2011 to implement the following changes to the grade point average scale:

"That the university change from a 9 point grade point average scale to a 4.33 grade point average scale.

That the sessional and cumulative grade point average equivalencies be directly translated from the sessional and cumulative percentage averages.

That the graduating grade point average be calculated from the percentage average assigned.

That a statement explaining the grade point average scale be developed for inclusion in the undergraduate and graduate academic calendars and in the official transcript."

AND

That Senate not proceed with the motion passed by Senate on January 6, 1993 to convert units into credits, and instead that it retain the current course value system of units.

Motion: That Senate approve the following revision to the Graduate, Undergraduate and Law Grading Scales in the academic calendar, effective May 1, 2014:

“The grading scale of the University of Victoria is a percentage scale that translates to a 9 point/letter grade system. Standardized percentage ranges have been established as a basis for the assignment of a letter grade to each course. Academic standing at the university is determined solely on the basis of the 9 point/letter grade system. Comparative grading information (average grade for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.”

Motion: That Senate approve that the Senate Committee on Academic Standards review the implementation of percentage and comparative grading 5 years after full implementation, which will begin in May 2014.

Committee members

- Eric Sager (Chair), Humanities
- Geraldine Allen, Science
- Bert Annear, Graduate Admissions and Records
- Eva Baboula, Fine Arts
- Stan Bardal, Medical Sciences
- Nav Bassi, Convocation Senator
- Kathleen Boland, Associate Registrar
- Rosaline Canessa, Social Sciences
- Lauren Charlton, Registrar
- Cindy Holder, Associate Dean Academic Advising (Faculties of Humanities, Science and Social Sciences)
- Catherine Mateer, Associate VP Academic Planning
- Kelsey Mech, Student Senator
- Janet Pivnick, Division of Continuing Studies
- Brian Pollick, GSS Representative
- Alison Preece, Education
- Heather Raven, Law
- Emily Rogers, Student Senator
- Abdul Roudsari, Human and Social Development
- Yang Shi, Engineering
- Lincoln Shlensky, Graduate Studies
- Brock Smith, Peter B. Gustavson School of Business
- Reeta Tremblay, Vice-President Academic and Provost
- Ariel Tseng, UVSS Representative
- Carrie Andersen, Acting University Secretary
- Sally Eshuys, Acting Associate University Secretary (Secretary)



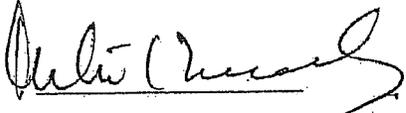
University
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MEMO

Date: April 11, 2013

To: Senate Committee on Academic Standards

From: Reeta Tremblay, Vice-President Academic and Provost 

Re: **Deans' Council Recommendations Regarding Implementation of Percentage Grading and Comparative Grading and Proposed Transition from a Course Value System of Units to Credits**

In response to Dr. Turpin's commitment to Senate to provide a report setting out an implementation plan and updated timelines for Phase II of the Percentage Grading Project (November 2012), I undertook consultation with the academic community.

The Associate Deans were invited to join Deans' Council meetings in early spring to begin a detailed examination of the percentage grading implementation. The Deans and Associate Deans wished to explore the multiple components of the project for Percentage Grading, Comparative Grading and Units to Credits (PCC) primarily:

- Risk
- Complexity
- Action Items
- Special consideration
- Resourcing timeline
- Development freeze
- Benefits
- Cost

The detailed discussions led to insightful questions, the exposure of mathematical anomalies and observations which directed the preparation of a number of detailed implementation options along with associated comparative factors. The final project option and recommendations are a direct result of the input from the Deans and Associate Deans.

The expanded Deans' Council unanimously agreed to recommend to SCAS the implementation of a revised percentage and comparative grading option as follows:

- Percentage grades will be submitted through FAST and will be displayed on the official and administrative transcripts achieving the fine grained course assessment to support students' application to graduate school and external scholarships/funding
- Percentage grades will be used to establish letter grades based on the approved standardized ranges and also will be displayed on the official and administrative transcript with the percentage grade
- Comparative grading will be determined on the basis of percentage, by individual course section and displayed on official and administrative transcript
- Our current 9 point grading system will be retained as the basis for academic processes (each course will continue to be assigned a 9 point equivalency), GPA calculation, degree audit, reports and calendar

- The GPA will continue to be displayed using the 9 point scale and no "translation" of course grades between the old and new grading systems will be required in the calculation of GPAs

Retaining the 9 point grading system as the basis for academic standing and internal processes will eliminate extensive modifications to processes and computations as well as the need for a complex translation and mapping of existing grades associated with a transition to a 4.33 GPA system. In addition a lengthy development freeze will be avoided and project risk, resourcing and cost will be significantly reduced. Finally, these modifications will allow for a much earlier implementation date of May 2014 (based on a June 2013 start).

Furthermore, it quickly became apparent to the expanded Deans' Council attendees during their discussions that the risks, change management issues, limited benefits, costs and length of implementation associated with the transition from "units" to "credits" did not justify proceeding with the transition that was approved by Senate in 1993. Therefore the attendees unanimously agreed to recommend to the Senate Committee on Academic Standards (SCAS) that our current course value system of "units" be retained rather than proceeding with a transition to "credits".

On behalf of the Deans and Associate Deans, I am requesting that the two recommendations (presented as motions below) be considered by SCAS at its April 2013 meeting and, if approved, be forwarded to Senate for consideration at the May 2013 meeting. Approval by Senate in May would permit commencement of the project development in June 2013 in accordance with the timeline for May 2014 Percentage and Comparative Grading Project completion.

- (1) **Motion:** That the Senate Committee on Academic Standards recommend to Senate that it not proceed with the motion passed by Senate on January 6, 1993 to convert units into credits, and instead that it retain the current course value system of units.
- (2) **Motion:** That the Senate Committee on Academic Standards recommend to Senate that it not proceed with the motion approved by Senate on April 1, 2011 to implement the following changes to the grade point average scale:

*"That the university change from a 9 point grade point average scale to a 4.33 grade point average scale.
That the sessional and cumulative grade point average equivalencies be directly translated from the sessional and cumulative percentage averages.
That the graduating grade point average be calculated from the percentage average assigned.
That a statement explaining the grade point average scale be developed for inclusion in the undergraduate and graduate academic calendars and in the official transcript."*

And

That Senate proceed with the implementation of percentage grading and comparative grading information as approved by Senate on April 1, 2011 with the addition of an amendment related to grade point average:

That the 9 point grading system be retained as the basis for the calculation and display of the sessional, cumulative and graduating grade point averages and the determination of academic standing.

Thank you for your consideration of these recommendations.



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Tel 250-721-7013 Fax 250-721-7216

MEMO

Date: April 11, 2013

To: Senate Committee on Academic Standards

From: Reeta Tremblay, Vice-President Academic and Provost

Re: **Background Document prepared for the Senate Committee on Academic Standards (SCAS) related to the Deans' Council Percentage and Comparative Grading Implementation Review and Recommendations**

In April 2011 Senate approved the *implementation* of percentage grading and comparative grading that would action the Senate motions approved in 1993 and 1994 related to percentage grading and in 2005 related to comparative grading information (document available at:

http://www.uvic.ca/universitysecretary/assets/docs/sminutes/approved_April_1_2011_Senate_minutes.pdf)

The first phase of the implementation was to introduce the approved standardized percentage grading scale as the basis for the assignment of letter grades across all faculties. This was initiated May 1, 2012.

The second phase of the implementation was to replace our existing 9 point letter grade system with percentage grades and to introduce comparative grading information. The implementation was also planned to include the very complex transition to a credit system that had been approved by Senate in January 1993 such that one current UVic "unit" would become 2 "credits".

An update was presented to Senate on October 5, 2012 by Associate Vice-President Academic Planning, Katy Mateer which stated:

...that the planned Phase II development and implementation of the Percentage Grading Project is planned to begin in 2014. This project will include the integration of university systems with other administrative systems to support necessary changes including reporting grades on the official transcript and academic record. The project will be the second most extensive system development that has been undertaken at the University; with the transition to Banner being the largest. Currently, an 18 month development plan has been estimated because the changes required will be extensive and will impact many systems and processes including curriculum, calendar, grading, tuition fee accounting, degree audit, transcript, reports and academic records. The decision to adjust the commencement of Phase II is based on the need to tackle a growing number of priority initiatives that have been scheduled and will provide immediate improvements to service and operational processes for the benefit of students and the campus. (*VPAC website on Percentage Grading*)

Some Senate members voiced concern following the October 2012 update regarding the delay to *begin* the percentage implementation project to 2014 since the estimated 18 month development would result in completion of the project likely in the spring of 2016. Further discussion took place at the November 2012 Senate meeting which resulted in a commitment to review the project and respond to Senate with a specific implementation timeline and plan.

The need to review the project plans and to consider possibilities for a less complex and lengthy process was recognized and a review was initiated by the Vice-President Academic and Provost. The goal of achieving the fine grained course assessment that was the basis for the transition to percentage grading in

order to assist students in their application to graduate school and for external scholarships needed to be realized in the project implementation. The review involved Deans' Council members and Associate Deans from all faculties.

Building on the concerns raised in Deans' Council related to the development freeze, cost and resource implications a revised option was developed to achieve the introduction of percentage grading and comparative grading information through transcripts and grade collection only, while leaving all internal academic standing processes and computations in place by utilizing the existing 9 point scale.

An additional outcome of the discussions was that it would be problematic to proceed with the introduction of the 4.33 grade point scale along with the continuation of the 9 point scale since displaying an informational 4.33 GPA as well as a 9 point GPA could yield different results depending on the method of calculation and grades. Also, there is not a linear relationship between the two GPA scales, therefore conversion would lack precision and could lead to confusion for the transcript user. It should be noted that most graduate schools calculate their own admission GPAs. The presentation of percentage grades on a course-by-course basis would provide the fine-grained information required for graduate school and scholarship consideration without incurring the risks or confusion caused by using two differing GPA display. The GPA displays would be unnecessary if percentage grades were presented.

An advantage of the revised option proposed is that a "translation" of course grades between the old and new grading systems (9-point and percentage) would not be required in the calculation of GPAs for both cumulative and standing at graduation when grades are from the two systems. Such a translation would have lacked the desired precision which could have been contentious and would have been required over an extended period of 5-6 years as students proceeded to graduate and then to a lesser degree on a continuing basis for students who took a greater length of time to complete their studies.

The discussions at Deans' Council also recognized the development resourcing and risk associated with the approved (Senate 1993) transition to a "credit" system from our current course "unit" value system, and that the transition would introduce concerns since the new 'credit' system would contain numeric values that have different meanings than in the old 'unit' system. This presented a considerable risk of miscommunication, misadvising, confusion and change management issues amongst stakeholders, such as between students and advisors, or in the process of granting transfer credit. This risk would be particularly acute for students who have completed course work in both the unit and credit systems.

Numeric Credit/Unit Values												
New (Credits)	<u>1.0</u>	<u>2.0</u>	<u>3.0</u>	<u>4.0</u>	<u>6.0</u>	<u>8.0</u>	<u>9.0</u>	<u>12.0</u>	<u>15.0</u>	<u>18.0</u>	...	66
Old (Units)	0.5	<u>1.0</u>	1.5	<u>2.0</u>	<u>3.0</u>	<u>4.0</u>	4.5	<u>6.0</u>	7.5	<u>9.0</u>	...	33

The original project plan required update to all processes and computations throughout Banner to utilize percentage grades and course credits. This would require extensive modifications to custom UVic processes and computations, as well as a high-risk data conversion. The original project would have been long in duration, high in risk, expensive to implement, and there would have been no capacity for other development for a long period of time. The ongoing cost of maintenance was also high due to the requirement to handle both old and new grading systems concurrently. The revised option has taken these factors into consideration.

If the recommendations are accepted by SCAS and forwarded to Senate for consideration, an addition to the 2014-15 academic calendar will be required. A recommendation to revise the Grading Scales in the academic calendar for Undergraduate, Graduate and Law is proposed as follows:

Motion:

That Senate approve the following revision to the Graduate, Undergraduate and Law Grading Scales in the academic calendar, effective May 1, 2014:

"The grading scale of the University of Victoria is a percentage scale that translates to a 9 point/ letter grade system. Standardized percentage ranges have been established as a basis for the assignment of a letter grade to each course. Academic standing at the university is determined on the basis of the 9 point/letter grade system. Comparative grading information (average grade for the class) is displayed for each course section for which percentage grades are assigned along with the number of students in the class."



University
of Victoria

Senate Committee on Admission, Re-registration and Transfer

MEMO

Date: April 2, 2013
To: Senate
From: Dr. Ken Stewart, Acting Chair, Senate Committee on Admission, Re-registration and Transfer
Re: Faculty of Science – Proposed Change to Admission Requirements

Background

At its 20 March 2013 meeting, the Senate Committee on Admission, Re-registration and Transfer considered a proposal from the Faculty of Science regarding admission requirements. The proposal had previously been considered by the Senate Committee on Academic Standards at its meeting of 7 March 2013, and indicated to SCART that it had no academic standards concerns about the proposal. (See the attached memo of 8 March 2013 to SCART from Dr. Eric Sager, Chair, SCAS.)

The proposed change was unanimously approved by SCART and is now presented to Senate for approval.

Proposal

The Faculty of Science proposes to introduce a minimum mathematics admission requirement for the Faculty of 60% (C) for Principles of Mathematics 12 or Pre-Calculus 12. The proposed Calendar entry is attached. For a detailed discussion of the Faculty's current mathematics requirements and a comparison with requirements at other BC universities, see the attached memo from Kathryn Gillis, Associate Dean, Faculty of Science.

Recommended Motion

That Senate approve the addition of a minimum mathematics requirement for the Faculty of Science of 60% for Principles of Mathematics 12 or Pre-Calculus 12, effective May 1, 2014.

Respectfully submitted,

2012/13 Senate Committee on Admission, Re-registration and Transfer

Kenneth Stewart (Vice-Chair and Acting Chair),

Faculty of Social Sciences

Adam Monahan (Chair), Faculty of Science

Kathleen Boland, Associate Registrar

Lauren Charlton, Registrar

Jamie Dopp, Faculty of Humanities

Lynda Gammon, Faculty of Fine Arts

Tim Haskett, Representative to the BC

Council on Admission and Transfer,

Transfer and Articulation Committee

Joel Lynn, Director, Student Services

(President's nominee)

Leslee Francis Pelton, Faculty of Education

Eva Baboula, Faculty of Fine Arts

Sandy Briggs, Faculty of Science

Susan Dempsey, Representative from Counselling Services

David Foster, UVSS Representative

Linda Hannah, Convocation Senator

Anne Heintl, Undergraduate Advising Officer

Emilie Henriksen, Student Senator

Cindy Holder, Associate Dean Academic Advising

Emily Rogers, UVSS Representative

Kathleen Hume (Secretary), Office of the Registrar

Patricia Konkin (Secretary), Office of the Registrar



University
of Victoria

Senate Committee on Academic Standards

MEMO

Date: March 8, 2013
To: Senate Committee on Admission, Re-registration and Transfer
From: Dr. Eric Sager, Chair, Senate Committee on Academic Standards
Re: Faculty of Science – Proposed Change to Admission Requirements

At its meeting on March 7, 2013, the Senate Committee on Academic Standards reviewed the attached proposal from the Faculty of Science. As stated in the terms of reference for the Senate Committee on Admission, Re-registration and Transfer (SCART), SCART will:

After consultation with the Senate Committee on Academic Standards, recommend to the Senate regarding the appropriate policies and procedures to be used in granting admission, re-registration and transfer of credit to students.

After careful consideration of the proposal, I am writing to confirm that members of the Senate Committee on Academic Standards had no academic standards concerns with the attached proposal.

2012/13 Senate Committee on Academic Standards

Eric Sager (Chair), Humanities
Geraldine Allen, Science
Bert Annear, Graduate Admissions and Records
Eva Baboula, Fine Arts
Stan Bardal, Medical Sciences
Nav Bassi, Convocation Senator
Kathleen Boland, Associate Registrar
Rosaline Canessa, Social Sciences
Lauren Charlton, Registrar
Cindy Holder, Associate Dean Academic Advising (Faculties of Humanities, Science and Social Sciences)
Catherine Mateer, Associate VP Academic Planning
Kelsey Mech, Student Senator
Janet Pivnick, Division of Continuing Studies
Brian Pollick, GSS Representative
Alison Preece, Education
Heather Raven, Law
Emily Rogers, Student Senator
Abdul Roudsari, Human and Social Development
Yang Shi, Engineering
Lincoln Shlensky, Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Reeta Tremblay, Vice-President Academic and Provost
Ariel Tseng, UVSS Representative
Carrie Andersen, Associate University Secretary (Secretary)



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Office of the Dean, Faculty of Science

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MEMO

Date: 25 February 2013

To: Senate Committee on Admissions, Re-admissions, and Transfer

From: Dr. Kathryn Gillis, Associate Dean, Faculty of Science

Re: Faculty of Science Curriculum Submission to revise the Admission Requirements related to Mathematics for the 2014/15 Calendar

The Faculty of Science requests that SCART considers the attached calendar change related to the mathematics admission requirements for the 2014/15 calendar. The proposed curriculum change adds a minimum mathematics admission requirement for the Faculty of Science of 60% (C) for Principles of Mathematics 12 or Pre-Calculus 12.

Current mathematics requirement: The current mathematics requirement for admission into the Faculty of Science is simply completion of Mathematics 12 or Pre-Calculus 12. Our analysis of the success rates of first year Science students in MATH 100, 101, and 102 (one or more of these courses is required for all Science programs) clearly shows that student's performance in high school math is a strong indicator of success in their first year UVic math courses; that is, students with low high school math grades do poorly in our first year math courses.

Comparison of mathematics requirements with other comparable BC Universities: The minimum Principles of Mathematics 12 or Pre-Calculus 12 grades for admission into the Faculty of Science at other BC universities are: UBC Vancouver (67%), UBC Okanagan (67%), and SFU (60%). It is notable that these faculties require an even higher standard to get into the first year Math courses required for their programs. For example, at UBC a minimum grade of 80% in Math 12 for MATH 100 (for physical science students) and MATH 102 (for life science students) is required. In addition, at VIU, students wishing to take the first year Math courses required for B.Sc. programs must achieve a grade of B ($\geq 73\%$) in Principles of Mathematics 12 or Pre-Calculus 12.

Opportunities for students who do not meet the minimum mathematics requirement: Students who do not meet the entrance requirements for the Faculty of Science may be admitted into another Faculty. These students are eligible to take any course offered by the Faculty of Science if they meet the course pre-requisites. These pre-requisites are largely a passing grade in a grade 11 or 12 level course. Some, but not all, units offer an "upgrading" course (on-line or on-campus format; e.g., Biology 150, Chemistry 091) for students who lack the high school pre-requisite. With respect to the first year MATH courses required in Science programs, students who have not completed Principles of Mathematics 12 or Pre-Calculus 12 or need to improve their understanding of material in order to take their required MATH course, would first take MATH 120. They would then be eligible to take MATH 100 (required for the physical sciences) if they achieved a minimum grade of B in MATH 120 or MATH 102 (required for the life sciences).

Thus, students entering the University through a Faculty other than the Faculty of Science may eventually graduate with a B.Sc. with remedial course work largely offered by Faculty of Science.

Impact on first year enrolment in the Faculty of Science: The impact of the proposed changes to the admission requirements on the enrolment of first year students into Faculty of Science has been assessed by looking at the distribution of MATH grades for previous incoming classes. In 2010/11, 2011/12 and 2012/13, $\leq 1.7\%$ (2 to 8 students) of the registered BC high school cohort would NOT have been admitted with the proposed criteria.

Other information: The reason for the 2014/15 timeline is that the recruitment season for 2013-14 is already in progress and thus entrance requirements cannot be changed. This calendar change was unanimously passed at the 23 October 2012 Faculty of Science meeting.

In closing, the goal of the proposed change to the mathematics admission requirement is to enhance student success and to provide a signal to students that Faculty of Science Programs are demanding and require a reasonable level of mathematical skills.

Thank you for consideration of the proposed change.

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Science	Department/School Biochemistry and Microbiology Co-op Program Biology Co-op Program Chemistry Co-op Program Earth and Ocean Sciences Co-op Program Physics and Astronomy Co-op Program																		
Date of Submission September 2012	Effective Date of Change (1 May unless otherwise indicated)																		
Type of Major Change 1. <input type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input checked="" type="checkbox"/> other <u>change in admission requirements</u> <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>																			
Current Calendar Page Number <u>24</u> Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.)																		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="3">Year 1 Admission Requirements: BC/Yukon Secondary School Graduates</th> </tr> <tr> <th style="width:15%;">Faculty</th> <th style="width:35%;">Required Grade 11 Courses*</th> <th style="width:50%;">Required Grade 12 Courses*</th> </tr> <tr> <td>Science</td> <td> <ul style="list-style-type: none"> • English 11 • Principles of Mathematics 11 or Pre-calculus 11 • Chemistry 11 • Physics 11 • Social Studies 11 </td> <td> <ul style="list-style-type: none"> • English 12 or English 12 First Peoples • Principles of Mathematics 12 or Pre-calculus 12 • Two approved science 12 courses </td> </tr> </table>	Year 1 Admission Requirements: BC/Yukon Secondary School Graduates			Faculty	Required Grade 11 Courses*	Required Grade 12 Courses*	Science	<ul style="list-style-type: none"> • English 11 • Principles of Mathematics 11 or Pre-calculus 11 • Chemistry 11 • Physics 11 • Social Studies 11 	<ul style="list-style-type: none"> • English 12 or English 12 First Peoples • Principles of Mathematics 12 or Pre-calculus 12 • Two approved science 12 courses 	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="3">Year 1 Admission Requirements: BC/Yukon Secondary School Graduates</th> </tr> <tr> <th style="width:15%;">Faculty</th> <th style="width:35%;">Required Grade 11 Courses*</th> <th style="width:50%;">Required Grade 12 Courses*</th> </tr> <tr> <td>Science</td> <td> <ul style="list-style-type: none"> • English 11 • Principles of Mathematics 11 or Pre-calculus 11 • Chemistry 11 • Physics 11 • Social Studies 11 </td> <td> <ul style="list-style-type: none"> • English 12 or English 12 First Peoples • Principles of Mathematics 12 or Pre-calculus 12 <u>with at least 60%</u> • Two approved science 12 courses </td> </tr> </table>	Year 1 Admission Requirements: BC/Yukon Secondary School Graduates			Faculty	Required Grade 11 Courses*	Required Grade 12 Courses*	Science	<ul style="list-style-type: none"> • English 11 • Principles of Mathematics 11 or Pre-calculus 11 • Chemistry 11 • Physics 11 • Social Studies 11 	<ul style="list-style-type: none"> • English 12 or English 12 First Peoples • Principles of Mathematics 12 or Pre-calculus 12 <u>with at least 60%</u> • Two approved science 12 courses
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Rationale for the Proposed Change. •																			
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> Attached (e-mail or memo) <input type="checkbox"/>																			
Staffing, Fee or Other Financial Implications: no implication (see Rationale) <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> Attached (e-mail or memo) <input type="checkbox"/>																			
Library Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>																			
Co-op Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> Attached (e-mail or memo) <input type="checkbox"/>																			



University
of Victoria

Senate Committee on Agenda and Governance

Date: April 19, 2013
To: Senate
From: Senate Committee on Agenda and Governance
Re: **Appointments to the 2013/14 Senate Committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on April 19, 2013 to consider appointments to the 2013/14 Senate committees.

The sub-committee approved the appointments for consideration and recommendation to Senate which are indicated in bold text in the attached document.

Most new members are being appointed for 3-year terms from July 1, 2013 to June 30, 2016. Some members are being re-appointed for 3-year terms until June 30, 2016. Committee chairs and student members are being appointed for one-year terms from July 1, 2013 to June 30, 2014.

Motion: That Senate approve the appointments to the 2013/2014 Senate committees for the terms indicated in the attached document, as recommended by the Senate Committee on Agenda and Governance.

2013/14 Senate Committee on Agenda and Governance

David Turpin, Chair*
 Carrie Andersen, Acting University Secretary*
 Peter Bell, student senator*
 Robert Burke, Science
 Julia Eastman, University Secretary
 Kathy Gillis, Science*
 Peter Keller, Social Sciences (Vice-Chair)*
 Robbyn Lanning, Convocation Senator
 Micaela Serra, Engineering
 Tracie Smith, Library
 Reeta Tremblay, Vice-President Academic and Provost
 Michael Webb, Social Sciences*
 Sally Eshuys (Acting Secretary)*

*Members of the nominations sub-committee

Attachments

2013- 2014 Senate Committees
Senate Committee on Academic Standards

Name	Faculty or Department	Term
Heather Raven (Chair) (NS)	Law	2016 (2010)
TBA (NS)	Humanities	2016 (2013)
Rosaline Canessa (S)	Social Sciences	2015 (2012)
Brock Smith (S)	Business	2014 (2011)
Janet Pivnick (NS)	Continuing Studies	2015 (2012)
Alison Preece (NS) <i>on leave Jul 1/13-Jun 30/14</i>	Education	2015 (2009)
Yang Shi (S) <i>on leave Jul 1/13-Jun 30/14</i>	Engineering	2014 (2011)
Eva Baboula (NS) <i>on leave Jul 1/13-Dec 31/13</i>	Fine Arts	2014 (2011)
Sara Beam (S)	Graduate Studies	2016 (2013)
Abdul Roudsari (S)	HSD	2015 (2011)
Stan Bardal (NS)	Medical Sciences	2015 (2009)
David Harrington (NS)	Science	2016 (2013)
Nick Tang (S)	Student Senator	2014 (2013)
Yianni Pappas-Acreman (S)	Student Senator	2014 (2013)
TBA (S)	UVSS Representative	2014 (2013)
TBA (NS)	GSS Representative	2014 (2013)
Nav Bassi (S)	Convocation Senator	2014 (2012)
Reeta Tremblay (S)	Vice-President Academic and Provost	(ex officio)
Catherine Mateer (NS)	Associate Vice-President Academic Planning (President's nominee)	(ex officio)
Norah McRae (NS)	Director, Cooperative Education and Career Services	(ex officio)
Bert Annear (NS)	Acting Director, Graduate Admissions and Records	(ex officio)
Lauren Charlton (NS)	Registrar	(ex officio)
Kathleen Boland (NS)	Associate Registrar	(ex officio)
Cindy Holder (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Carrie Andersen (Secretary)	Associate University Secretary	

(S) Senator
(NS) Non-Senator

Senate Committee on Admission, Re-registration And Transfer

Name	Faculty or Department	Term
Adam Monahan (Chair) (S)	Science	2014 (2006)
Kenneth Stewart (Vice-Chair) (NS)	Social Sciences	2016 (2010)
Lynda Gammon (NS)	Fine Arts	2014 (2011)
Alison Chapman (S)	Humanities	2016 (2013)
Leslee Francis Pelton (S)	Education	2014 (2011)
Rachel Barr (S)	Student Senator	2014 (2013)
TBA (S)	Student Senator	2014 (2013)
TBA (S)	Student Representative (UVSS)	2014 (2013)
Linda Hannah (S)	Convocation Senator	2014 (2012)
Joel Lynn (NS)	Director, Student Services (President's nominee)	(ex officio)
Cindy Holder (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Anne Heini (NS)	Director or equivalent of an Advising Centre	(ex officio)
Susan Dempsey (NS)	Representative from Counselling Services	(ex officio)
Lauren Charlton (NS)	Registrar	(ex officio)
Kathleen Boland (NS)	Associate Registrar	(ex officio)
Tim Haskett (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Kathleen Hume (Secretary)	Secretary to the Associate Registrar	
Patricia Konkin (Secretary)	Undergraduate Admissions and Records	

(S) Senator

(NS) Non-Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Jamie Cassels (Chair) (S)	Chair of Senate	(ex officio)
Tracie Smith (S)	Library	2015 (2012)
Reuven Gordon (S)	Engineering	2016 (2013)
Kathy Gillis (S)	Science	2015 (2012)
Michael Webb (S)	Social Sciences	2014 (2008)
Robert Burke (S)	Science	2015 (2012)
Peter Bell (S)	Student Senator	2014 (2013)
Robbyn Lanning (S)	Convocation Senator	2014 (2012)
TBA (S)	Vice-Chair of Senate	(ex officio)
Reeta Tremblay (S)	Vice-President Academic and Provost	(ex officio)
Julia Eastman (S)	University Secretary	(ex officio)
Carrie Andersen (Secretary)	Associate University Secretary	

(S) Senator
(NS) Non-Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Mark Gillen (Chair) (S)	Law	2016 (2013)
Rebecca Grant (S)	Business	2016 (2013)
Deborah Begoray (NS)	Education	2014 (2011)
Peter Wild (NS)	Engineering	2013 (2010)
Sikata Banerjee (S) (Vice-Chair)	Humanities	2015 (2009)
Esther Sangster-Gormley (S)	HSD	2016 (2013)
Patricia Kostek (S)	Fine Arts	2015 (2009)
Frank van Veggel (NS)	Science	2015 (2012)
Doug Baer (S)	Social Sciences	2014 (2011)
Gweneth Doane (NS)	Graduate Studies	2015 (2012)
TBA (S)	Student Senator	2014 (2013)
Nadia Hamdon (S)	Student Senator	2014 (2013)
Kelsey Mech (S)	Student Senator	2014 (2013)
TBA (NS)	Student Representative (GSS)	2014 (2013)
Nav Bassi (S)	Convocation Senator	2014 (2012)
Carrie Andersen (Secretary)	Associate University Secretary	

(S) Senator
(NS) Non-Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Annalee Lepp (Chair) (S)	Humanities	2015 (2009)
Carolyn Crippen (S)	Education	2016 (2013)
Kathleen Barnes (NS)	Alumni Association	2014 (2011)
Amirali Baniyadi (NS)	Engineering	2015 (2012)
Jan Wood (NS)	Fine Arts	2014 (2011)
John Walsh (S)	Graduate Studies	2016 (2013)
Bowen Macy (S)	Student Senator	2014 (2013)
TBA (NS)	GSS Representative	2014 (2013)
Margot Wilson (S)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Lauren Charlton (NS)	Registrar	(ex officio)
Catherine Mateer (NS)	Associate Vice-President Academic Planning (President's nominee)	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Nancy Fullerton (Secretary)	Student Awards & Financial Aid	

- (S) Senator
(NS) Non-Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Maureen MacDonald (Chair) (S)	Dean, Continuing Studies	(ex officio)
Linda Shi (NS)	Business	2014 (2011)
David de Rosenroll (NS)	Education	2016 (2010)
Micaela Serra (NS)	Engineering	2016 (2010)
Jan Wood (NS)	Fine Arts	2014 (2011)
Jim MacGregor (NS)	HSD	2014 (2008)
Hua Lin (NS)	Humanities	2015 (2009)
Robert Howell (NS)	Law	2015 (2012)
Florin Diacu (S)	Science	2014 (2008)
Nilanjana Roy (NS)	Social Sciences	2015 (2009)
Ariel Mishkin (S)	Student Senator	2014 (2013)
TBA (NS)	Student Representative (UVSS)	2014 (2013)
TBA (NS)	Student Representative (GSS)	2014 (2013)
TBA (NS)	Student Representative from diploma or certificate program in Continuing Studies	2014 (2013)
TBA (NS)	Alumni Association	2016 (2013)
TBA (S)	Convocation Senator	2014 (2013)
Catherine Mateer (NS)	Associate Vice-President Academic Planning (President's Nominee)	(ex officio)
Trish Atchison (Secretary)	Continuing Studies	

(S) Senator
(NS) Non-Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Tim Haskett (Chair) (NS)	Humanities	2014 (2011)
Leslee Francis Pelton (Vice-Chair) (S)	Education	2015 (2012)
David McCutcheon (NS)	Business	(ex officio)
Alison Preece (NS)	Education	(ex officio)
LiliAnne Jackson (NS)	Engineering	(ex officio)
Arthur Rowe (NS)	Fine Arts	(ex officio)
Margot Wilson (S)	Graduate Studies	(ex officio)
Veronica Pacini-Ketchabaw (NS)	Human & Social Development	(ex officio)
Tim Haskett (NS)	Humanities	(ex officio)
Elizabeth Adjin-Tetty (NS)	Law	(ex officio)
Colin Scarfe (NS)	Science	(ex officio)
Michael Webb (S)	Social Science	(ex officio)
Heather Raven (NS)	Chair, Senate Committee on Academic Standards	(ex officio)
Nick Tang (S)	Student Senator from the Senate Committee on Academic Standards	(ex officio)
Reeta Tremblay (S)	Vice-President Academic and Provost	(ex officio)
Bernard Lavie (NS)	UVic Calendar Editor	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Lauren Charlton (NS)	Registrar	(ex officio)
Bert Annear (NS)	Acting Director, Graduate Admissions and Records	(ex officio)
Kathleen Boland (NS)	Associate Registrar	(ex officio)
Carrie Andersen (NS)	Associate University Secretary	(ex officio)
Jill Carrathurs (Secretary)	Registrar Representative	(ex officio)

(S) Senator
(NS) Non-Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Murray Farmer (Chair) (S)	Chancellor	(ex officio)
Evert Lindquist (NS)	HSD	2015 (2012)
Kathy Sanford (NS)	Education	2015 (2009)
Sikata Banerjee (S)	Humanities	2016 (2013)
John Walsh (S)	Graduate Studies	2014 (2011)
Gillian Calder (S)	Law	2014 (2011)
Richard Wolfe (NS)	Business	2015 (2012)
Nadia Hamdon (S)	Student Senator	2014 (2013)
TBA (NS)	Alumni Association	2016 (2013)
Jamie Cassels (S)	Chair of Senate	(ex officio)
Joy Davis (NS)	Interim Director, University Ceremonies and Events	(ex officio)
Carrie Andersen (Secretary)	Associate University Secretary	

(S) Senator
(NS) Non-Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Janni Aragon (Chair) (S)	Social Sciences	2015 (2012)
Gweneth Doane (NS)	Graduate Studies	2015 (2009)
Laura Parisi (S)	Humanities	2015 (2012)
Rebecca Grant (S)	Business	2016 (2013)
Richard Rush (NS)	Continuing Studies	2016 (2013)
Peter Driessen (S) <i>on leave Jan 1/14 to Jun 30/14</i>	Engineering	2016 (2013)
Lianne McLarty (S)	Fine Arts	2016 (2013)
TBA (NS)	HSD	2016 (2013)
Robert Howell (S)	Law	2015 (2009)
Kurt McBurney (NS)	Medical Sciences	2016 (2013)
Mark LaidLaw (NS)	Science	2014 (2011)
TBA (S)	Student Senator	2014 (2013)
Lucia Heffelfinger Orser (S)	Student Senator	2014 (2013)
TBA (NS)	Student Representative (UVSS)	2014 (2013)
TBA (NS)	Student Representative (UVSS)	2014 (2013)
TBA (NS)	Student Representative (GSS)	2014 (2013)
Valerie Gonzales (NS)	Alumni Association	2016 (2010)
Rebecca Raworth (NS)	Library, (FALC)	2015 (2012)
Ted Riecken (S)	Dean, Faculty of Education	(ex officio)
Pia Russell (NS)	Teaching and Learning Librarian	(ex officio)
Paul Stokes (NS)	Chief Information Officer	(ex officio)
Norah McRae (NS)	Director, Cooperative Education and Career Services	(ex officio)
Teresa Dawson (NS)	Director, Learning and Teaching Centre	(ex officio)
Catherine Mateer (NS)	Associate Vice President Academic Planning (President's nominee)	(ex officio)
Carrie Andersen (Secretary)	Associate University Secretary	

(S) Senator

(NS) Non-Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Simon Devereaux (NS) (Chair)	Graduate Studies	2015 (2009)
Deborah Thoun (NS)	HSD	2015 (2012)
Wolff-Michael Roth (NS)	Education	2014 (2008)
Dale Ganley (NS)	Business	2014 (2011)
Anissa Paulsen (NS)	Continuing Studies	2015 (2012)
Kui Wu (NS)	Engineering	2015 (2012)
Allana Lindgren (NS)	Fine Arts	2014 (2011)
Colin Bennett (NS)	Social Sciences	2013 (2010)
Michael Nowlin (NS)	Humanities	2016 (2010)
Anne Swayne (NS)	Medical Sciences	2016 (2013)
Tom Fyles (NS)	Science	2014 (2011)
Matthew Hammer (S)	Student Senator	2014 (2013)
TBA (NS)	Student Representative (GSS)	2014 (2013)
Peter Constabel (NS)	Representative of Council of Centre Directors	2016 (2012)
Tracie Smith (S)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2014 (2011)
Neil Campbell (NS)	Associate University Librarian, Law	(ex-officio)
Catherine Mateer (NS)	Associate Vice-President Academic Planning (President's nominee)	(ex officio)
Paul Stokes (NS)	Chief Information Officer	(ex officio)
Ken Cooley (NS)	Associate University Librarian, Reference and Collection Management Services	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Jaqueline Thompson	Recording Secretary	

(S) Senator

(NS) Non-senator

Senate Committee on Planning

Name	Faculty or Department	Term
Catherine Mateer (Chair) (NS)	Associate Vice-President Academic Planning	(ex officio)
David Boag (NS)	Business	2015 (2012)
TBA (NS)	Education	2016 (2013)
Timothy Iles (NS)	Humanities	2015 (2009)
Victoria Wyatt (S)	Fine Arts	2016 (2013)
Sybille Artz (NS)	HSD	2014 (2008)
TBA (S)	Dean	2016 (2013)
Stan Dosso (NS)	Science	2014 (2011)
Reuven Gordon (S)	Engineering	2014 (2011)
Maureen MacDonald (S)	Continuing Studies	2015 (2012)
Ann Stahl (S)	Social Sciences	2016 (2013)
Emily Rogers (S)	Student Senator	2014 (2013)
TBA (NS)	Student Representative (GSS)	2014 (2013)
Lauren Charlton (NS)	Registrar	(ex officio)
Norah McRae (NS)	Cooperative Education and Career Services	(ex officio)
Reeta Tremblay (S)	Vice-President Academic and Provost	(ex officio)
Howard Brunt (S)	Vice-President Research	(ex officio)
Jamie Cassels (S)	Chair of Senate	(ex officio)
Carrie Andersen (NS)	Associate University Secretary	(ex officio)
Maureen Moffatt (Secretary)	Office of the Vice-President Academic and Provost	

(S) Senator
(NS) Non-Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Susan Lewis Hammond (S) Chair	Fine Arts	2014 (2011)
Beatriz de Alba-Koch (NS)	Humanities	2016 (2013)
David Scoones (NS)	Graduate Studies	2014 (2011)
Neil Burford (NS)	Science	2014 (2011)
Kenneth Thornicroft (NS)	Business	2015 (2009)
Esther Sangster-Gormley (S)	HSD	2016 (2013)
Doug Baer (S)	Social Sciences	2014 (2011)
Kelsey Mech (S)	Student Senator	2014 (2013)
Cathy McIntyre (S)	Convocation Senator	2014 (2012)
Jamie Cassels (S)	Chair of Senate	(ex officio)
Carrie Andersen (Secretary)	Associate University Secretary	

(S) Senator
(NS) Non-Senator



University
of Victoria

Office of the University Secretary
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Victoria British Columbia V8W 2Y2 Canada
Tel 250-721-8100 Fax 250-721-6223
E-mail usec2@uvic.ca
Web: <http://www.uvic.ca/universitysecretary/>

MEMO

Date: March 14, 2013
To: Senate
From: Prof. Andrew Pirie, Chair, Senate Committee on Appeals
Re: **Senate Committee on Appeals Annual Report for 2012/13**

The terms of reference for the Senate Committee on Appeals require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2012/2013 academic year.

Appeals Received

The Senate Committee on Appeals considered no academic appeals in 2012/13. In addition, the committee has not received any non-academic misconduct appeals since introduction of the Resolution of Non-Academic Misconduct Allegations Policy in 2011.

At the time of the 2011/12 annual report, two appeals were under consideration by the Senate Committee on Appeals. One of these appeals was dismissed on the basis that the committee had no jurisdiction to consider the appeal. The other appeal was dismissed because the appellant had not yet exhausted all other avenues of appeal.

Recommendations

The committee has no recommendations for Senate based on its work in 2012/13.

Conclusion

I would like to conclude by thanking all members of the Senate Committee on Appeals, The work of this committee is very important to the just operation of the university and your contributions are greatly appreciated.

2012/13 Senate Committee on Appeals

Andrew Pirie, Chair, Law
Deborah Begoray, Curriculum and Instruction
Sikata Banerjee, Women's Studies
Patricia Kostek, Music
Doug Baer, Sociology
Peter Schalk, Student Senator
Ariel Tseng, Student Senator
Nav Bassi, Convocation Senator

Kenneth Thornicroft, Business
Peter Wild, Mechanical Engineering
Debra Sheets, School of Nursing
Frank van Veggel, Chemistry
Gweneth Doane, Graduate Studies
Gabrielle Sutherland, Student Senator
Matthew Riddett, GSS Representative
Carrie Andersen, Associate University
Secretary

MEMORANDUM**University of Victoria**

Student Awards and Financial Aid
 Email: lnolt@uvic.ca
 Tel: (250) 721-8425
 Fax: (250) 721-8757

TO: Secretary of Senate
 University Secretary's Office

DATE: April 17th, 2013

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

RE: Awards Recommended to Senate for Approval

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~~

Dax Gibson Memorial Award in Gender Studies (New)

An award of \$300 is given to an academically outstanding undergraduate student in the Department of Women's Studies who produces the most exceptional WS 400B independent research project.

Maurie Jorre de St. Jorre Prize (New)

A scholarship of \$500 is awarded to an outstanding graduate student in the School of Public Administration who receives the top mark in the ADMIN 502A Research Design-Critical Information Analysis course. Selection of the recipient will be made by the Graduate Admissions and Awards Committee upon the recommendation of the School of Public Administration.

Candis Graham Writing Scholarship, Lambda Foundation Fund* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate and/or graduate students in the Department of Writing who achieve excellence in writing that demonstrates originality, accessibility, creativity, or impact. Preference will be given to students with ~~community involvement in, or who are supportive of any through active membership in a gay or lesbian, gay, bisexual, transgender, two-spirit, intersex, asexual, queer, or questioning society or similar community ies. equality-seeking groups.~~ Application forms are available from the Department of Writing and must be returned by April 30th. In the case of a graduate award,

selection will be made by the Graduate Awards Committee upon the recommendation of the Department of Writing. In the case of an undergraduate award, selection will be made by the Senate Committee on Awards upon recommendation by the Department of Writing.

Allnorth Scholarship (Revised)

A scholarship of \$2,000 is awarded to an academically outstanding 3rd or 4th year undergraduate electrical, mechanical or civil engineering student in the Faculty of Engineering. If the eligible student is already receiving multiple more than two scholarships of more than \$1000 each, the award will be given to another 3rd or 4th year student who also has a high GPA but is receiving less scholarship funding. Application forms are available from the Engineering Undergraduate Office (EUO), Faculty of Engineering and must be returned to the Dean's Office EUO by April 30th. Students will need to demonstrate a dedication to community service.

Angus & Marjorie McPherson Memorial Scholarship* (Revised)

A scholarship is awarded to an academically outstanding undergraduate student in the Faculty of Engineering. Preference will be given to mature students who have had served in the Canadian Military service or whose parent(s) had have served in the Canadian Military and who can demonstrate volunteer community voluntary service. Applications are available from the Engineering Undergraduate Office (EUO), Faculty of Engineering and must be returned to the EUO by April 30th.

Engineering Students' Society Stream B Award for Community Involvement* (Revised)

An award is given to an undergraduate student enrolled in a Faculty of Engineering degree program for an outstanding project or idea that will benefit the quality of life for engineering students. Eligible candidates must have demonstrated community service either at UVic or with another non-profit or community group. Application forms are available from the Engineering Undergraduate Office (EUO), Faculty of Engineering and must be returned to the EUO by April 30th.

Simba Technologies Inc. Scholarship* (Revised)

Two scholarships are awarded to undergraduate 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 (EUO), Faculty of Engineering and must be returned with the letter and resume to the EUO to the Dean's Office, Faculty of Engineering, by April 30th.

Ken Smythe Bursary* (New)

One or more bursaries are awarded to undergraduate students on the Vikes Cross Country team. Preference will be given to students in 2nd year.

Jessie H. Mantle Fellowship in Nursing (New)

A fellowship of \$5,000 is awarded to an outstanding graduate PhD student in the School of Nursing who is doing research in the area of gerontological clinical nursing practice and who is working in collaboration with a health related group or organization that will provide the recipient with an opportunity to conduct research with the intent of positively impacting patient care. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the School of Nursing.

Merck Scholarship for Aboriginal Science Students (New)

Five scholarships of \$2,000 each will be awarded to academically outstanding undergraduate Aboriginal students in the Faculty of Science. Preference will be given to students who have demonstrated an interest in pursuing a career in health sciences, either through course selection, co-op placements, other work experience or volunteer experience.

Gary Hoskins Athletic Award (New)

One or more awards are given to undergraduate and graduate 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 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.

CAPP Public Engagement Scholarship (New)

Four scholarships of \$5,000 each are awarded to outstanding graduate students in the Masters in Dispute Resolution program in the School of Public Administration and who are working in natural resource management and public engagement. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.



Lori Nolt

2012/2013 Senate Committee on Awards

Dr. A. Lepp (Chair), Ms. L. Nolt (Secretary), Dr. A. Baniyadi, Ms. K. Barnes, Ms. L. Charlton, Dr. M. Kennedy, Dr. C. Mateer, Mr. J. Potter, Ms. C. Swayze, Ms. K. Watson, Dr. M. Wilson, Dr. R. Wolfe, Ms. J. Wood

MEMORANDUM**University of Victoria**
SENATE COMMITTEE ON CURRICULUM

Date: April 17, 2013

To: Senate

From: Tim Haskett, Chair
Senate Committee on Curriculum

Re: 2013-2014 Additional Curriculum Recommendations to Senate

The Spring meeting of the Committee, for the consideration of curriculum submissions for new programs only, was held on April 2, 2013.

The Faculty of Fine Arts, the Faculty of Graduate Studies and the Faculty of Humanities submitted for consideration and approval the curriculum changes pursuant to new programs.

The Committee reviewed the submissions and recommends that Senate consider the following motions:

Motion: That Senate approve the major curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2013-2014 academic calendar.

Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

TH/jc
Encl.

SUMMARY OF PROPOSED MAJOR CURRICULUM CHANGES

ORIGINATING FACULTY: Faculty of Fine Arts

ORIGINATING DEPARTMENT/SCHOOL: Department of History in Art

FACULTY/DEPARTMENT OR SCHOOL CONTACT: Debbie Kowalyk (Name) 7942 (Local)

Please provide sufficient information to make the nature of the proposed change clear to all receiving parties. The whole submission should be in Calendar order; pages of Major and Minor Changes should each be numbered in their own order, independently. If a change will affect another academic unit, please indicate which unit(s) are affected.

Types of Major Changes

- | | |
|--|---|
| 1. new course/program | 7. change in grading |
| 2. change in aim of course | 8. change in pre or co-requisite |
| 3. change in course unit value, division of year-long course, merging two semester courses | 9. change in program requirement |
| 4. change in course number | 10. deletion of course (except under 5 year rule) |
| 5. change in contact hours | 11. discontinuation of a program/degree |
| 6. change of mutually-exclusive designation, sequence credit information, or cross-listing information | 12. other |

COURSE #	TYPE OF CHANGE (include titles of all new courses)	PAGE # IN SUBMISSION	EXTERNAL EFFECT (UNIT)
-----------------	--	-----------------------------	-------------------------------

	1. Minor in History in Art	1, 2.	
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**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Fine Arts	Department/School History in Art
Date of Submission March 2013	Effective Date of Change (1 May unless otherwise indicated)
Type of Major Change	
<p>1. <input checked="" type="checkbox"/> new or reinstated course/program</p> <p>2. <input type="checkbox"/> change in aim of course</p> <p>3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses</p> <p>4. <input type="checkbox"/> change in course number</p> <p>5. <input type="checkbox"/> change in contact hours</p> <p>6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information</p> <p>7. <input type="checkbox"/> change in grading</p> <p>8. <input type="checkbox"/> change in pre or co-requisite</p> <p>9. <input type="checkbox"/> change in program requirement</p> <p>10. <input type="checkbox"/> deletion of course (except under 5 year rule)</p> <p>11. <input type="checkbox"/> discontinuation of a program/degree</p> <p>12. <input type="checkbox"/> other _____</p> <p> <input type="checkbox"/> accompanying minor curriculum change # _____</p> <p align="center"><i>Note: to place an "x" in a box, double-click on it.</i></p>	
<p>Current Calendar Page Number 94 Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)</p> <p>Minors The Faculty of Fine Arts offers Minors in: - Arts of Canada (offered jointly with the Faculty of Humanities; see page 221) - European Studies (offered jointly with the Faculties of Humanities and Social Sciences; see page 222) - Film Studies (offered jointly with the Faculty of Humanities; see page 221) - Music (see page 100) - Professional Writing in Journalism and Publishing (see page 105)</p>	<p>Proposed Calendar Entry (Please indicate changes by <u>underlining</u>; course descriptions must conform to Calendar style and are limited to 75 words.)</p> <p>Minors The Faculty of Fine Arts offers Minors in: - Arts of Canada (offered jointly with the Faculty of Humanities; see page 221) - European Studies (offered jointly with the Faculties of Humanities and Social Sciences; see page 222) - Film Studies (offered jointly with the Faculty of Humanities; see page 221) <u>- History in Art (see page)</u> - Music (see page 100) - Professional Writing in Journalism and Publishing (see page 105)</p>
Rationale for the Proposed Change.	
Addition of a Minor in History in Art. This Minor can be used in a General Program in Humanities, Science and Social Science.	
External Effects of the Proposed Change: None. Using existing courses and resources	
EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: None. Using existing courses and resources.	
EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo) <input type="checkbox"/>	
Library Implications: None. Using existing courses and resources.	
EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/> None. Using existing courses and resources	
Co-op Implications: None. Using existing courses and resources.	
EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) <input type="checkbox"/>	

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Fine Arts	Department/School History in Art
Date of Submission March 2013	Effective Date of Change (1 May unless otherwise indicated)
Type of Major Change 1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>	
Current Calendar Page Number <u>96</u> Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) Standing at Graduation Third – year studentswith a Major in History in Art Minor in History in Art <u>To obtain a Minor in History in Art, students are required to complete successfully:</u> <u>1) HA 120, 121</u> <u>2) 3 units of HA at the 200-level</u> <u>3) 9 units of HA at the 300- or 400-level</u> <u>Courses taken for the Minor cannot be used to complete requirements for a Major or Honours Program. However they can be used to satisfy co or prerequisites.</u>
Rationale for the Proposed Change. The Minor program in History in Art complements other Minor programs at UVic. The Faculty of Fine Arts Undergraduate Program Advisor has received many requests from students for a Minor in this area. This Minor can be used in a General Program in Humanities, Science and Social Science.	
External Effects of the Proposed Change: Using existing courses and resources. EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: NONE Using existing courses and resources EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo) <input type="checkbox"/>	
Library Implications: NONE Using existing courses and resources EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>	
Co-op Implications: NONE Using existing courses and resources EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) <input type="checkbox"/>	

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School French		
Date of Submission July 1, 2013	Effective Date of Change (1 May unless otherwise indicated)		
Type of Major Change <table style="width:100%; border:none;"> <tr> <td style="width:50%; vertical-align: top;"> 1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information </td> <td style="width:50%; vertical-align: top;"> 7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ </td> </tr> </table> <p align="center"><i>Note: to place an "x" in a box, double-click on it.</i></p>		1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____
1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____		
Current Calendar Page Number ___ 139 ___ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) The Department of French offers Honours, Major and General and Minor programs leading to the degree of Bachelor of Arts. The department also offers a Combined Major in English and French (Canadian Literature). Students interested in pursuing a program in French should consult with a departmental adviser as early as possible (see the department's website).	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) The Department of French offers Honours, Major and General and Minor programs leading to the degree of Bachelor of Arts. The department also offers a Combined Major in English and French (Canadian Literature). <u>The Department also offers an Undergraduate Certificate in French Language and Cultural Proficiency.</u> Students interested in pursuing a program in French should consult with a departmental adviser as early as possible (see the department's website).		
Rationale for the Proposed Change. To add the Certificate in Language and Cultural Proficiency option to our program, in concert with three other units in the Faculty of Humanities, to facilitate the implementation of the UVic Strategic Plan for internationalisation, and to tidy up the description of the department's course offerings.			
External Effects of the Proposed Change: None <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>			
Staffing, Fee or Other Financial Implications: None. <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> Attached (e-mail or memo) <input type="checkbox"/>			
Library Implications: Memo attached. <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>			

6

Co-op Implications:

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.

Attached (e-mail or memo)

None

Page Number in Submission ____

Date of last submission {July 2012}

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School French
Date of Submission July 1, 2013	Effective Date of Change (1 May unless otherwise indicated)
Type of Major Change 1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>	
Current Calendar Page Number ___ 140 ___ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>Undergraduate Certificate in Language and Cultural Proficiency Programs</u> <u>Undergraduate Certificate in Language and Cultural Proficiency: French (10.5 units)</u> • <u>FRAN 265 (1.5 units)</u> • <u>6.0 units of language at a level suitable to the student's ability chosen from FRAN 100, 120, 150, 160, 180, 275, 350, 375, 395.</u> • <u>3.0 units of literature, culture or intercultural proficiency (these may include additional language courses if not already taken in the 6.0 units of language) chosen from FRAN 280, 290, 325, 335, 360, 404, 405, 470.</u>
Rationale for the Proposed Change. To add the Certificate in Language and Cultural Proficiency option to our program, in concert with three other units in the Faculty of Humanities, to facilitate the implementation of the UVic Strategic Plan for internationalisation, and to tidy up the description of the department's course offerings.	
External Effects of the Proposed Change: None EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: None. EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo) <input type="checkbox"/>	

Library Implications:

Memo attached.

EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo)

Co-op Implications:

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.

Attached (e-mail or memo)

None

Page Number in Submission ____

Date of last submission {July 2012}

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School Germanic and Slavic Studies
Date of Submission March 18, 2013	Effective Date of Change (1 May unless otherwise indicated)
Type of Major Change 1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>	
Current Calendar Page Number _ 140 Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) Germanic Studies Programs The Department of Germanic and Slavic Studies offers a full complement of courses leading to a Bachelor of Arts degree in Germanic Studies in the General, Major or Minor Programs. Language of Instruction Unless indicated in the course listing, GMST courses are offered in English. Native Speakers Native speakers of German may not obtain credit for first- or second-year language courses. A native speaker is defined in this context as a person who has spoken German since childhood and/or has received sufficient instruction in the language to be literate in it. The department will assign students with previous knowledge to the appropriate level. Transfer Credit Students are encouraged to take courses at universities in German-speaking countries; the department recognizes a broad variety of courses in German language, literature and cultural studies for transfer credit. The Faculty regulation for the Major Program that at least 12 of the 15 units numbered 300 or 400 are required to be taken at UVic may be lowered to 9 units for students who complete at least 12 units of German courses at a university in a German-speaking country, or to 10.5 units for students who complete at least 7.5 units of German courses at a university in a German-speaking country, and who in either case have completed 3 units of 200-level courses at UVic. Students must obtain a Letter of Permission before undertaking studies at universities in German-speaking countries. To ensure that the transfer credit is granted for	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) Germanic Studies Programs The Department of Germanic and Slavic Studies offers a full complement of courses leading to a Bachelor of Arts degree in Germanic Studies in the General, Major or Minor Programs <u>as well as a Certificate in German Language and Cultural Proficiency.</u> Language of Instruction Unless indicated in the course listing, GMST courses are offered in English. Native Speakers Native speakers of German may not obtain credit for first- or second-year language courses. A native speaker is defined in this context as a person who has spoken German since childhood and/or has received sufficient instruction in the language to be literate in it. The department will assign students with previous knowledge to the appropriate level. Transfer Credit Students are encouraged to take courses at universities in German-speaking countries; the department recognizes a broad variety of courses in German language, literature and cultural studies for transfer credit. The Faculty regulation for the Major Program that at least 12 of the 15 units numbered 300 or 400 are required to be taken at UVic may be lowered to 9 units for students who complete at least 12 units of German courses at a university in a German-speaking country, or to 10.5 units for students who complete at least 7.5 units of German courses at a university in a German-speaking country, and who in either case have completed 3 units of 200-level courses at UVic. Students must obtain a Letter of Permission before undertaking studies at universities in German-speaking countries. To ensure that the transfer credit is granted for

courses taken elsewhere, students MUST consult with the Advising Centre for the Faculties of Humanities, Science and Social Science BEFORE applying for a Letter of Permission.

Undergraduate work is done at two successive levels: introductory at the 100/200 level, and advanced at the 300/400 level. Students may not enrol in introductory courses after having completed an advanced course in the same area. They may, however, enrol concurrently in both introductory and advanced courses with departmental permission.

Co-operative Education Program, please see page 135.

Honours Program

The Honours Program provides qualified students of German the opportunity to study German Language, Literature and Culture more intensively than in other programs, develop advanced analytical competence and deepen their understanding. It also prepares students for graduate studies.

Admission to the Honours Program requires a GPA of at least 5.5 in a minimum of 7.5 units of introductory courses (must include either GMST 260 or 261 with a minimum B+) and the permission of the department. Applications for admission are usually made at the end of the second year of studies; students interested in pursuing an Honours program in Germanic Studies should consult the department at an early stage in their undergraduate studies. The Honours Program requires a minimum of 21 units of upper-level courses, including either GMST 301 or 302, and 499. An Honours degree requires a graduating GPA of at least 3.5 and at least a B- in 499.

Major Program

Admission to the Major Program requires a GPA of at least 3.0 in a minimum of 7.5 units of introductory courses (must include either GMST 260 or 261 with a minimum C+).

The Major program consists of 15 units of upper-level course, including either GMST 301 or 302. Students interested in pursuing a Major in Germanic Studies are advised to consult the department very yearly during their undergraduate studies, preferably in their first year of studies.

General and Minor Programs

Students wishing to take Germanic Studies in one of these programs must take 7.5 units of introductory courses (must include either GMST 260 or 261) and 9 units of upper-level courses, including either GMST 301 or 302.

courses taken elsewhere, students MUST consult with the Advising Centre for the Faculties of Humanities, Science and Social Science BEFORE applying for a Letter of Permission.

Undergraduate work is done at two successive levels: introductory at the 100/200 level, and advanced at the 300/400 level. Students may not enrol in introductory courses after having completed an advanced course in the same area. They may, however, enrol concurrently in both introductory and advanced courses with departmental permission.

Co-operative Education Program, please see page 135.

Honours Program

The Honours Program provides qualified students of German the opportunity to study German Language, Literature and Culture more intensively than in other programs, develop advanced analytical competence and deepen their understanding. It also prepares students for graduate studies. Admission to the Honours Program requires a GPA of at least 5.5 in a minimum of 7.5 units of introductory courses (must include either GMST 260 or 261 with a minimum B+) and the permission of the department. Applications for admission are usually made at the end of the second year of studies; students interested in pursuing an Honours program in Germanic Studies should consult the department at an early stage in their undergraduate studies.

The Honours Program requires a minimum of 21 units of upper-level courses, including either GMST 301 or 302, and 499. An Honours degree requires a graduating GPA of at least 3.5 and at least a B- in 499.

Major Program

Admission to the Major Program requires a GPA of at least 3.0 in a minimum of 7.5 units of introductory courses (must include either GMST 260 or 261 with a minimum C+).

The Major program consists of 15 units of upper-level courses, including either GMST 301 or 302. Students interested in pursuing a Major in Germanic Studies are advised to consult the department very yearly during their undergraduate studies, preferably in their first year of studies.

General and Minor Programs

Students wishing to take Germanic Studies in one of these programs must take 7.5 units of introductory courses (must include either GMST 260 or 261) and 9 units of upper-level courses, including either GMST 301 or 302.

Undergraduate Certificate in Language and Cultural Proficiency: German (10.5 units)

6.0 units of German language courses suitable to the student's ability chosen from GMST 101, 102, 105, 201, 202; or upper-level language courses chosen from GMST 301, 302, 401, 402, 405 with the permission of the department.

4.5 units of courses related to cultural and intercultural proficiency including GMST 100 (1.5 units) plus 3.0 units chosen from GMST 165, 180, 260, 261, 262, 265, 280, 350, 351, 352, 353, 355, 360, 362, 365, 380, 381, 382, 410, 450.

SLAVIC STUDIES PROGRAMS

The Department of Germanic and Slavic Studies offers a full complement of courses in Russian and in Slavic Studies, leading to the Bachelor of Arts degree in Major, and General Programs in Slavic Studies.

All students planning a program in the Department of Germanic and Slavic Studies should consult the departmental Adviser concerning their selection of courses both within and out- side the department. Students specializing in particular programs will find that they have sufficient electives to enable them to concentrate (Double Major) in a second field. A wise selection of courses is therefore important, particularly to those students who may wish to enter graduate school, teaching, library work or government service.

Course Challenge

The Department of Germanic and Slavic Studies does not permit students to gain credit by course challenge. Students with prior knowledge of Russian may, however, apply to the Chair of the department for a waiver of lower-level program requirements.

Native Speakers

Native speakers of Russian may not obtain credit for first- or second-year language courses. A native speaker is defined in this context as a person who has spoken Russian since childhood and/or has received sufficient instruction in the language to be literate in it. The department will assign students with previous knowledge to the appropriate level.

Transfer Credit

Students are encouraged to take courses in Russian at universities in the former Soviet Union; the department recognizes a broad variety of courses in Russian language, literature and cultural studies for transfer credit. The Faculty regulation for the Major Program is that at least 12 of the 15 units numbered 300 or 400 are required to be taken at UVic. This regulation may be modified in the following circumstances:

- Where a student takes at least 12 units abroad, 6 units of courses taken at universities of the former Soviet Union may count towards the Major Program; 9 of the 15 must be UVic courses.
- Where a student takes at least 7.5 units abroad, 4.5 units taken at universities of the former Soviet Union may count towards the Major Program; 10.5 of the 15 must be UVic courses.

A student in a General or Minor Program may count no more than 3 units of non-UVic courses towards the program.

Students must obtain a Letter of Permission (see page 29) before undertaking Slavic studies at universities of the former Soviet Union. To ensure that correct transfer credit is granted for courses taken elsewhere, students MUST consult with the Advising Centre for the Faculties of Humanities, Science and Social Sciences BEFORE

SLAVIC STUDIES PROGRAMS

The Department of Germanic and Slavic Studies offers a full complement of courses in Russian and in Slavic Studies, leading to the Bachelor of Arts degree in Major, Minor and General Programs in Slavic Studies, as well as a Certificate in Russian Language and Cultural Proficiency.

All students planning a program in the Department of Germanic and Slavic Studies should consult the departmental Adviser concerning their selection of courses both within and out- side the department. Students specializing in particular programs will find that they have sufficient electives to enable them to concentrate (Double Major) in a second field. A wise selection of courses is therefore important, particularly to those students who may wish to enter graduate school, teaching, library work or government service.

Course Challenge

The Department of Germanic and Slavic Studies does not permit students to gain credit by course challenge. Students with prior knowledge of Russian may, however, apply to the Chair of the department for a waiver of lower-level program requirements.

Native Speakers

Native speakers of Russian may not obtain credit for first- or second-year language courses. A native speaker is defined in this context as a person who has spoken Russian since childhood and/or has received sufficient instruction in the language to be literate in it. The department will assign students with previous knowledge to the appropriate level.

Transfer Credit

Students are encouraged to take courses in Russian at universities in the former Soviet Union; the department recognizes a broad variety of courses in Russian language, literature and cultural studies for transfer credit. The Faculty regulation for the Major Program is that at least 12 of the 15 units numbered 300 or 400 are required to be taken at UVic. This regulation may be modified in the following circumstances:

- Where a student takes at least 12 units abroad, 6 units of courses taken at universities of the former Soviet Union may count towards the Major Program; 9 of the 15 must be UVic courses.
- Where a student takes at least 7.5 units abroad, 4.5 units taken at universities of the former Soviet Union may count towards the Major Program; 10.5 of the 15 must be UVic courses.

A student in a General or Minor Program may count no more than 3 units of non-UVic courses towards the program.

Students must obtain a Letter of Permission (see page 29) before undertaking Slavic studies at universities of the former Soviet Union. To ensure that correct transfer credit is granted for courses taken elsewhere, students MUST consult with the Advising Centre for the Faculties of Humanities, Science and Social Sciences BEFORE applying for a Letter of Permission.

applying for a Letter of Permission.

Programs in Slavic Studies

Major

To be admitted to a Major Program, a student must have at least a C+ average in a minimum of 7.5 units of introductory courses. In the third and fourth years, the Major program consists of a minimum of 15 units at the 300 and 400 levels and must include at least one of SLST 301 or 303. Students interested in pursuing a major in Slavic Studies are advised to consult the department very early during their undergraduate studies.

General and Minor

Students wishing to take a General or Minor in Slavic Studies must take 7.5 units of introductory courses and 9 units at the 300 or 400 level, including at least one of SLST 301 or 303.

Programs in Slavic Studies

Major

To be admitted to a Major Program, a student must have at least a C+ average in a minimum of 7.5 units of introductory courses. In the third and fourth years, the Major program consists of a minimum of 15 units at the 300 and 400 levels and must include at least one of SLST 301 or 303. Students interested in pursuing a major in Slavic Studies are advised to consult the department very early during their undergraduate studies.

General and Minor

Students wishing to take a General or Minor in Slavic Studies must take 7.5 units of introductory courses and 9 units at the 300 or 400 level, including at least one of SLST 301 or 303.

Certificate in Language and Cultural Proficiency: Russian (10.5 units)

6.0 units of Russian language courses suitable to the student's ability chosen from SLST 101, 102, 201, 202, 203 or upper-level language courses chosen from SLST 301, 303, 401, 403 with the permission of the department.

4.5 units of courses related to cultural and intercultural proficiency including one of SLST 100 (1.5), SLST 160 (1.5) and 3.0 units chosen from SLST 262, 350, 351, 360, 361, 362, 364, 380, 410, 450, 451, 452, 460, 480, 481, 482.

Rationale for the Proposed Change.

Introduction of new Certificate Programs in Chinese, French, German, Hispanic, Italian, Japanese, Russian, Spanish.

External Effects of the Proposed Change:

None

EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an **effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.**

Attached (e-mail or memo)

Staffing, Fee or Other Financial Implications:

None.

EVIDENCE OF CONSULTATION IS REQUIRED. **Attached (e-mail or memo)**

Library Implications:

Memo attached.

EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). **Attached (e-mail or memo)**

Co-op Implications:

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.

Attached (e-mail or memo)

None

Page Number in Submission 1

Date of last submission {July 2012}

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School Hispanic and Italian Studies														
Date of Submission July 1, 2012	Effective Date of Change (1 May unless otherwise indicated)														
Type of Major Change <table border="0"> <tr> <td>1. <input checked="" type="checkbox"/> new or reinstated course/program</td> <td>7. <input type="checkbox"/> change in grading</td> </tr> <tr> <td>2. <input type="checkbox"/> change in aim of course</td> <td>8. <input type="checkbox"/> change in pre or co-requisite</td> </tr> <tr> <td>3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses</td> <td>9. <input type="checkbox"/> change in program requirement</td> </tr> <tr> <td>4. <input type="checkbox"/> change in course number</td> <td>10. <input type="checkbox"/> deletion of course (except under 5 year rule)</td> </tr> <tr> <td>5. <input type="checkbox"/> change in contact hours</td> <td>11. <input type="checkbox"/> discontinuation of a program/degree</td> </tr> <tr> <td>6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information</td> <td>12. <input type="checkbox"/> other _____</td> </tr> <tr> <td></td> <td><input type="checkbox"/> accompanying minor curriculum change # _____</td> </tr> </table> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>		1. <input checked="" type="checkbox"/> new or reinstated course/program	7. <input type="checkbox"/> change in grading	2. <input type="checkbox"/> change in aim of course	8. <input type="checkbox"/> change in pre or co-requisite	3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses	9. <input type="checkbox"/> change in program requirement	4. <input type="checkbox"/> change in course number	10. <input type="checkbox"/> deletion of course (except under 5 year rule)	5. <input type="checkbox"/> change in contact hours	11. <input type="checkbox"/> discontinuation of a program/degree	6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	12. <input type="checkbox"/> other _____		<input type="checkbox"/> accompanying minor curriculum change # _____
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) Hispanic and Italian Studies Programs The Department of Hispanic and Italian Studies offers Honours, Major and General programs in Hispanic Studies, a Combined Major in Hispanic and Italian Studies, and Major and General programs in Italian Studies and in Mediterranean Studies (Spain Concentration or Italy Concentration). Upper-level courses used in one Honours, Major, or General Program cannot be counted toward any other Honours, Major, or General Program within or without the department. The department now offers a graduate program. The program offers two streams leading to a Master's degree: Hispanic Studies, and Hispanic and Italian Studies. For more information, please contact the department.	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) Hispanic and Italian Studies Programs The Department of Hispanic and Italian Studies offers Honours, Major and General programs in Hispanic Studies, a Combined Major in Hispanic and Italian Studies, Major and General programs in Italian Studies and in Mediterranean Studies, <u>as well as Certificates in Italian and Spanish Language and Cultural Proficiency.</u> Upper-level courses used in one Honours, Major, or General Program cannot be counted toward any other Honours, Major, or General Program within or without the department. The department now offers a graduate program. The program offers two streams leading to a Master's degree: Hispanic Studies, and Hispanic and Italian Studies. For more information, please contact the department.														
Rationale for the Proposed Change. To enhance training in language, cultural proficiency and global citizenship.															
External Effects of the Proposed Change: None EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>															
Staffing, Fee or Other Financial Implications: None. EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo) <input type="checkbox"/>															
Library Implications: None. All courses are existing. EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>															
Co-op Implications: EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) <input type="checkbox"/> None															

Page Number in Submission _____

Date of last submission {July 2012}

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School Hispanic and Italian Studies		
Date of Submission July 1, 2012	Effective Date of Change (1 May unless otherwise indicated)		
Type of Major Change			
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) Hispanic Studies Programs The Department of Hispanic and Italian Studies offers Honours, Major, General and Minor Programs in Hispanic Studies, as well as a Combined Major in Hispanic and Italian Studies. Students pursuing an Honours or Major in Hispanic Studies will find that they have sufficient electives to enable them to concentrate in a second field (for example, Italian or another language, Greek and Roman Studies, English, History or Linguistics).	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) Hispanic Studies Programs The Department of Hispanic and Italian Studies offers Honours, Major, General and Minor Programs in Hispanic Studies, as well as a Combined Major in Hispanic and Italian Studies, <u>and a Certificate of Language and Cultural Proficiency in Spanish.</u> Students pursuing an Honours or Major in Hispanic Studies will find that they have sufficient electives to enable them to concentrate in a second field (for example, Italian or another language, Greek and Roman Studies, English, History or Linguistics).		
Rationale for the Proposed Change. To enhance training in language, cultural proficiency and global citizenship.			
External Effects of the Proposed Change: None EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>			
Staffing, Fee or Other Financial Implications: None. EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo) <input type="checkbox"/>			
Library Implications: None. All courses are existing. EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>			
Co-op Implications: EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) <input type="checkbox"/> None			

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School Hispanic and Italian Studies
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) HISPANIC STUDIES PROGRAMS Program Requirements (to follow General (Minor) requirements) <u>Certificate of Language and Cultural Proficiency: Spanish (10.5 units)</u> • <u>6.0 units of Spanish language at a level suitable to the student's ability, chosen from SPAN 100A, 100B, 149, 249, 250A, 250B, 350A, 350B, 450A, 490A, 490B.</u> • <u>4.5 units of courses related to literature, culture and intercultural proficiency (these may include additional Spanish language), chosen from SPAN 185, 208A, 208B, 209, 270, 275, 280, 484C, 484D, MEST 300, 308, 310, 320.</u> • <u>One of SPAN 185, 208A, 208B, 209 or 280 is required for the certificate.</u>
Rationale for the Proposed Change. To enhance training in language, cultural proficiency and global citizenship.	
External Effects of the Proposed Change: None EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) Italian Studies Programs The Department of Hispanic and Italian Studies offers Major, General and Minor Programs in Italian Studies, as well as a Combined Major in Hispanic and Italian Studies. Students pursuing a Major in Italian Studies will find that they have sufficient electives to enable them to concentrate in a second field.	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) Italian Studies Programs The Department of Hispanic and Italian Studies offers Major, General and Minor Programs in Italian Studies, as well as a Combined Major in Hispanic and Italian Studies, <u>as well as a Certificate of Language and Cultural Proficiency in Italian.</u> Students pursuing a Major in Italian Studies will find that they have sufficient electives to enable them to concentrate in a second field.		
Rationale for the Proposed Change. To enhance training in language, cultural proficiency and global citizenship.			
External Effects of the Proposed Change: None EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>			
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Library Implications: None. All courses are existing. EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>			
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) ITALIAN STUDIES PROGRAMS Program Requirements (to follow Supporting Course List) <u>Certificate of Language and Cultural Proficiency: Italian (10.5 units)</u> • <u>6.0 units of Italian language at a level suitable to the student's ability, chosen from ITAL 100A, 100B, 149, 250A, 250B, 350, 351.</u> • <u>4.5 units of courses related to literature, culture and intercultural proficiency (these may include additional Italian language), chosen from ITAL 203, 273, 306, 470, 472A, 472B, MEST 300, 308, 310, 320.</u> • <u>One of ITAL 203 or 273 is required for the certificate.</u>
Rationale for the Proposed Change. To enhance training in language, cultural proficiency and global citizenship.	
External Effects of the Proposed Change: None EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
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**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Humanities	Department/School Pacific and Asian Studies
Date of Submission July 1, 2013	Effective Date of Change (1 May unless otherwise indicated)
Type of Major Change 1. <input checked="" type="checkbox"/> new or reinstated course/program 2. <input type="checkbox"/> change in aim of course 3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 4. <input type="checkbox"/> change in course number 5. <input type="checkbox"/> change in contact hours 6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 7. <input type="checkbox"/> change in grading 8. <input type="checkbox"/> change in pre or co-requisite 9. <input type="checkbox"/> change in program requirement 10. <input type="checkbox"/> deletion of course (except under 5 year rule) 11. <input type="checkbox"/> discontinuation of a program/degree 12. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>	
Current Calendar Page Number <u>150-151</u> Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) Pacific and Asian Studies Programs The Department of Pacific and Asian Studies offers BA programs that address a cross-regional, multi-disciplinary and multi-cultural approach to the study of the Asia-Pacific, with courses in three languages (Chinese, Japanese and Indonesian-Malay), four regions (China, Japan, Southeast Asia and Oceania) and a wide range of academic disciplines- in both the Humanities and the Social Sciences. The department offers the following programs leading to the degree of Bachelor of Arts: <ul style="list-style-type: none"> • Chinese Studies (General/Minor) • Japanese Studies (General/Minor) • Pacific and Asian Studies (Honours, Major, General/Minor) • Southeast Asian Studies (General/Minor) For courses on China, Japan, Oceania, and Southeast Asia, please refer to PAAS in the course listings. Co-operative Education Program Please see this page. Admission to Courses Students are advised that because of limited staff and facilities it may be necessary to restrict enrolment in some courses. Students proceeding toward a Major or General degree in Pacific and Asian Studies will be given priority over students in other programs. Students who wish to repeat a course at any level will be given lower priority than students taking the course for the first time. For admission to most language courses numbered 111, 121,	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) Pacific and Asian Studies Programs The Department of Pacific and Asian Studies offers BA programs that address a cross-regional, multi-disciplinary and multi-cultural approach to the study of the Asia-Pacific, with courses in three languages (Chinese, Japanese and Indonesian-Malay), four regions (China, Japan, Southeast Asia and Oceania) and a wide range of academic disciplines. The department offers the following programs leading to the degree of Bachelor of Arts: <ul style="list-style-type: none"> • Chinese Studies (General/Minor) • Japanese Studies (General/Minor) • Pacific and Asian Studies (Honours, Major, General/Minor) • Southeast Asian Studies (General/Minor) <u>The department also offers the following Certificates in support of a student's Bachelor degree:</u> <ul style="list-style-type: none"> • <u>Certificate in Language and Cultural Proficiency: Chinese</u> • <u>Certificate in Language and Cultural Proficiency: Japanese</u> For courses on China, Japan, Oceania, and Southeast Asia, please refer to PAAS in the course listings. Co-operative Education Program Please see this page. Admission to Courses Students are advised that because of limited staff and facilities it may be necessary to restrict enrolment in some courses. Students proceeding toward a Major or General degree in Pacific and Asian Studies will be given priority over students in other programs. Students who wish to repeat a course at any level will be given lower priority than students taking the course for the first time. For admission to most language courses numbered 111,

or 131 or above, a minimum grade of B, or in some cases higher, in the prerequisite course is required. As language courses are limited to 25 students per section, the department reserves the right to rank students according to their grades for the prerequisite course. Students are warned that all Pacific and Asian Studies degree programs include a language requirement; students who fail to complete the language requirement will not be permitted to graduate in the program.

Students who have completed any given level of courses in a language at UVic or through transfer credit will not be granted credit for subsequent courses at a lower level in the same language.

Satisfaction of the Academic Writing Requirement is prerequisite to registration in all courses numbered 300 or higher.

Placement Tests of Transfer Students

Although transfer students may be given credit for language courses taken at their previous institution, they will not be guaranteed admittance to more advanced language courses in this department.

Students who may be considered native speakers of Indonesian, Japanese or any form of Chinese should consult the statements on "native speakers" at the head of the course listings.

Students who wish to continue their language studies should consult the department before registration and may be required to take a placement test to determine the level at which they should register. Transfer students who register in language courses without such consultation are advised that the department's policies concerning minimum grades in prerequisite courses apply to them; if they register for a language course without consulting the department they may be required to drop the course or transfer to a different level once classes begin.

Transfer Credit

Students are encouraged to study at Universities in the Asia Pacific region; the department recognizes a range of courses in language and other topics from these institutions for transfer credit. In specific circumstances, the Faculty regulation for the Major Program that at least 12 of the 15 units numbered 300 or 400 are required to be taken at UVic may be lowered to 9 for students who complete at least 9 units at a university in the Asia-Pacific region.

Honours Program

Students interested in the Honours Program should consult with the Pacific and Asian Studies Honours Adviser. Program requirements are the same as for the Major, with the addition of:

- 1.5 units of PAAS courses numbered 300 or higher;
- PAAS 499 (1.5)

Students may apply for admission to the Honours Program in the spring term of their second year or in the fall term of their third year.

Admission requires:

121, or 131 or above, a minimum grade of B, or in some cases higher, in the prerequisite course is required. As language courses are limited to 25 students per section, the department reserves the right to rank students according to their grades for the prerequisite course. Students are warned that all Pacific and Asian Studies degree programs include a language requirement; students who fail to complete the language requirement will not be permitted to graduate in the program.

Students who have completed any given level of courses in a language at UVic or through transfer credit will not be granted credit for subsequent courses at a lower level in the same language.

Satisfaction of the Academic Writing Requirement is prerequisite to registration in all courses numbered 300 or higher.

Placement Tests of Transfer Students

Although transfer students may be given credit for language courses taken at their previous institution, they will not be guaranteed admittance to more advanced language courses in this department.

Students who may be considered native speakers of Indonesian, Japanese or any form of Chinese should consult the statements on "native speakers" at the head of the course listings.

Students who wish to continue their language studies should consult the department before registration and may be required to take a placement test to determine the level at which they should register. Transfer students who register in language courses without such consultation are advised that the department's policies concerning minimum grades in prerequisite courses apply to them; if they register for a language course without consulting the department they may be required to drop the course or transfer to a different level once classes begin.

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Students are encouraged to study at Universities in the Asia Pacific region; the department recognizes a range of courses in language and other topics from these institutions for transfer credit. In specific circumstances, the Faculty regulation for the Major Program that at least 12 of the 15 units numbered 300 or 400 are required to be taken at UVic may be lowered to 9 for students who complete at least 9 units at a university in the Asia-Pacific region.

Honours Program

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- 1.5 units of PAAS courses numbered 300 or higher;
- PAAS 499 (1.5)

Students may apply for admission to the Honours Program in the spring term of their second year or in the fall term of their third year.

Admission requires:

1. PAAS 100 (PACI 210 or 200A and 200B), PAAS 200 (PACI 290), any one of 300 (PACI 325), 301 (PACI 390), 302 (PACI 392), 400 (PACI 490A). A grade of at least B+ must be achieved in each course;
2. Written permission from a Pacific and Asian Studies faculty member willing to act as research adviser for the PAAS 499 essay;
3. Approval of the proposed program of courses by the Honours Adviser.

Continuation in the Honours Program requires maintenance of a GPA of at least 6.0 in all upper-level courses.

Major Program

The Major Program includes core courses required for all students, as well as courses of both an integrative and specialized nature, from which students may choose. The requirements provide for both breadth and specialization in terms of geographical or linguistic interest.

- PAAS 100 (1.5)
- PAAS 200 (1.5)
- One of PAAS 300, 301, 302 (1.5)
- PAAS 400 (1.5)
- 12 units of PAAS courses numbered 300 or higher
- 9 units of Chinese or Japanese language; or 6 units of study in Indonesian/Malay language plus 3 units of lower-level courses related to Southeast Asia chosen from PAAS 170, 171, 205, 295.

General and Minor Program

Chinese Studies

- PAAS 100 (1.5)
- 9 units of PAAS courses chosen from 310 to 313, 350 to 359, 410, 450 to 459, 497

Language Requirement for Native Speakers of Chinese:

- 6.0 units of Chinese language chosen from PAAS 212, 312, 313, 353, 410, 459, 497

Language Requirement for non-Native Speakers of Chinese:

- 6.0 units of Chinese language chosen from PAAS 110, 111, 210, 211, 310, 311
- PAAS 310 to 313, 410 and 497 may not be counted toward both the required 9 units and the Language Requirement.

Japanese Studies

- PAAS 100 (1.5)
- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 330, 331, 332, 333, 334, 380-399, 480-488
- 6 units of Japanese language courses chosen from PAAS 130, 131, 230, 330, 331, 332, 333, 334 (Native speakers may substitute other Japan-related courses chosen in consultation with the program adviser.)

Pacific and Asian Studies

- PAAS 100 (1.5)
- PAAS 200 (1.5)
- 4.5 units of 100-200 level PAAS courses
- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 303, 307, 308, 364, 365, 401, 403, 405, 406, 409, 464, 465, 466

Southeast Asian Studies

- PAAS 100 (1.5)

1. PAAS 100 (PACI 210 or 200A and 200B), PAAS 200 (PACI 290), any one of 300 (PACI 325), 301 (PACI 390), 302 (PACI 392), 400 (PACI 490A). A grade of at least B+ must be achieved in each course;
2. Written permission from a Pacific and Asian Studies faculty member willing to act as research adviser for the PAAS 499 essay;
3. Approval of the proposed program of courses by the Honours Adviser.

Continuation in the Honours Program requires maintenance of a GPA of at least 6.0 in all upper-level courses.

Major Program

The Major Program includes core courses required for all students, as well as courses of both an integrative and specialized nature, from which students may choose. The requirements provide for both breadth and specialization in terms of geographical or linguistic interest.

- PAAS 100 (1.5)
- PAAS 200 (1.5)
- One of PAAS 300, 301, 302, 304 (1.5)
- PAAS 400 (1.5)
- 12 units of PAAS courses numbered 300 or higher
- 9 units of Chinese or Japanese language; or 6 units of study in Indonesian/Malay language plus 3 units of lower-level courses related to Southeast Asia chosen from PAAS 170, 171, 205, 295.

General and Minor Program

Chinese Studies

- PAAS 100 (1.5)
- 9 units of PAAS courses chosen from 310 to 313, 350 to 359, 410, 450 to 459, 497

Language Requirement for Native Speakers of Chinese:

- 6.0 units of Chinese language chosen from PAAS 212, 312, 313, 353, 410, 459, 497

Language Requirement for non-Native Speakers of Chinese:

- 6.0 units of Chinese language chosen from PAAS 110, 111, 210, 211, 310, 311
- PAAS 310 to 313, 410 and 497 may not be counted toward both the required 9 units and the Language Requirement.

Japanese Studies

- PAAS 100 (1.5)
- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 330, 331, 332, 333, 334, 380-399, 480-488
- 6 units of Japanese language courses chosen from PAAS 130, 131, 230, 330, 331, 332, 333, 334 (Native speakers may substitute other Japan-related courses chosen in consultation with the program adviser.)

Pacific and Asian Studies

- PAAS 100 (1.5)
- PAAS 200 (1.5)
- 4.5 units of 100-200 level PAAS courses
- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 303, 307, 308, 364, 365, 401, 403, 405, 406, 409, 464, 465, 466

Southeast Asian Studies

- PAAS 100 (1.5)

- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 368 to 373; 467, 468
- 6 units of Indonesian/Malay language courses chosen from PAAS 120, 121, 220, 221 (Native speakers may substitute other Southeast-Asia-related courses chosen in consultation with the program adviser.)

- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 368 to 373; 467, 468
- 6 units of Indonesian/Malay language courses chosen from PAAS 120, 121, 220, 221 (Native speakers may substitute other Southeast-Asia-related courses chosen in consultation with the program adviser.)

Undergraduate Certificate in Language and Cultural Proficiency Programs

Undergraduate Certificate in Language and Cultural Proficiency: Chinese (10.5 units)

- PAAS 151 (1.5 units)
- 6.0 units of Chinese language chosen from PAAS 110, 111, 210, 211, 212, 310-313, 353, 410, 411
- 3.0 units of China-related courses, chosen from PAAS 150, 151, 202, 207, 250, 279, 350 to 358 (may include courses chosen from 210, 211, 212, 310-313, 353, 410, 411)

Undergraduate Certificate in Language and Cultural Proficiency: Japanese (10.5 units)

- PAAS 181 (1.5 units)
- 6.0 units of Japanese language chosen from PAAS 130, 131, 230, 235, 330-336, 430, 432
- 3.0 units of Japan-related courses, chosen from PAAS 180, 202, 207, 289, 386, 388, 393, 394, 399 (may include courses chosen from 230, 235, 330-336, 430, 432)

Rationale for the Proposed Change.
To add the Certificate in Language and Cultural Proficiency option to our program, in concert with three other units in the Faculty of Humanities, to facilitate the implementation of the UVic Strategic Plan for internationalisation, and to tidy up the description of the department's course offerings. Also, to add a new required course option for Majors in PAAS.

External Effects of the Proposed Change:
None
EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an **effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.** Attached (e-mail or memo)

Staffing, Fee or Other Financial Implications:
None.
EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo)

Library Implications:
Memo attached.
EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo)

Co-op Implications:
EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo)

None

22

From: Timothy Iles <timiles@imap.uvic.ca>

Date: Friday, 5 April 2013 12:25 PM

To: "hiachr@uvic.ca" <hiachr@uvic.ca>, Catherine Harding <charding@uvic.ca>

Cc: Timothy Haskett <thaskett@uvic.ca>, "lvluven@finearts.uvic.ca" <lvluven@finearts.uvic.ca>, Fine Arts Dean <finedean@uvic.ca>

Subject: Consultation: Certificates in Language and Cultural Proficiency, Faculty of Humanities

Dear Drs. Harding and Van Luven;

I am writing at the request of the Senate Curriculum Committee to inform you of four new certificate programs in the Faculty of Humanities, which the departments of French, Germanic and Slavic Studies, Hispanic and Italian Studies, and Pacific and Asian Studies will offer, beginning (pending approval from the Senate and Board of Governors) in September, 2013. The Senate Curriculum Committee believes there may be opportunities for beneficial cooperation between these four departments and History in Art, and so, for your information, I am attaching here the document which proposed these certificates to the various governing bodies at UVic. This proposal has already received approval from the Faculty of Humanities, the Senate Committee on Planning, and the Senate Curriculum Committee as well, on condition that we inform History in Art of the proposal.

If you have any questions or concerns which I may address, would you please write to me by Friday, April 12? This is so I may address any issues that may arise in time for the proposal to move on to the next step in its approval process.

Thank you very much for your attention.

Best wishes,

Timothy Iles
Department of Pacific and Asian Studies

SUMMARY OF PROPOSED MAJOR CURRICULUM CHANGES

ORIGINATING FACULTY: Social Sciences

ORIGINATING DEPARTMENT/SCHOOL: Environmental Studies

FACULTY/DEPARTMENT OR SCHOOL CONTACT: Eric Higgs 8228

(Name) *(Local)*

Please provide sufficient information to make the nature of the proposed change clear to all receiving parties. The whole submission should be in Calendar order; pages of Major and Minor Changes should each be numbered in their own order, independently. If a change will affect another academic unit, please indicate which unit(s) are affected.

Types of Major Changes

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. new course/program 2. change in aim of course 3. change in course unit value, division of year-long course, merging two semester courses 4. change in course number 5. change in contact hours 6. change of mutually-exclusive designation, sequence credit information, or cross-listing information | <ol style="list-style-type: none"> 7. change in grading 8. change in pre or co-requisite 9. change in program requirement 10. deletion of course (except under 5 year rule) 11. discontinuation of a program/degree 12. other |
|---|---|

COURSE #	TYPE OF CHANGE (include titles of all new courses)	PAGE # IN EXTERNAL SUBMISSION EFFECT	(UNIT)
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ES 500	New program; revised calendar submission	M1	
	Change in aim of course	M2	
ES 501	Change in aim of course	M3	
ES 503	New course: MA/MSc Research Colloquium	M4	
ES 593	Change in course number	M5	
ES 600	New course: Advanced Perspectives on Environmental Theories, Methods and Skills I	M6	
ES 601	New course: Advanced Perspectives on Environmental Theories, Methods and Skills II	M7	
ES 603	New course: PhD Research Colloquium	M8	
ES 670	New course: Field Study	M9	
ES 680	New course: Seminar in Political Ecology	M10	
ES 681	New course: Seminar in Ethnoecology	M11	
ES 682	New course: Seminar in Ecological Restoration	M12	
ES 690	New course: Directed Studies	M13	
ES 693	New course: PhD Candidacy Examination	M14	
ES 699	New course: PhD Dissertation	M15	

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies														
Date of Submission 15 December 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013														
Type of Major Change															
<table border="0"> <tr> <td>1. <input checked="" type="checkbox"/> new or reinstated course/program</td> <td>7. <input type="checkbox"/> change in grading</td> </tr> <tr> <td>2. <input type="checkbox"/> change in aim of course</td> <td>8. <input type="checkbox"/> change in pre or co-requisite</td> </tr> <tr> <td>3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses</td> <td>9. <input type="checkbox"/> change in program requirement</td> </tr> <tr> <td>4. <input type="checkbox"/> change in course number</td> <td>10. <input type="checkbox"/> deletion of course (except under 5 year rule)</td> </tr> <tr> <td>5. <input type="checkbox"/> change in contact hours</td> <td>11. <input type="checkbox"/> discontinuation of a program/degree</td> </tr> <tr> <td>6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information</td> <td>12. <input type="checkbox"/> other _____</td> </tr> <tr> <td></td> <td><input type="checkbox"/> accompanying minor curriculum change # _____</td> </tr> </table> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>		1. <input checked="" type="checkbox"/> new or reinstated course/program	7. <input type="checkbox"/> change in grading	2. <input type="checkbox"/> change in aim of course	8. <input type="checkbox"/> change in pre or co-requisite	3. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses	9. <input type="checkbox"/> change in program requirement	4. <input type="checkbox"/> change in course number	10. <input type="checkbox"/> deletion of course (except under 5 year rule)	5. <input type="checkbox"/> change in contact hours	11. <input type="checkbox"/> discontinuation of a program/degree	6. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	12. <input type="checkbox"/> other _____		<input type="checkbox"/> accompanying minor curriculum change # _____
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	<input type="checkbox"/> accompanying minor curriculum change # _____														
<p>Current Calendar Page Number <u>205</u></p> <p>Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)</p> <p>Environmental Studies</p> <p>General Information The School of Environmental Studies has three core interdisciplinary research areas in Ecological Restoration, Ethnoecology and Political Ecology. We embrace a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge.</p> <p>Additional information can be found on the web at <web.uvic.ca/enweb/>.</p> <p>Contact Information School of Environmental Studies Location: Social Sciences and Math Building, Room B243 Mailing Address: PO Box 3060 STN CSC Victoria, BC V8W 3R4 Canada Courier Address: Social Sciences and Math Building, Room B243 3800 Finnerty Road Victoria, BC V8P 5C2 Canada Telephone Number: 250-721-7354 Fax Number: 250-721-8985 Email: esoffice@uvic.ca Website: <web.uvic.ca/enweb/></p> <p>Director: Dr. Peter Stephenson Email: ses@uvic.ca Phone: 250-472-5070 Graduate Adviser: Dr. Eric Higgs</p>	<p>Proposed Calendar Entry (Please indicate changes by <u>underlining</u>; course descriptions must conform to Calendar style and are limited to 75 words.)</p> <p>Environmental Studies</p> <p>General Information The School of Environmental Studies has three core interdisciplinary research areas in Ecological Restoration, Ethnoecology and Political Ecology. We embrace a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge.</p> <p>Additional information can be found on the web at <web.uvic.ca/enweb/>.</p> <p>Contact Information School of Environmental Studies Location: Social Sciences and Math Building, Room B243 Mailing Address: PO Box <u>1700</u> STN CSC Victoria, BC V8W 3R4 Canada Courier Address: Social Sciences and Math Building, Room B243 3800 Finnerty Road Victoria, BC V8P 5C2 Canada Telephone Number: 250-721-7354 Fax Number: 250-721-8985 Email: esoffice@uvic.ca Website: <web.uvic.ca/enweb/></p> <p>Director: Dr. Peter Stephenson Email: ses@uvic.ca Phone: 250-472-5070 Graduate Adviser: Dr. Eric Higgs</p>														

Email: esgrad@uvic.ca
 Phone: 250-721-6125
 Graduate Secretary: Elaine Hopkins
 Email: esoffice@uvic.ca
 Phone: 250-721-7354

Degrees and Specializations Offered
 MA and MSc in Environmental Studies

Facilities

The school is located in the Social Sciences and Mathematics building, where ~~in addition to meeting and collaborative space, we have three labs for graduate students: Ethnoecology, Restoration and Conservation Ecology, and Visualization.~~ Through cooperative arrangements across campus and with various organizations and agencies, graduate students can gain access to a wide array of facilities. Located on southern Vancouver Island there is easy access to marine, freshwater wetlands, marine, riparian, upland Garry Oak, temperate rainforest and alpine ecosystems. Graduate students also have the opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

Financial Support

We endeavour to provide significant financial support to all graduate students. This funding is comprised of several sources. (1) National or Provincial awards are available to those with a first-class grade point average (minimum 7.0 (A-) but in practice much higher) ~~in the last two years of undergraduate studies.~~ Eligibility criteria vary with each agency. ~~Currently~~ national fellowship holders receive an additional award from the university. (2) A limited number of University of Victoria Graduate Fellowships are available to applicants with a GPA over 7.0 (A-). (3) There are a limited number of awards specifically for Environmental Studies graduate students outlined in the awards section of the Calendar. Application and/or nomination for University of Victoria awards and fellowships may only be done once the student has been admitted to the School. (4) Students can also obtain some financial support for their studies as a Graduate Teaching Assistant. These appointments are made by the School of Environmental Studies for qualified students to work as a Teaching Assistant (generally to a maximum of approximately \$4,000 per Fall and Spring terms; there are typically fewer Teaching Assistant resources available during Summer Session). (5)

Email: esgrad@uvic.ca
 Phone: 250-721-6125
 Graduate Secretary: Elaine Hopkins
 Email: esoffice@uvic.ca
 Phone: 250-721-7354

Degrees and Specializations Offered
 MA, MSc and PhD in Environmental Studies

Facilities

The school is located in the Social Sciences and Mathematics building and University House 4, where we have meeting and collaborative space, labs, and offices. Through cooperative arrangements across campus and with various organizations and agencies, graduate students can gain access to a wide array of facilities. Located on southern Vancouver Island there is easy access to marine, freshwater wetlands, marine, riparian, upland Garry Oak, temperate rainforest and alpine ecosystems. Graduate students also have the opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

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Students may also be appointed as a research assistant by their faculty supervisor, and availability will vary significantly among faculty members and from year to year.

Admission Requirements

General

Initial inquiries should be made to individual faculty or the school's Graduate Adviser. Links to the application forms can be found on the School website.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see "English Language Proficiency") together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

The minimum GPA required for a master's entry is ~~6.5 (B+)~~ in the last two years of undergraduate study. In practice a higher GPA ~~may be required to ensure entry~~. The minimum GPA required for a PhD entry is ~~7.0 (A-)~~. Some exceptions may be made, in extenuating circumstances, such as with mature applicants who have achieved significant work experience, who have shown evidence of ability to complete major projects in a competent and timely manner, and who have demonstrated the knowledge, skills and abilities expected of highly accomplished undergraduate students.

In addition to the documentation required by the Faculty of Graduate Studies (see "Faculty Admissions"), the School of Environmental Studies also requires transcripts, a statement of research interest (1-2 pages), a brief essay telling us about yourself and highlighting your past accomplishments, evidence of creativity and research potential (1-2 pages) and a CV.

Admission To Master's Programs

Admission requires a bachelor's degree, preferably in an area of study related to your proposed

Session). (5) Students may also be appointed as a research assistant by their faculty supervisor, and availability will vary significantly among faculty members and from year to year.

Admission Requirements

General

Initial inquiries should be made to individual faculty or the school's Graduate Adviser. There are two primary criteria in determining admission: prior academic achievement, and fit with prospective supervisors and the School in general. We encourage applicants to contact us at least a year in advance of program start to discuss research prospects, admissions, and financial support. Links to the application forms can be found on the School website.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see "English Language Proficiency") together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

The minimum GPA required for a master's entry is B+ (6.5 on the University of Victoria 9-point scale) in the last two years of undergraduate study. In practice a higher GPA is typically required for admission. The minimum GPA required for a PhD entry is A- (7.0). Some exceptions may be made, in extenuating circumstances, such as with mature applicants who have achieved significant work experience, who have shown evidence of ability to complete major projects in a competent and timely manner, and who have demonstrated the knowledge, skills and abilities expected of highly accomplished undergraduate students.

In addition to the documentation required by the Faculty of Graduate Studies (see "Faculty Admissions"), the School of Environmental Studies also requires transcripts, a statement of research interest (1-2 pages), a brief essay telling us about yourself and highlighting your past accomplishments, evidence of creativity and research potential (1-2 pages) and a CV.

Admission To Master's Programs

Admission requires a bachelor's degree,

graduate program, with a minimum overall average of B+, 6.5 on the University of Victoria 9-point scale.

Students will apply to enter either the MA or MSc program. The decision about which program is more appropriate will be made by the School's Graduate Programs Committee, and will be based on several criteria: the student's academic background; the nature of the proposed project; proposed courses; specialties of the proposed supervisor; ~~the composition of the proposed advisory committee.~~

Typically, students entering the program with a Bachelor of Arts degree will continue with a MA degree, whereas students with a Bachelor of Science will enter the MSc program.

Students may complete the program as a full-time or part-time student.

Deadlines

January 15 for admission in September of the same calendar year.

Program Requirements

The MA and MSc degree programs are similar in overall program requirements but will vary in the type of elective courses and thesis research.

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis.

All students are required to attend a 3-day field camp at the beginning of their program (late August-early September) as part of ES 500.

preferably in an area of study related to your proposed graduate program, with a minimum overall average of B+, 6.5 on the University of Victoria 9-point scale. In practice a higher GPA is typically required to ensure entry.

Students will apply to enter either the MA or MSc program. The decision about which program is more appropriate will be made by the School's Graduate Programs Committee, and will be based on several criteria: the student's academic background; the nature of the proposed project; proposed courses; specialties of the proposed supervisor.

Typically, students entering the program with a Bachelor of Arts degree will continue with a MA degree, whereas students with a Bachelor of Science will enter the MSc program.

Students may complete the program as a full-time or part-time student.

Deadlines

January 15 for admission in September of the same calendar year.

Admission to PhD Program

Admission requires a master's degree, preferably in an area of study related to your proposed graduate program, with a minimum overall average of A-, 7.0 on the University of Victoria 9-point scale. In practice a higher GPA may be required for admission.

All applications will be reviewed by the School's Graduate Program Committee and students will only be accepted into the program if there is at least one faculty member able, interested, and available to supervise the proposed topic of research.

Program Requirements

MA/MSc

The MA and MSc degree programs are similar in overall program requirements but will vary in the type of elective courses and thesis research.

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis.

All students are required to attend a 3-day field

There is no formal residency requirement. However, in practice all students should be in residence in their first term of study, and residency during the first year is encouraged.

Course Requirements

A student's program will include the following core courses:

Core Courses:

ES 500 (1.5) Perspectives on Environmental Theory

ES 501 (1.5) ~~Methods, Research Design and Communications~~

ES 502 (1.5) Thesis Proposal Preparation

and at least 3.0 elective units to be taken from within or outside the School with the permission of the student's supervisor. Up to than 1.5 units may be taken at the 400-level.

Core and elective courses contribute ~~7.5~~ units toward the ~~15~~-unit minimum degree requirement.

Thesis

The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of two members: a supervisor and an academic member.

All committee members must be members of the Faculty of Graduate Studies.

The thesis carries 7.5 units of credit.

Oral Examination

Once the thesis is judged ready to defend by the supervisory committee, then an application is made for an oral defense. There are deadlines set by the Faculty of Graduate Studies for the timing of this defense. The supervisor will recommend an appropriate external examiner. This member of the examining committee comes from another department or institution, normally has no input in the creation of the thesis, and is an arms-length knowledgeable member. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Faculty of Graduate Studies.

Program Length

camp at the beginning of their program (late August-early September) as part of ES 500.

There is no formal residency requirement. However, in practice all students should be in residence in their first term of study, and residency during the first year is encouraged.

Course Requirements

A student's program will include the following core courses:

Core Courses:

ES 500 (1.5) Perspectives on Environmental Theories, Methods and Skills I

ES 501 (1.5) Perspectives on Environmental Theories, Methods and Skills II

ES 503 (3.0) MA/MSc Research Colloquium

ES 593 (1.5) Thesis Proposal Preparation

and at least 3.0 elective units to be taken from within or outside the School with the permission of the student's supervisor. Up to 1.5 units may be taken at the 400-level.

Core and elective courses contribute 10.5 units toward the 18-unit minimum degree requirement.

Thesis

The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of two members: a supervisor and an academic member.

All committee members must be members of the Faculty of Graduate Studies.

The thesis carries 7.5 units of credit.

Oral Examination

Once the thesis is judged ready to defend by the supervisory committee, then an application is made for an oral defense. There are deadlines set by the Faculty of Graduate Studies for the timing of this defense. The supervisor will recommend an appropriate external examiner. This member of the examining committee comes from another department or institution, normally has no input in the creation of the thesis, and is an arms-length knowledgeable member. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Faculty of Graduate Studies.

Most full-time students require 2 years to complete the program; part-time students will require 3-4 years to complete the program.

Program Length
Most full-time students require 2 years to complete the program; part-time students will require 3-4 years to complete the program.

PhD

The PhD degree program is primarily research based and the final outcome of the program is the presentation and defense of a dissertation.

All students are required to attend a 3-day field camp at the beginning of their program (late August-early September) as part of ES 600.

There is no formal residency requirement. However, residency during the first year is encouraged.

Course Requirements

A student's program will include the following core courses:

Core Courses:

ES 600 (1.5) Perspectives on Environmental Theories, Methods and Skills I

ES 601 (1.5) Perspectives on Environmental Theories, Methods and Skills II

ES 603 (3.0) PhD Research Colloquium

ES 693 (3.0) Candidacy Examination

Elective courses may be taken at the discretion of the student and committee.

Core courses contribute 9.0 units toward the 30 unit minimum degree requirement.

Candidacy

To advance to candidacy, students, in consultation with their supervisory committee, will normally prepare a comprehensive reading list, a dissertation proposal, and two major papers (on topics relevant to the PhD research field and decided on by the committee with a focus on topics explored in the reading list). They will then sit for an oral examination related to the proposal and major papers. These requirements will normally be completed by the end of the second year of full-time study.

Dissertation

Students are required to prepare, submit and de-

defend a dissertation worth 21 units. The dissertation is the culmination of intensive, independent and original research. Each student will have a supervisory committee, comprising three faculty members (to a maximum of four) including the supervisor and co-supervisor (where appropriate). At least one member of the committee (beyond the primary supervisor) will come from outside the School of Environmental Studies, as per the Faculty of Graduate Studies requirements. Supervisory committees will be formed no later than the end of the second term of the student's program.

All committee members must be members of the Faculty of Graduate Studies.

The dissertation carries 21 units of credit.

Oral Examination

Once the dissertation is judged ready to defend by the supervisory committee, then an application is made for an oral defense. There are deadlines set by the Faculty of Graduate Studies for the timing of this defense. The supervisor will recommend an appropriate external examiner. This member of the examining committee comes from another department or institution, normally has no input in the creation of the dissertation, and is an arms-length knowledgeable member. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Faculty of Graduate Studies.

Program Length

Most full-time students require 4 years to complete the program; part-time students will require 5-6 years to complete the program.

Co-Operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for full-time Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Environmental Studies Co-op office early in their first term. Students are also referred to "General Regulations: Graduate Co-op".

Co-Operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for full-time Master's and PhD students. Master's students complete two work terms and PhD students complete three work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Environmental Studies Co-op office early in their first term. Students are also referred to "General

Regulations: Graduate Co-op".

Rationale for the Proposed Change.
Introduction of new PhD Program in Environmental Studies requires adding a program description and clarifying all of our graduate calendar description and courses.

External Effects of the Proposed Change:

EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an **effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.**
Attached (e-mail or memo)

Staffing, Fee or Other Financial Implications:

EVIDENCE OF CONSULTATION IS REQUIRED. *Attached (e-mail or memo)*

Library Implications:

EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). *Attached (e-mail or memo)*

Co-op Implications: None.

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.
Attached (e-mail or memo)

Date of last submission {Enter Month, Day and Year here}

University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE

Faculty Social Sciences	Department/School Environmental Studies
Date of Submission 15 December 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
Type of Major Change	
<p>13. <input type="checkbox"/> new or reinstated course/program</p> <p>14. <input checked="" type="checkbox"/> change in aim of course</p> <p>15. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses</p> <p>16. <input type="checkbox"/> change in course number</p> <p>17. <input type="checkbox"/> change in contact hours</p> <p>18. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information</p> <p>19. <input type="checkbox"/> change in grading</p> <p>20. <input type="checkbox"/> change in pre or co-requisite</p> <p>21. <input type="checkbox"/> change in program requirement</p> <p>22. <input type="checkbox"/> deletion of course (except under 5 year rule)</p> <p>23. <input type="checkbox"/> discontinuation of a program/degree</p> <p>24. <input type="checkbox"/> other _____</p> <p> <input type="checkbox"/> accompanying minor curriculum change # _____</p> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>	
<p>Current Calendar Page Number <u>205</u></p> <p>Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)</p> <p>ES 500 Units: 1.5 <u>Perspectives on Environmental Theory</u> An examination of contemporary theories that support ethnecology, ecological restoration and political ecology. Emphasis will be given to the intersection of scientific, humanistic and traditional knowledge. Weekly seminars will be preceded by a 3-day field camp in late August/early September (additional cost for field camp). <i>Note: Required core course.</i></p>	<p>Proposed Calendar Entry (Please indicate changes by <u>underlining</u>; course descriptions must conform to Calendar style and are limited to 75 words.)</p> <p><u>ES 500 Units: 1.5</u> <u>Perspectives on Environmental Theories, Methods and Skills I</u> An examination of contemporary theories, methods and skills that support environmental studies research. Weekly seminars will be preceded by a 3-day field camp in early September (additional cost for field camp). <i>Note: Required core course.</i></p>
<p>Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires clarifying many of our existing graduate courses. ES 500 will run in concert with ES 600, and the content of both courses reflect evolving graduate curriculum in the School of Environmental Studies.</p>	
<p>External Effects of the Proposed Change:</p> <p><u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/></p>	
<p>Staffing, Fee or Other Financial Implications:</p> <p><u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/></p>	
<p>Library Implications:</p> <p><u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). <u>Attached (e-mail or memo)</u> <input type="checkbox"/></p>	
<p>Co-op Implications: None.</p> <p><u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/></p>	

Page Number in Submission M2

Date of last submission {Enter Month, Day and Year here}

University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE

Faculty Social Sciences	Department/School Environmental Studies
Date of Submission 15 December 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
Type of Major Change 25. <input type="checkbox"/> new or reinstated course/program 26. <input checked="" type="checkbox"/> change in aim of course 27. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 28. <input type="checkbox"/> change in course number 29. <input type="checkbox"/> change in contact hours 30. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 31. <input type="checkbox"/> change in grading 32. <input type="checkbox"/> change in pre or co-requisite 33. <input type="checkbox"/> change in program requirement 34. <input type="checkbox"/> deletion of course (except under 5 year rule) 35. <input type="checkbox"/> discontinuation of a program/degree 36. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>	
Current Calendar Page Number <u> 205 </u> Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) ES 501 Units: 1.5 Methods, Research Design and Communication Students will learn about different research methods, including qualitative and quantitative approaches, their strengths and weaknesses, rationales for their application, and how they can be combined in inter-disciplinary research; they will develop effective written, oral and graphical communication skills and an understanding of the range of ways for gaining reliable knowledge. Course will be offered in two one-week intensive sessions (semi-distance format, with assignments in between). Note: <i>Required core course.</i>	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) ES 501: Units: 1.5 <u>Perspectives on Environmental Theories, Methods and Skills II</u> <u>Builds on the foundation laid in ES 500, and continues to explore theories, methods and skills appropriate to each student's research program. A retreat is typically scheduled in mid-March (additional cost for field retreat).</u> Note: <i>Required core course.</i>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires clarifying many of our existing graduate courses. ES 501 will run in concert with ES 601, and the content of both courses reflect evolving graduate curriculum in the School of Environmental Studies.	
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> Attached (e-mail or memo) <input type="checkbox"/>	
Library Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>	
Co-op Implications: None. <u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> Attached (e-mail or memo) <input type="checkbox"/>	

Page Number in Submission M3

Date of last submission {Enter Month, Day and Year here}

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies
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Date of Submission 15 September 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
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Type of Major Change

37. <input checked="" type="checkbox"/> new or reinstated course/program 38. <input type="checkbox"/> change in aim of course 39. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 40. <input type="checkbox"/> change in course number 41. <input type="checkbox"/> change in contact hours 42. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	43. <input type="checkbox"/> change in grading 44. <input type="checkbox"/> change in pre or co-requisite 45. <input type="checkbox"/> change in program requirement 46. <input type="checkbox"/> deletion of course (except under 5 year rule) 47. <input type="checkbox"/> discontinuation of a program/degree 48. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____
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Note: to place an "x" in a box, double-click on it.

Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 503</u> <u>MA/MSc Research Colloquium</u> <u>Units: 3.0</u> <u>The Graduate Colloquium meets weekly from September to April. Papers are presented by graduate students, faculty, and visiting scholars. The colloquium exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of environmental research. Attendance and participation in the colloquium is strongly encouraged throughout the degree program. Students receive 3 units of pass/fail credit during their first year.</u> <u>Grading: INP, COM, N, F</u> <i>Note: Required core course.</i>
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Rationale for the Proposed Change.
 Introduction of new PhD Program in Environmental Studies requires the development of new graduate course for the MA/MSc. ES 503 will run alongside ES 603.

External Effects of the Proposed Change:

EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.
 Attached (e-mail or memo)

Staffing, Fee or Other Financial Implications:

EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo)

Library Implications:

EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo)

Co-op Implications: None.

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.
 Attached (e-mail or memo)

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies		
Date of Submission 15 September 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013		
Type of Major Change			
<table style="width:100%; border:none;"> <tr> <td style="width:50%; vertical-align: top;"> 49. <input type="checkbox"/> new or reinstated course/program 50. <input type="checkbox"/> change in aim of course 51. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 52. <input checked="" type="checkbox"/> change in course number 53. <input type="checkbox"/> change in contact hours 54. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information </td> <td style="width:50%; vertical-align: top;"> 55. <input type="checkbox"/> change in grading 56. <input type="checkbox"/> change in pre or co-requisite 57. <input type="checkbox"/> change in program requirement 58. <input type="checkbox"/> deletion of course (except under 5 year rule) 59. <input type="checkbox"/> discontinuation of a program/degree 60. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ </td> </tr> </table> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>		49. <input type="checkbox"/> new or reinstated course/program 50. <input type="checkbox"/> change in aim of course 51. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 52. <input checked="" type="checkbox"/> change in course number 53. <input type="checkbox"/> change in contact hours 54. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	55. <input type="checkbox"/> change in grading 56. <input type="checkbox"/> change in pre or co-requisite 57. <input type="checkbox"/> change in program requirement 58. <input type="checkbox"/> deletion of course (except under 5 year rule) 59. <input type="checkbox"/> discontinuation of a program/degree 60. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____
49. <input type="checkbox"/> new or reinstated course/program 50. <input type="checkbox"/> change in aim of course 51. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 52. <input checked="" type="checkbox"/> change in course number 53. <input type="checkbox"/> change in contact hours 54. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	55. <input type="checkbox"/> change in grading 56. <input type="checkbox"/> change in pre or co-requisite 57. <input type="checkbox"/> change in program requirement 58. <input type="checkbox"/> deletion of course (except under 5 year rule) 59. <input type="checkbox"/> discontinuation of a program/degree 60. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____		
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase) ES 502 Thesis Proposal Preparation Units: 1.5 Students will work individually with their supervisor (or co-supervisors) and supervisory committee to develop a thesis proposal. An oral defense of the proposal shall take place no later than September 30th of the student's second year of full-time study or third year of part-time study. An annual research showcase will provide an opportunity for students to present their work in a formal setting. Credit shall be granted upon acceptance of the proposal with revisions (as necessary). Note: Required core course. Grading: INP, COM, N, F	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) ES <u>593</u> Thesis Proposal Preparation Units: 1.5 Students will work individually with their supervisor (or co-supervisors) and supervisory committee to develop a thesis proposal. An oral defense of the proposal shall take place no later than September 30th of the student's second year of full-time study or third year of part-time study. An annual research showcase will provide an opportunity for students to present their work in a formal setting. Credit shall be granted upon acceptance of the proposal with revisions (as necessary). Note: Required core course. Grading: INP, COM, N, F		
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires changes to the numbering of some of our MA/MSc courses. In this case, ES 502 becomes ES 593, which is more consistent with the numbering scheme of course that support thesis completion.			
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> Attached (e-mail or memo) <input type="checkbox"/>			
Staffing, Fee or Other Financial Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> Attached (e-mail or memo) <input type="checkbox"/>			
Library Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>			
Co-op Implications: None. <u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> Attached (e-mail or memo) <input type="checkbox"/>			

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies
Date of Submission 15 September 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
Type of Major Change	
61. <input checked="" type="checkbox"/> new or reinstated course/program 62. <input type="checkbox"/> change in aim of course 63. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 64. <input type="checkbox"/> change in course number 65. <input type="checkbox"/> change in contact hours 66. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	67. <input type="checkbox"/> change in grading 68. <input type="checkbox"/> change in pre or co-requisite 69. <input type="checkbox"/> change in program requirement 70. <input type="checkbox"/> deletion of course (except under 5 year rule) 71. <input type="checkbox"/> discontinuation of a program/degree 72. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 600</u> <u>Advanced Perspectives on Environmental Theories, Methods and Skills I</u> <u>Units: 1.5</u> <u>An advanced examination of contemporary theory and research methods at the forefront of environmental studies research. Emphasis will be given to the intersection of scientific, humanistic, and traditional knowledge. A 3-day field camp will precede weekly seminars in late August/early September (additional cost for field camp).</u> <u>Note: Required core course. Students with credit in ES 500 may be required to substitute ES 600 with another appropriate graduate course at the discretion of the student's PhD committee and grad advisor.</u>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires the development of new graduate course.	
External Effects of the Proposed Change: EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo) <input type="checkbox"/>	
Library Implications: EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>	
Co-op Implications: None. EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) <input type="checkbox"/>	

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies
Date of Submission 15 September 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
Type of Major Change	
73. <input checked="" type="checkbox"/> new or reinstated course/program 74. <input type="checkbox"/> change in aim of course 75. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 76. <input type="checkbox"/> change in course number 77. <input type="checkbox"/> change in contact hours 78. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	79. <input type="checkbox"/> change in grading 80. <input type="checkbox"/> change in pre or co-requisite 81. <input type="checkbox"/> change in program requirement 82. <input type="checkbox"/> deletion of course (except under 5 year rule) 83. <input type="checkbox"/> discontinuation of a program/degree 84. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 601</u> <u>Advanced Perspectives on Environmental Theories, Methods and Skills II</u> <u>Units: 1.5</u> <u>Takes a deep approach to different research methods, including qualitative and quantitative approaches, their strengths and weaknesses, rationales for their application, and how they can be combined in interdisciplinary research at the highest levels. PhD students will develop effective written, oral and graphical communication skills and an understanding of the range of ways for gaining reliable knowledge.</u> <u>Note: Required core course. Students with credit in ES 501 may be required to substitute ES 601 with another appropriate graduate course at the discretion of the student's PhD committee and grad advisor.</u>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires the development of new graduate course.	
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
Library Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
Co-op Implications: None. <u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	

**University of Victoria Curriculum Change Submission Form PROPOSED
MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies
Date of Submission 15 September 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
Type of Major Change 85. <input checked="" type="checkbox"/> new or reinstated course/program 86. <input type="checkbox"/> change in aim of course 87. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 88. <input type="checkbox"/> change in course number 89. <input type="checkbox"/> change in contact hours 90. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information 91. <input type="checkbox"/> change in grading 92. <input type="checkbox"/> change in pre or co-requisite 93. <input type="checkbox"/> change in program requirement 94. <input type="checkbox"/> deletion of course (except under 5 year rule) 95. <input type="checkbox"/> discontinuation of a program/degree 96. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>	
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 603</u> <u>PhD Research Colloquium</u> <u>Units: 3.0</u> <u>The Graduate Colloquium meets weekly from September to April. Papers are presented by graduate students, faculty, and visiting scholars. The colloquium exposes students to a wide range of conceptual and substantive issues that reflect the breadth and depth of environmental research. Attendance and participation in the colloquium is strongly encouraged throughout the degree program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research.</u> <u>Grading: INP, COM, N, F</u> <u>Note: Required core course.</u>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires the development of new graduate course.	
External Effects of the Proposed Change: EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs. Attached (e-mail or memo) <input type="checkbox"/>	
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Library Implications: EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) <input type="checkbox"/>	
Co-op Implications: None. EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) <input type="checkbox"/>	

**University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE**

Faculty Social Sciences	Department/School Environmental Studies		
Date of Submission 11 January 2013	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013		
Type of Major Change <table style="width:100%; border:none;"> <tr> <td style="width:50%; vertical-align: top;"> 97. <input checked="" type="checkbox"/> new or reinstated course/program 98. <input type="checkbox"/> change in aim of course 99. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 00. <input type="checkbox"/> change in course number 01. <input type="checkbox"/> change in contact hours 02. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information </td> <td style="width:50%; vertical-align: top;"> 03. <input type="checkbox"/> change in grading 04. <input type="checkbox"/> change in pre or co-requisite 05. <input type="checkbox"/> change in program requirement 06. <input type="checkbox"/> deletion of course (except under 5 year rule) 07. <input type="checkbox"/> discontinuation of a program/degree 08. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ </td> </tr> </table> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>		97. <input checked="" type="checkbox"/> new or reinstated course/program 98. <input type="checkbox"/> change in aim of course 99. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 00. <input type="checkbox"/> change in course number 01. <input type="checkbox"/> change in contact hours 02. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	03. <input type="checkbox"/> change in grading 04. <input type="checkbox"/> change in pre or co-requisite 05. <input type="checkbox"/> change in program requirement 06. <input type="checkbox"/> deletion of course (except under 5 year rule) 07. <input type="checkbox"/> discontinuation of a program/degree 08. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 670</u> <u>Field Study</u> <u>Units: 1.5</u> <u>Supervised field research or organized projects related to environmental problems, supplemented by directed individual study. A formal report is required.</u>		
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires development of new graduate courses.			
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>			
Staffing, Fee or Other Financial Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>			
Library Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). <u>Attached (e-mail or memo)</u> <input type="checkbox"/>			
Co-op Implications: None. <u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>			

University of Victoria Curriculum Change Submission Form
PROPOSED MAJOR CURRICULUM CHANGE

Faculty Social Sciences	Department/School Environmental Studies
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Date of Submission 11 January 2013	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
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Type of Major Change

09. <input checked="" type="checkbox"/> new or reinstated course/program	15. <input type="checkbox"/> change in grading
10. <input type="checkbox"/> change in aim of course	16. <input type="checkbox"/> change in pre or co-requisite
11. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses	17. <input type="checkbox"/> change in program requirement
12. <input type="checkbox"/> change in course number	18. <input type="checkbox"/> deletion of course (except under 5 year rule)
13. <input type="checkbox"/> change in contact hours	19. <input type="checkbox"/> discontinuation of a program/degree
14. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	20. <input type="checkbox"/> other _____
	<input type="checkbox"/> accompanying minor curriculum change # _____

Note: to place an "x" in a box, double-click on it.

<p>Current Calendar Page Number _____</p> <p>Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)</p>	<p>Proposed Calendar Entry (Please indicate changes by <u>underlining</u>; course descriptions must conform to Calendar style and are limited to 75 words.)</p> <p><u>ES 680</u> <u>Seminar in Political Ecology</u> <u>Units: 1.5</u></p> <p><i>Note: May be taken more than once in different topics up to a maximum of 3 units.</i></p>
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Rationale for the Proposed Change.
Introduction of new PhD Program in Environmental Studies requires development of new courses.

External Effects of the Proposed Change:

EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an **effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.** Attached (e-mail or memo)

Staffing, Fee or Other Financial Implications:

EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo)

Library Implications:

EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo)

Co-op Implications: None.

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo)

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Faculty Social Sciences	Department/School Environmental Studies
Date of Submission 11 January 2013	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013
Type of Major Change	
21. <input checked="" type="checkbox"/> new or reinstated course/program 22. <input type="checkbox"/> change in aim of course 23. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 24. <input type="checkbox"/> change in course number 25. <input type="checkbox"/> change in contact hours 26. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	27. <input type="checkbox"/> change in grading 28. <input type="checkbox"/> change in pre or co-requisite 29. <input type="checkbox"/> change in program requirement 30. <input type="checkbox"/> deletion of course (except under 5 year rule) 31. <input type="checkbox"/> discontinuation of a program/degree 32. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ <i>Note: to place an "x" in a box, double-click on it.</i>
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 681</u> <u>Seminar in Ethnoecology</u> <u>Units: 1.5</u> <i>Note: May be taken more than once in different topics up to a maximum of 3 units.</i>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires development of new graduate courses.	
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
Staffing, Fee or Other Financial Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
Library Implications: <u>EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule</u> (Calendar Policy 2.2.4). <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
Co-op Implications: None. <u>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	

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Faculty Social Sciences	Department/School Environmental Studies
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Type of Major Change <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>33. <input checked="" type="checkbox"/> new or reinstated course/program</p> <p>34. <input type="checkbox"/> change in aim of course</p> <p>35. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses</p> <p>36. <input type="checkbox"/> change in course number</p> <p>37. <input type="checkbox"/> change in contact hours</p> <p>38. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information</p> </div> <div style="width: 48%;"> <p>39. <input type="checkbox"/> change in grading</p> <p>40. <input type="checkbox"/> change in pre or co-requisite</p> <p>41. <input type="checkbox"/> change in program requirement</p> <p>42. <input type="checkbox"/> deletion of course (except under 5 year rule)</p> <p>43. <input type="checkbox"/> discontinuation of a program/degree</p> <p>44. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____</p> </div> </div> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>	
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 682</u> <u>Seminar in Ecological Restoration</u> <u>Units: 1.5</u> <i>Note: May be taken more than once in different topics up to a maximum of 3 units.</i>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires development of new graduate courses.	
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
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Faculty Social Sciences	Department/School Environmental Studies
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Type of Major Change <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>45. <input checked="" type="checkbox"/> new or reinstated course/program</p> <p>46. <input type="checkbox"/> change in aim of course</p> <p>47. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses</p> <p>48. <input type="checkbox"/> change in course number</p> <p>49. <input type="checkbox"/> change in contact hours</p> <p>50. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information</p> </div> <div style="width: 48%;"> <p>51. <input type="checkbox"/> change in grading</p> <p>52. <input type="checkbox"/> change in pre or co-requisite</p> <p>53. <input type="checkbox"/> change in program requirement</p> <p>54. <input type="checkbox"/> deletion of course (except under 5 year rule)</p> <p>55. <input type="checkbox"/> discontinuation of a program/degree</p> <p>56. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____</p> </div> </div> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>	
Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 690</u> <u>Directed Studies</u> <u>Units: 1.5</u> <u>Individual studies under the direct supervision of a faculty member. The content and methods of assessment must be approved by the School.</u>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires development of new graduate courses.	
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
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Faculty Social Sciences	Department/School Environmental Studies		
Date of Submission 15 September 2012	Effective Date of Change (1 May unless otherwise indicated) 1 September 2013		
Type of Major Change			
<table style="width:100%; border:none;"> <tr> <td style="width:50%; vertical-align: top;"> 57. <input checked="" type="checkbox"/> new or reinstated course/program 58. <input type="checkbox"/> change in aim of course 59. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 60. <input type="checkbox"/> change in course number 61. <input type="checkbox"/> change in contact hours 62. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information </td> <td style="width:50%; vertical-align: top;"> 63. <input type="checkbox"/> change in grading 64. <input type="checkbox"/> change in pre or co-requisite 65. <input type="checkbox"/> change in program requirement 66. <input type="checkbox"/> deletion of course (except under 5 year rule) 67. <input type="checkbox"/> discontinuation of a program/degree 68. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____ </td> </tr> </table> <p align="right"><i>Note: to place an "x" in a box, double-click on it.</i></p>		57. <input checked="" type="checkbox"/> new or reinstated course/program 58. <input type="checkbox"/> change in aim of course 59. <input type="checkbox"/> change in course unit value, division of year-long course, merging two semester courses 60. <input type="checkbox"/> change in course number 61. <input type="checkbox"/> change in contact hours 62. <input type="checkbox"/> change of mutually-exclusive designation, sequence credit or cross-listing information	63. <input type="checkbox"/> change in grading 64. <input type="checkbox"/> change in pre or co-requisite 65. <input type="checkbox"/> change in program requirement 66. <input type="checkbox"/> deletion of course (except under 5 year rule) 67. <input type="checkbox"/> discontinuation of a program/degree 68. <input type="checkbox"/> other _____ <input type="checkbox"/> accompanying minor curriculum change # _____
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 693</u> <u>PhD Candidacy Examination</u> <u>Units: 3.0</u> <u>PhD students will prepare a comprehensive reading list, a dissertation proposal, and two major papers (on topics relevant to the PhD research field), and will sit for an oral examination related to the reading list.</u> <u>Grading: INP, COM, N, F</u>		
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires the development of new graduate course.			
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>			
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Current Calendar Page Number _____ Existing Calendar Entry (in full) (Please indicate deletions by striking through the word or phrase)	Proposed Calendar Entry (Please indicate changes by <u>underlining</u> ; course descriptions must conform to Calendar style and are limited to 75 words.) <u>ES 699</u> <u>PhD Dissertation</u> <u>Units: 21.0</u> <u>Grading: INP, COM, N, F.</u>
Rationale for the Proposed Change. Introduction of new PhD Program in Environmental Studies requires development of new graduate courses.	
External Effects of the Proposed Change: <u>EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS</u> where the proposed curriculum change will have an <u>effect on program requirements, overlap with courses or programs in other academic units including interdisciplinary Programs.</u> <u>Attached (e-mail or memo)</u> <input type="checkbox"/>	
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University
of Victoria

Senate Committee on Libraries

Date: 11 April 2013
To: Julia Eastman, University Secretary
From: Simon Devereaux, Chair, Senate Committee on Libraries
Re: 2012-13 Annual Report of the Senate Committee on Libraries

RECEIVED

APR 16 2013

UNIVERSITY SECRETARY
UNIVERSITY OF VICTORIA

The Senate Committee on Libraries (SCL) has met four times to date throughout the 2012-13 academic year and is scheduled to meet twice more. The Committee has addressed several issues during the past academic year:

1. The SCL heard a presentation from Anne Cirillo, the Acting International Commons (IC) Coordinator, regarding the newly opened (September 2012) IC space, which aims to build support for international students with their academics through referrals to existing support services on campus. The committee was invited to pass along ideas for ways to create more supports and connections for international students.
2. The SCL met with planning consultant Rebecca Jones, who presented an overview of the approach being taken to renew the Libraries' Strategic Plan and its progress (as of December 2012). She reported that staff member participation in the process was complete, both via in-person planning sessions and online forums. The objective of the process was to engage staff in looking at the broader academic environment in eight categories impacting universities and libraries. Once finalized, the Strategic Plan will be filtered into the Operation Plan, and objectives will be drawn down to individual staff members' annual plans. The resulting document, "Re:Defining - Uvic Libraries Strategic Directions" was reviewed in draft by the SCL in January 2013. A detailed version will be reviewed by the SCL at one of our final sessions during this academic year.
3. The SCL received a presentation from John Durno, Coordinator of Library Systems Services, which addressed ongoing concerns regarding security of library-user access to databases and other key libraries resources.
4. The Library continues to wrestle with ongoing budgetary constraints and projected annual reductions. This included the discontinuation of two vacant CUPE positions and five occupied positions in the library administration: one PEA in music-media, three PEA in information technology and one CUPE in law.
5. The Library also continues to explore practical alternatives to its increasingly expensive and constraining relationship with Access Copyright. A new system for delivering copyright materials to students (ARES) was launched with some success in fall 2012 and reconfigured in spring 2013. This system, which is rapidly being taken

up by faculties and departments on campus, is rendered the more urgently necessary by the news that Moodle – perhaps the preeminent mode of delivering such materials at the present time – will no longer facilitate the uploading of files from fall 2013 onwards.

- 6. Finally, the Library is happy to report two interesting developments in local manuscript and print collections. In 2012 the Library acquired, with the help of a generous donor, a mid-fifteenth-century medieval manuscript. More recently, following the discovery of two early folio Shakespeare editions in the BC Legislative Library, the UVic Library is negotiating with the University of Toronto to arrange an unprecedented public display in Victoria in autumn 2013 of all of the first four folio editions of Shakespeare.

Membership

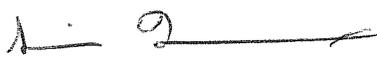
During the 2012/13 session, the Senate Committee on Libraries (SCL) was comprised of the following members:

Faculty Representatives

- Simon Devereaux, Graduate Studies (Chair)
- Colin Bennett, Social Sciences
- Colleen Clement, Graduate Students' Society
- Peter Constabel, Council of Centre Directors
- Tom Fyles, Science
- Dale Ganley, Business
- Kathy Gaul, Medical Sciences
- Allana Lindgren, Fine Arts
- Graham McDonough, Education
- Michael Nowlin, Humanities
- Yianni Pappas-Acreman, UVic Students' Society
- Anissa Paulsen, Continuing Studies
- Deborah Thoun, Human and Social Development
- Tracie Smith, Faculty Association Librarians Committee
- Kai Wu, Engineering

Ex-officio members

- Jonathan Bengtson, University Librarian
- Neil Campbell, Associate University Librarian, Law
- Ken Cooley, Associate University Librarian, Reference and Collection Management Services
- Catherine Mateer, Associate Vice-President Academic, Academic Planning (President's nominee)
- Paul Stokes, CIO, University Systems
- Jaqui Thompson, Secretary, University Librarian's Office



Simon Devereaux, Chair, Senate Committee on Libraries



University
of Victoria

Associate Vice-President Academic Planning

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E-mail avmateer@uvic.ca Web http://www.uvic.ca/vpac

MEMO

Date: April 17, 2013
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Copy: Dr. Rob Lipson, Dean, Faculty of Science
Re: **BSc in Chemistry for the Medical Sciences**

At its meeting of 10 April 2013, the Senate Committee on Planning discussed the proposal for a BSc in Chemistry for the Medical Sciences and approved the following motion:

*That the Senate Committee on Planning recommend that Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a **BSc in Chemistry for the Medical Sciences** to be offered by the Faculty of Science, as described in the document "Proposal for the Introduction of a New Undergraduate Program in Chemistry for the Medical Sciences", dated April 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education, Innovation and Technology and Responsible for Multiculturalism website for peer review for a period of 30 days.*

:mam

Committee Membership:

Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Prof. Donna Greschner
Dr. Merwan Engineer
Dr. Stan Dosso
Dr. Tim Iles

Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Ms. Norah McRae
Dr. Maureen MacDonald
Dr. Howard Brunt
Ms. Carrie Anderson
Ms. Julia Eastman
Dr. David Turpin
Ms. Maureen Moffatt (Secretary)

PROPOSAL for the INTRODUCTION of a NEW UNDERGRADUATE PROGRAM
at the UNIVERSITY of VICTORIA
in
CHEMISTRY for the MEDICAL SCIENCES



Submitted by:

The Department of Chemistry, Faculty of Science, University of Victoria

April, 2013

1. Overview.

The Chemistry Department at the University of Victoria is proposing the introduction of a new BSc Majors program in Chemistry for the Medical Sciences.

The purpose of the new program is to serve the needs of students who have a strong interest in Chemistry, but who are ultimately planning on entering professional programs in the medical sciences – medical school, dental school, veterinary medicine, etc. This is an underserved population at present, since our traditional Majors and Honours streams have a high density of required courses (particularly in the 2nd year), making it difficult for students to fit in many of the pre-requisites or recommended courses useful for non-Chemistry specializations.

In addition to requiring 19.5 units of Chemistry, 3 units of Physics, 4.5 units of Mathematics and Statistics, 1.5 units of English, 4.5 units of Biology and 3 units of Biochemistry, the proposed program allows students to choose 9 units (including at least 3 units at the 300- or 400-level) from a pool of courses identified as useful preparation for future studies in medical programs. 15 units of electives are also distributed throughout the program.

To the best of our knowledge, this program is unique in Canada, and is anticipated to graduate ~50 students per year once it is fully operational. Because the program makes use of courses (both within the Chemistry Department and elsewhere at UVic) that are already in existence, no new courses or other resources are required in order to launch the program.

2. Location and Administration.

The program will be administered by the Chemistry Department at the University of Victoria, alongside our regular Majors and Honours programs and several additional Combined Majors programs. Significantly, however, a dedicated Director of the Chemistry for the Medical Sciences Program will be appointed by the Departmental Duties Committee. The role of the Director will be similar to that of a Majors and Honours Advisor (in that he/she will counsel students on course selection, prerequisites, conflicts, etc.), but the Director will have additional duties in advertising the program (together with the Department's Publicity Committee), updating course requirements (together with the Department's Undergraduate Studies Committee), recruiting prospective students, maintaining the program website (together with the Department's Web Administrator) and holding regular information sessions for students within the program. These information sessions will help to build a "cohort" mentality within the student population, and will be a convenient opportunity to publicize program details, changes in professional school requirements, networking/career-building workshops, etc.

The first Director of the new program will be Dr. Jeremy Wulff, an associate professor in the Chemistry Department. Dr. Wulff is a Michael Smith Foundation for Health Research Career Investigator, and is also the Canada Research Chair (Tier II) in Bioactive Small Molecule Synthesis. His research in medicinal chemistry leaves him well placed to build bridges between the Chemistry and Medical Sciences communities.

3. Academic Units.

The program will be run from within the Chemistry Department, and half of the required courses come from either Chemistry or Biochemistry. Several additional program requirements are large 1st and

2nd year “service courses” taught by other Departments, but taken by the majority of our existing students. What makes this program unique is the choice of 9 units of courses from other Departments and Faculties across the University. These include courses from EPHE, Biology, Microbiology, Philosophy, Anthropology, and Medical Sciences. Effectively, selection amongst these “optional required” courses allows students to craft the degree that best meets their needs, and best prepares them for the professional program that they aim to enter.

4. Anticipated Program Start Date. Fall, 2014.

5. Anticipated Completion Time. 4 years / 8 semesters of study.

6. Target Audience.

The principal audience for this program is students who have a strong interest in Chemistry, but who ultimately plan not to carry on with a graduate degree in Chemistry, or otherwise work as a practicing Chemist. Instead, our target student for this program is interested in using their BSc as a stepping stone to a professional program in the Medical Sciences. This could be Pharmacy, Medical School (either in Canada or elsewhere), Veterinary Medicine, Optometry, Nursing, Naturopathy, or any number of related programs.

Importantly, those students who are *unsuccessful* in gaining entry to the professional program of their choice will still have a solid degree in Chemistry. Many of our graduates will find work as laboratory technicians in the health sciences fields, or in a number of other positions available to BSc chemists (in the food, beverage and brewing industries, for example, or in environmental monitoring). Alternatively, students may choose to transfer into a Chemistry Majors stream; we have engineered the new program to ensure that transfer between programs is a relatively facile process. Finally, although we *recommend* that students interested in pursuing a graduate degree Chemistry follow our Majors or Honours trajectories, we should note that graduates from the ChemMedSci program would nonetheless be accepted into most MSc programs in Chemistry (including our own). This is particularly true for students interested in pursuing graduate research in medicinal chemistry or related fields.

7. Enrollment Potential.

We anticipate attracting at least 10 students in the first year of the program, with enrollment increasing by an additional 10 students each year after that. Within the first 5 years of the program, we anticipate reaching a cohort size of 50 students – somewhat larger than the current graduating class of Chemistry Majors and Honours students at UVic (~35 per year).

8. Resource Plan.

No additional resources are required in order to launch the new program, since all of the required and suggested courses are already offered by the University, and each of the required laboratory courses can accommodate increased capacity. Meeting our ambitious enrollment targets will mean a slightly increased demand for instructors (both within Chemistry and Elsewhere), but this will come with an increased number of EETs. Similarly, *once the program has been demonstrated to be successful*, we will look to add a new course that combines 2nd year Analytical and Physical chemistry topics into a single 36-hour lecture course. This will eventually take the place of the existing Chem212 and Chem245 courses for students enrolled in the Chemistry for the Medical Sciences Program.

9. Description of the Proposed Program and Links to UVic Strategic Goals.

refer to section 6 of the full proposal for more details

1st Year

Chem 101, 102
Math 100, 101
Phys 112 (or 102 with a minimum grade of a B)
Biol 190A, 190B
1.5 units of 1st year English
1 elective

2nd Year

Chem 231, 232
Chem 213 plus one of 212, 222 or 245
Biol 225
Stat 255 *or* 260
2 courses drawn from Pool A
2 electives

3rd and 4th years

Chem 337, 437
Bioc 300A, 300B
One additional course from Chem 212, 222 or 245
1.5 units of Chem 3xx labs

3 additional Chem 3xx / 4xx lecture courses
2 courses drawn from Pool B
2 additional courses drawn from Pool A
7 electives

Pool A:

Ephe 141	– Human Anatomy	Ephe 155	– Nutrition
Biol 230	– Genetics	Psyc 215A	– Biopsychology
Ephe 241A	– Human Cellular Physiology	Ephe 241B	– Systemic Physiology
Micr 200A, Micr 200B	– Microbiology	Anth 250	– Physical Anthropology
Phil 331	– Biomedical Ethics	Engl 303	– Copy Editing

Pool B:

Meds 301	– Pharmacology	Micr 303	– Immunology
Meds 401	– Neuroanatomy	Micr 402	– Virology
Bcmb 301A, 301B	– Microbiology laboratory	Anth 352	– Human Osteology

No similar program is offered within British Columbia. Indeed, to the best of our knowledge this program is unique in Canada, although it shares certain elements with Ottawa's Biopharmaceutical Sciences program and McMaster's Integrated Science program. We anticipate that the program will attract students from all over Canada, but will be of particular interest to BC students; this is especially true given the existence of the Island Medical Program at UVic.

The Chemistry for the Medical Sciences program fits perfectly within the multidisciplinary teaching and research environments at UVic, and also incorporates several aspects of UVic's strategic plan as it relates to Academic Programs, Teaching and Learning (Objective 12). Particular synergies with the strategies outlined in the strategic plan are emphasized below:

- 12a. *ensure that integrated planning, academic plans and external reviews of departments and faculties address: future programming and staffing based on existing and **emerging areas of educational and research strength** ... [and]... activities designed to **enhance student recruitment, retention and success.***
- 12c. *explore options for enriching student learning and outcomes through a variety of mechanisms, such as refining and assessing the utility of establishing "**breadth requirements**" in the curriculum.*
- 12d. *provide departments and faculties with **increased flexibility** in academic planning...*
- 12g. *encourage and support **collaborative programs** ... as they support the achievement of our educational and research goals.*

1. Identification of New Program.

Program Name: Chemistry for the Medical Sciences
Location: University of Victoria
Academic Units: Department of Chemistry
Anticipated Start Date: September, 2014
Contact Person: Prof. Jeremy Wulff
Director, Chemistry for the Medical Sciences Program
Department of Chemistry, University of Victoria
PO Box 3065, Victoria, BC, V8W 3V6 (Courier: 3800 Finnerty Road)
email: wulff@uvic.ca - phone: 250.721.7179 - fax: 250.721.7147

2. History and Context of the Program.

The Chemistry department at the University of Victoria currently offers both Chemistry Majors and Chemistry Honours programs, as well as joint programs in Chemistry and Mathematics, Chemistry and Microbiology, Chemistry and Biochemistry, and Chemistry and Earth and Ocean Sciences.

The existing Chemistry Majors and Honours degrees do an outstanding job of preparing students for careers in Chemistry, or for entry into graduate programs in any of the various subdisciplines of Chemistry research. Indeed for a University of our size, a surprising number of our graduates have gone on to very distinguished careers in both academia and industry.

However, this rigorous training environment comes with a price: the large number of required courses (particularly at the 2nd year level) in these programs makes it hard for enrolled students to complete the requirements for professional programs other than Chemistry graduate school (for program requirements for Canadian professional schools in the medical sciences, see Appendix 1; for Chemistry Majors and Honours requirements, see Appendix 2). This is doubly true when one considers not only those courses *required* by professional programs, but also those courses – such as Anatomy – that are either *recommended*, or are simply *desired* by students planning a future career in the medical sciences (see Appendix 3 for a list of courses suggested by current Medical School students, or their instructors).

Because our undergraduate programs have thus far been rather tailored toward the training of future Chemistry graduate students, our numbers of graduates have remained relatively constant. The Chemistry department teaches over 800 students in 1st year Chemistry, of which nearly 500 complete at least 2nd year Organic Chemistry. But only 38 students per year (average over the past 5 years) graduate with Chemistry Majors or Honours degrees. This represents only a modest increase over past years (34 graduates per year from 1998-2005 and 30 graduates per year in the early 1990s). Similarly, our total number of EETs have remained essentially constant over the past 5 years (400 ± 12), and have not grown alongside the overall University enrollment. Anecdotally, many of our students profess *interest* in Chemistry, but choose to pursue other Majors in order to graduate in a timely fashion and gain entry into medically oriented professional programs. This population of *interested non-experts* appears to be growing with the recent introduction of the Island Medical Program on campus.

3. Aims, Goals and Objectives.

In order to better serve our students, we propose the introduction of a new Chemistry for the Medical Sciences program. This is *not* intended as a pre-med program,^{*} but neither is it intended as a training ground for Chemistry graduate students.[†] Rather, we see a middle way: the opportunity to provide a firm grounding in Chemical Science, while still leaving room for students to get the non-Chemistry courses that they need to support their future aspirations as medical professionals.[‡]

Distinctive Characteristics. The proposed program is unique in British Columbia, and is expected to attract additional students to the University of Victoria. Indeed, the program is essentially unprecedented across Canada, although certain aspects are shared with existing programs at Ottawa and McMaster.

Contribution to Departmental and University Strategic Plans. The Chemistry Department's 2012 Strategic Plan identifies the creation of new programs – beginning with a new Chemistry for the Medical Sciences program – as one of three “Priority 1” initiatives. Since the proposed new program is anticipated to substantially increase the overall enrollment to the Chemistry department, it is expected to also help us meet a second “Priority 1” goal of tripling our overall graduating population. Similarly, UVic's 2012 Strategic Plan instructs departments to base programming on “emerging areas of educational and research strength” and to “enhance student recruitment [and] retention”. The Plan goes on to discuss the implementation of “breadth requirements” in existing programs. Because the proposed Chemistry for the Medical Sciences program includes courses from several departments and faculties, and because it directly speaks to the existence of the new Island Medical Program, it succeeds in meeting these strategic goals.

Student Demand. To evaluate potential interest in the proposed new program, over 400 Chemistry 102 students at UVic were given a 5-minute summary of the program goals, then were asked to rank their relative interest by answering two short questions using their “iClicker” audience response devices. Their responses are summarized on the following page.

^{*} A pre-med program is a non-specializing educational track offered by some US schools that allows students to take all the medical school requirements (biology, organic chemistry, physics, etc.) in their first two years, then write the MCAT. Such a program leaves students who do *not* make it into medical school with few options other than transferring into a different educational track, and as such pre-med programs of this type are not generally supported in Canada. The proposed Chemistry for the Medical Sciences program is substantially different in that it is first and foremost a **chemistry** program, albeit one with a somewhat different focus than our traditional Majors offering. This different focus should not be perceived as a weakness however. We contend that the proposed program is as rigorous as any other program on offer in the Faculty of Science, and will present a significant challenge to students. At the same time, it offers students with program options that are not currently addressed by our existing offerings.

[†] Graduates from the ChemMedSci program will (in most cases at least) be accepted to graduate programs in Chemistry, and in a few cases (on the medicinal chemistry end of the chemistry research spectrum) may even have some advantages in preparation over their peers in traditional majors programs. However, they will (again in most cases) be at a disadvantage in terms of preparation in physical chemistry. We will therefore strongly encourage students with an interest in graduate school to transfer to our Chemistry Honours stream.

[‡] Of course, *any* undergraduate degree program will qualify students for entry into the professional programs discussed here, provided that students collect the appropriate pre-requisites listed in Appendix 1. What makes the proposed program unique is that (1) these pre-requisites are actually built directly into the program structure; (2) the program encourages students to not just take the minimum posted pre-requisites, but to take a number of *additional* courses that will be useful preparation for their later studies, and ultimately for their careers; (3) in stark contrast to our traditional Majors program, the new ChemMedSci program allows these non-chemistry courses to be taken in the 2nd year; (4) the students in this program will benefit from the presence of a Director to coordinate career development initiatives, advertise changing requirements, etc.

Chart 1: Chem102 Interest in ChemMedSci, by Current Program Choice

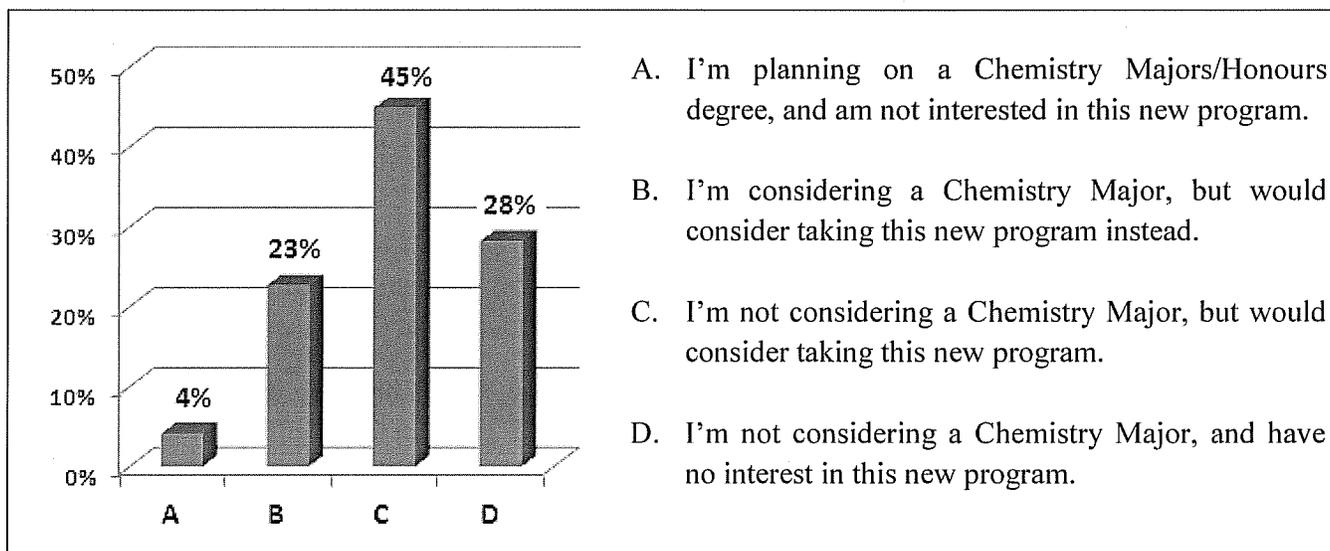
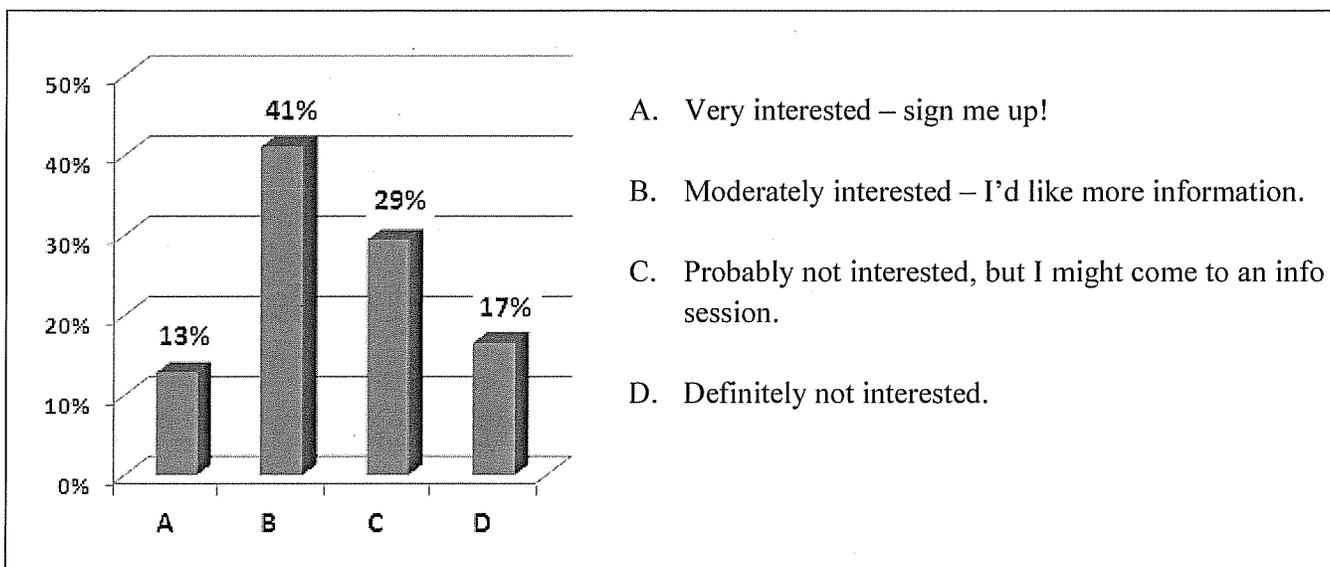


Chart 2: Chem102 Overall Interest in ChemMedSci



Only ~8% of Chem102 students in any given year proceed to Chem212 (the only 2nd year course that is required solely for Chemistry Majors). When viewed against this very low rate of student transmission for our traditional Chemistry Majors stream, the fact that 68% of students expressed an interest in a Chemistry-based program is staggering. We believe that this speaks to a substantial need for non-traditional degree programs like the one we propose here. Given that the population of Chem102 is ~700 students, and given that substantial numbers of additional students are expected to transfer into this program from elsewhere, it seems that we will easily achieve our projected enrollment numbers.

Labour Market Demand. Most of our prospective students in the Chemistry for the Medical Sciences program will be hoping to gain entry into Medical School or related professional programs. While we wish them all the best, we of course recognize that a certain percentage will be unsuccessful. Fortunately however, these students will still graduate with a strong Chemistry degree! This academic focus, together with the breadth of knowledge that they will have obtained from taking courses across the University, will serve them well in several Chemistry-related jobs in the health sciences sector. This includes analytical positions in clinics or diagnostic facilities, quality-assurance jobs, environmental assessment posts, etc. Failing this, we have intentionally designed the new program in such a way as to simplify transfers into and out of our traditional Chemistry Majors program, as well as transfers into or out of programs in Biochemistry/Microbiology or Biology.

Plans for Student Recruitment and Retention. The Program Director is a unique feature of the proposed Chemistry for the Medical Sciences program, and will play a leading role in student recruitment and retention initiatives. Recruitment strategies, to be carried out alongside the department's Publicity Committee, will include information sessions both on campus and at local high schools, a web site (designed with the assistance of the department's web manager) and the use of printed media for distribution to colleagues across Canada. Retention strategies will include semi-annual gatherings with the students, with pizza sponsored by the Chemistry Department. As the program grows, the students will be encouraged to form a student society to organize social outings, contests, and fund-raising drives.

4. Admission and Transfer Requirements.

These will be the same as the existing requirements for the Chemistry Majors program.

5. Areas of Specialization and Evidence of Adequate Faculty Complement.

Beginning in 2005, the Chemistry Department has made several strategic hires in the area of Chemical Biology. These new faculty members (Drs. Hof, Hore, Paci and Wulff) joined several more established colleagues in the department with an interest in developing novel chemistry-based solutions to biological problems (Drs. Fyles, Brolo and van Veggel), resulting in a critical mass of researchers operating at the interfaces between Chemistry, Biology, and Medicine. The Faculty of Science has also shown a strong commitment to this academic area by allocating two CRC Tier II positions to Drs. Hof and Wulff.

In addition to changing the research dynamic within the department, this hiring strategy led to a changed teaching emphasis in several courses (with the inclusion of more biological examples) and also led directly to the establishment of a new course in Bioorganic and Medicinal Chemistry. This course (Chem437) will now be used as one of the two upper level "anchor" courses for our new program.

The strong medicinally-oriented research focus of several members of the Chemistry Department leaves these us particularly well placed to teach chemistry students with an interest in the Health and Medical Sciences. Descriptions of research and teaching interests, publications, etc. for all faculty members are available from the departmental webpage: www.chemistry.uvic.ca. Representative curriculum vitae and teaching dossiers from Profs. Wulff, Hof and Fyles (the program Director, as well as the instructors for the two "anchor" courses) are attached to this proposal.

6. Curriculum Design and Program Development Methodology.

The Chemistry Department's Working Group on New Programs was convened in January 2012. The committee was initially tasked with considering several possible new programs, but after consultation with stakeholders in relevant fields, elected to limit its focus to the introduction of a new program in Chemistry for the Medical Sciences. This focus was presented to the Chemistry Department at the **January 10th 2012 department meeting**, after which the Working Group added three student members with expertise in medical school programs.

Working Group Membership.

Dr. Jeremy Wulff	– Working Group chair
Dr. Peter Wan	– Chemistry Majors and Honours advisor
Dr. Alex Brolo	– chair of Chemistry curriculum committee
Dr. Dave Berg	– former Chemistry graduate advisor
Dr. Neil Burford	– Chemistry department chair
Ms. Mika Hemphill*	– 2 nd year medical student; UVic Kinesiology graduate
Ms. Keira Dheensaw*	– 2 nd year medical student; UVic Kinesiology graduate
Mr. Jeremy Mason*	– UVic Biochemistry graduate (with strong Chemistry background) and recent medical school interviewee.

**student members were chosen following the selection of program focus.*

The faculty Working Group members then collected entrance requirement data from relevant professional programs across Canada (as well as representative data from outside the country; see Appendix 1) while the student members (together with Dr. Jane Gair, instructor in the Island Medical Program) contributed to a list of courses that provided useful background knowledge for either the MCAT or for 1st year medical school (see Appendix 3). Collectively, the Working Group used these inputs to craft the new program proposed here.

The program was first presented to the Chemistry department at the **February 14th 2012 department meeting**, then again at the **March 13th department meeting**; departmental input was solicited at each presentation.

Guiding Principles. The Working Group took as its mandate that the new program should:

1. serve as a parallel program to the existing Chemistry Majors / Honours programs.
2. increase overall enrollment to the Chemistry department, with a target of 10 students per year in the first year, building to an eventual population of 50 graduates per year.
3. meet the needs of students who are interested in Chemistry, but whose career goals include professional programs in the medical sciences.
4. present a less intimidating 2nd year list of course requirements.
5. provide all of the courses that are required for medically-oriented professional programs.
6. allow students to fit in all the optional courses that might be required for their particular future professional programs.

7. allow for some degree of lateral mobility, both from other departments into the new program, and from this program into the Chemistry majors stream.

At the same time, the Working Group maintained that this new program should **not** be seen as:

1. a pre-med program (see footnote 1, above).
2. the best possible route to a graduate program in chemistry (see footnote 2, above).

When scheduling required courses, the Working Group tried as much as possible to adhere to the guideline that each semester include approximately:

- 2 Chemistry courses
- 1 other required course
- 1 course from outside Chemistry with some application to the medical sciences
- 1 elective

Implementation of these guiding principles by the Working Group, in consultation with other stakeholders, led to the proposed program shown in detail on the following page. Significantly, all of the courses proposed for inclusion are already offered at UVic, and no new courses need to be created for the launch of the program. Particularly important to the program are the two “anchor” courses in bio-organic chemistry: Chem337 and Chem437. The former has traditionally been a “service-teaching” course for the Chemistry department, and has been taken primarily by Biochemistry majors. The latter is a relatively new course, developed in 2009 by Profs. Hof and Wulff. Chem437 has fast become one of our most popular 4th year offerings. Descriptions of all the required and recommended courses can be found from the UVic Calendar website: <http://web.uvic.ca/calendar2012/>.

Experiential learning. UVic Chemistry and Physics were the originators of co-op in Western Canada, and we’ve continued to be very strong proponents of the value of co-op in an undergraduate degree. Discussions with potential students suggest that those in the ChemMedSci program are unlikely going to be interested in the “full” 4-workterm co-op option available to Chemistry Majors. However, many students will benefit from the new 2-workterm Work Experience option that was recently approved at UVic, and which does not require a separate Majors declaration. Students will be encouraged to take advantage of this program. In addition to our support of co-op, UVic Chemistry has been a pioneer in introducing research experience at an earlier level in the undergraduate curriculum. Our new Chem298 and Chem398 courses provide opportunities for 2nd and 3rd year students to work in a research lab a few hours per week. Students have a chance to learn what research is all about, and to interact closely with both graduate students and faculty members. These courses have been very successful, and frequently lead to students taking Chem498 (4th year, Majors research experience) and Chem499 (4th year Honours thesis). ChemMedSci Majors will be eligible to take Chem298, Chem398 and Chem498 courses as electives. Our department has many active research projects on the medicinal end of the chemistry spectrum, and many of these will be of interest to the ChemMedSci population.

Proposed Program. The following program is proposed to constitute a Majors BSc in Chemistry for the Medical Sciences:

1st Year

Chem 101, 102
 Math 100, 101
 Phys 112 (or 102 with a minimum grade of a B)
 Biol 190A, 190B
 1.5 units of 1st year English
 1 elective

2nd Year

Chem 231, 232
 Chem 213 plus one of 212, 222 or 245¹
 Biol 225
 Stat 255 or 260
 2 courses drawn from Pool A
 2 electives

3rd and 4th years

Chem 337, 437
 Bioc 300A, 300B²
 One additional course from Chem 212, 222 or 245¹
 1.5 units of Chem 3xx labs

3 additional Chem 3xx / 4xx lecture courses
 2 courses drawn from Pool B
 2 additional courses drawn from Pool A
 7 electives^{3,4}

Pool A:

Ephe 141	– Human Anatomy	Ephe 155	– Nutrition
Biol 230	– Genetics	Psyc 215A	– Biopsychology
Ephe 241A	– Human Cellular Physiology	Ephe 241B	– Systemic Physiology
Micr 200A, Micr 200B	– Microbiology	Anth 250	– Physical Anthropology
Phil 331	– Biomedical Ethics	Engl 303	– Copy Editing

Pool B:^{5,§}

Meds 301	– Pharmacology	Micr 303	– Immunology
Meds 401	– Neuroanatomy	Micr 402	– Virology
Bcmb 301A, 301B	– Microbiology laboratory	Anth 352	– Human Osteology

Notes:

1. Students interested in pursuing the co-op option are encouraged to take Chem 212, and to do so prior to their first work term. This course may also be useful for indentifying job opportunities after graduation.
2. Some medical programs will accept Bioc 299 plus one of either Biol 360 or 361 in lieu of Bioc 300A and 300B as a basis for admission, and this combination of courses may be acceptable for graduation with a ChemMedSci degree as well. Students planning on this option need to consult with the Program Advisor to ensure that the pre-requisite requirements for Biol 360/361 are fulfilled.
3. When planning electives, students are advised that a total of 21 units of 300 and 400 level courses are required for graduation.
4. Students planning on a career in chemistry involving additional graduate study or accreditation as a Professional Chemist are advised to take at least one additional 1.5 units of Chemistry courses numbered 300 or higher as part of their program electives in the third and fourth year.
5. While there may be some flexibility with the choice of courses that extends beyond the list shown here, Pool B courses are nonetheless limited to those drawn from the 300- and 400-level.

[§] Since designing this program, we have received several suggestions from colleagues in other departments for additional courses that might be included in our “Pool B” selection. These include: Biology 447, 432, 436 and 439; Statistics 355 and 359; and Ephe 341. We thank our colleagues for their helpful suggestions, and will likely add several of these courses to “Pool B” once the program is underway.

Approvals. The proposed program received unanimous approval from the Chemistry Department at the April 17th 2012 department meeting. The program was then discussed with the Associate Dean of Science on August 27th, before a more formal presentation was made to the Faculty's Teaching Advisory Council** on September 26th 2012. This committee, which includes representatives from each department in the Faculty, discussed the program at length before offering its endorsement (although no formal motion was proposed in that committee). No significant issues of duplication with existing programs were raised by the other departments. More recently, a motion to approve the introduction of the new program by the Faculty of Science was approved on March 27th 2013, although in the interests of transparency we note that the motion was approved over the objections of the Biochemistry department, which proposed a counter-motion to table the approval for additional discussion. This counter-motion was defeated. The program went on to receive the approval of the Faculty of Science Subcommittee on Planning on April 10th 2013. It is currently before the full Senate before proceeding to the Board of Governors.

7. Enrolment Targets.

Based on discussions with our students, as well as our surveys of 1st year Chemistry students (see Charts 1 and 2, above), we expect to be able to add an additional 10 students to each years' enrollment, building to a total cohort size of 50 students per year. Attrition rates are anticipated to be relatively modest, and will be offset by transfers into the program.

Table 1: Approximate Anticipated Enrollment

	<i>1st year</i>	<i>2nd year</i>	<i>3rd year</i>	<i>4th year</i>	<i>total graduates</i>
<i>2014-2015</i>	10	-	-	-	-
<i>2015-2016</i>	20	10	-	-	-
<i>2016-2017</i>	30	20	10	-	-
<i>2017-2018</i>	40	30	20	10	10
<i>2018-2019</i>	50	40	30	20	30
<i>2019-2020</i>	50	50	40	30	60
<i>2020-2021</i>	50	50	50	40	100
<i>2021-2022</i>	50	50	50	50	150
<i>2022-2023</i>	50	50	50	50	200
<i>2023-2024</i>	50	50	50	50	250

If we are able to meet our enrollment targets, this program will actually be somewhat larger than our existing Chemistry Majors/Honours programs, which together graduate ~35 students per year.

Program review and accreditation: We plan to conduct a formal review of the Chemistry for the Medical Sciences program in the 2018-2019 academic year, following the graduation of our first crop of students. At that time, we will also seek formal accreditation from the Canadian Society for Chemistry.

8. Funding Plan and Resources Required.

No additional faculty, courses, staff, or other resources are required in order to launch the Chemistry for the Medical Sciences program. *If our enrollment targets are met*, this will likely create the need for

** TAC members: Kathryn Gillis (Associate Dean and Committee Chair); Paul Romaniuk (Biochemistry); Real Roy (Biology); Richard Keeler (Physics and Astronomy); Margaret Wyeth (Mathematics and Statistics); Roberta Hamme (School of Earth and Ocean Sciences); Sandy Briggs (Chemistry).

additional resources, but these resource requirements would be offset by increases in EETs.

Similarly, we note that our anticipated student populations may put enrollment pressure on those departments offering our “Pool A” or “Pool B” courses. Many of these courses already have large enrollments, and it’s possible that an influx of ChemMedSci students may necessitate the need to open additional sections. Once again, we would hope that these resource requirements will be offset by the expected increase in EETs, and we look forward to working with our colleagues in these other departments to solve any such issues in a collegial manner.

9. Letters from Stakeholders.

We have solicited letters from several stakeholders. Those that have arrived so far have been attached to this proposal; additional letters will be made available as they appear. Of the letters that have arrived thus far, all but one have been very positive in endorsing the proposed new program. In our view, the sole dissenting letter is incorrect in its evaluation of our proposal, and we have attached a letter offering responses to specific criticisms. The following letters are attached:

1. Letter of Support from Dr. Robert Lipson,
Dean, Faculty of Science
2. Letter of Support from Dr. Neil Burford,
Chair, Department of Chemistry
3. Letter of Support from Dr. Catherine Gaul,
Associate Professor, School of Exercise Science, Physical & Health Education
and Course Director, Foundations of Medicine, Island Medical Program
4. Letter of Support from Dr. Jane Gair,
Senior Instructor, Division of Medical Sciences
5. Letter of Support from Dr. Brian Christie,
Michael Smith Senior Scholar and Associate Professor, Island Medical Program
6. Letter of Support from Dr. Rick Bell,
Director, School of Exercise Science, Physical and Health Education
7. Letter of Support from Dr. Paul West,
President, Association of the Chemical Profession of British Columbia
8. Letter of Dissent from Dr. Robert Burke,
Chair, Department of Biochemistry and Microbiology
9. Rebuttal to the letter from Prof. Burke
10. Letter acknowledging library consultation.
11. We have not yet received a letter from Dr. Kerry Delaney, Chair of the Department of Biology. In its absence, we have attached an email from Dr. Réal Roy, Biology’s TAC representative, describing Biology’s curriculum committee’s evaluation of an earlier version of this proposal.
12. Letter of Support from Dr. Michael Fryzuk,
Chair, UBC Chemistry
13. Letter of Support from Dr. Zuo-Guang Ye
Chair, SFU Chemistry

APPENDIX 1: Medical Sciences School Program Requirements

Chemistry for the Medical Sciences

	English	General Chemistry	Organic Chemistry	Physics	Biology	Zoology	Genetics	Psychology	Biochem	Microbi	Ecology	Physiol	Math / Calculus	Statistics	Anatomy	Social Sci/ Humanities	Ethics
Canadian Medical Schools																	
University of Alberta	2	2	2	2	2				1					1			
UBC ⁽¹²⁾	2 ⁽¹²⁾	2 ⁽¹²⁾	2 ⁽¹²⁾		2 ⁽¹²⁾				2 ⁽¹²⁾								
University of Calgary	2	2	2	2	2			1	2			2	1 ⁽⁹⁾			1 ⁽¹⁴⁾	
Dalhousie University		no specific courses listed															
University of Manitoba							1*		2	1*		1*			1*	2	
McGill University		2 ⁽⁵⁾	1 ⁽⁵⁾	2 ⁽⁵⁾	2 ^(5,6)				1*								
McMaster		no specific courses listed															
Memorial	2 ⁽¹²⁾																
Northern Ontario		no specific courses listed		humanities majors must have some science; science majors must have some humanities													
University of Ottawa		2 ⁽⁵⁾	2 ⁽⁵⁾		2 ⁽⁵⁾				2								2
Queen's University		no specific courses listed		full year course in each of biological sciences, physical sciences and humanities/social sciences													
Saskatchewan	2	2	1	2	2				2								2
Toronto ⁽⁷⁾		no specific courses listed		minimum two full-course equivalents in the life sciences, and one full-course equivalent in the social sciences, humanities or languages													
Western		no specific courses listed		mixture of biological / medical science courses and social science / humanities courses are recommended													
Pharmacy Schools																	
UBC	2	2		2	2								2				
Alberta	2	2	2		1				1				1	1			
Optometry Schools																	
Waterloo	1	1	1	2	2			1	1	1		2	1	1			1
Naturopathy Schools																	
Toronto	2 ⁽⁸⁾	1 (or 2)	1		2			2	1			2 ⁽⁹⁾					
Boucher Institute (BC)	2 ⁽⁸⁾	2	1		2			2	1								
Seattle	1*	2	2	1	2			1					1				1*
Canadian Veterinary Schools⁽¹⁰⁾																	
UCVM - Calgary	1	2	1		2		1		1		1				1		
WCVM - Saskatchewan	2	2	1	1	2		1		2				1	1			
OVC - Guelph					3 ⁽¹¹⁾		1		1					1			2
AVC - UPEI	2	2	1	1	2		1		1				1	1			3
US Veterinary Schools⁽¹⁰⁾																	
UC Davis	3	2	2	2	3		1		1			1			1		3
Auburn	2	2	2	2	2	1			1			1					3
Penn	2	2	2	3	2	1							1	1			2
Canadian Dental Schools⁽¹²⁾																	
University of Alberta	2	2	2	2	2				1					1			
UBC	2	2	2	2	2				2								
Dalhousie University	2	2	2	2	2				2								2
Laval		2	2	2	2				1								
University of Manitoba	1	2	2	2	2				2				2				1
McGill University		2	1	2	2												
Montreal		2	1	3	2												
Saskatchewan		1	1	2	2				2								2
Toronto					2 ⁽¹²⁾				2			2					2
Western		2*	1	2*	2*				1			2					

Notes:

*suggested/recommended

⁽¹⁾includes island medical program and northern medical program⁽²⁾minimum 6 credits⁽³⁾calculus or statistics⁽⁴⁾anthropology or sociology⁽⁵⁾including lab work⁽⁶⁾in addition to general biology, cell biology and molecular biology are strongly recommended⁽⁷⁾includes St. George campus and Mississauga⁽⁸⁾may take sociology, history, etc to satisfy this requirement⁽⁹⁾or one year course in anatomy and physiology⁽¹⁰⁾no distinction between biochem and microbiology in these lists⁽¹¹⁾includes cell biology⁽¹²⁾any two from anatomy, biochemistry, biology, botany, genetics, immunology, microbiology, biology, toxicology, zoology, etc.**Summary of Non-Canadian Medical Schools Requirements:**In the US, the common requirements are: 1 year of biology, 1 year of physics, 1 year of English and 2 years of chemistry (particularly organic) - <https://www.aamc.org/students/applying/requirements/>Requirements from most of individual American schools can be found at <https://services.aamc.org/30/msar/>

Another site recommends: 1st year - biology + Lab (2 courses); Chemistry + Lab (2 courses); physics + Labs (2 courses), math (2 courses).

Other years: Biochemistry + 2 related courses such as genetics, physiology, anatomy, pathology.

UK requirements are also school dependent. However, all medical students in the UK will initially take an undergraduate course leading to a Bachelor of Medicine and Surgery.

The majority of schools require A-level in chemistry and biology. Physics and math might also be required.

<http://www.nhs.uk/medschools/index.shtml> and <http://www.med-schools-online.co.uk/index.php?pageid=5>

APPENDIX 2: Chemistry Majors & Honours Requirements



Calendar 2012-2013



Program Requirements

Notes on Course Requirements

- Courses may be taken in different sequences and in different years than those indicated provided the corequisite and prerequisite requirements are satisfied. However, students must be extremely careful in planning programs that differ from the normal sequence. Students who do not take **CHEM 213** in the second year might find it difficult to complete their program in the normal time period.
- Safety glasses or goggles must be worn by all students in laboratories. Chemistry department laboratory notebooks may be purchased in the University Bookstore.

Honours Programs

The general requirements for admission to an Honours Program after the second year are shown below.

Students require the permission of the department to enter an Honours Program and should consult the department, by interview or letter, no later than one month before the last day for submission of applications for admission or readmission to UVic.

To graduate with an Honours degree in Chemistry, students must achieve a graduating GPA of at least 5.5.

Chemistry Program Requirements

First Year	
CHEM 091 and 101¹, or 101²	1.5
CHEM 102	1.5
MATH 100, 101	3.0
PHYS 112³	3.0
Electives⁴	6.0
Second Year	
BIOC 299	1.5
CHEM 212, 213, 222, 231, 235, 245	9.0
Mathematics or Statistics courses chosen from MATH 200, 201, 205, 211, 212, and STAT 255, 260 (a maximum of 1.5 units of STAT courses may be used to satisfy this requirement)	3.0
One 200-level science course, with the exception of MATH 242, STAT 252, 254⁵	1.5
Third Year	
CHEM 318, 324, 335, 347, 352, 353, 361⁶, 362⁶, 363⁶, 364⁶	15.0
Fourth Year	
Four other 400-level CHEM courses, including at least one from each of the following groups:	6.0
CHEM 421, 423, 432, 434, 437, 473 CHEM 411, 458, 459, 476, 477	
CHEM 461, 462, 463, 464	3.0
CHEM 499A, 499B	3.0
Electives	3.0

1. For students with Chemistry 11 and Mathematics 12 or equivalents.
2. For students with Chemistry 12 and Mathematics 12 or equivalents.
3. Physics requirement may also be satisfied by **PHYS 120** and **130** or **PHYS 102** and **120**.
4. **CHEM 231** may also be taken in the second term of first year, and 1.5 units of these electives postponed.
5. Some 300 level courses may satisfy this requirement; students should check with the department in advance that the course they are proposing will be accepted.
6. This 0.75 unit laboratory course must be taken twice, over two terms in which the course content differs, for a total of 1.5 units.

Major Program

First Year	
CHEM 091 and 101¹, or 101²	1.5
CHEM 102	1.5
MATH 100, 101	3.0
PHYS 112³	3.0
Electives⁴	6.0
Second Year	
BIOC 299	1.5
CHEM 212, 213, 222, 231, 235, 245	9.0
Mathematics or Statistics courses chosen from MATH 200, 201, 205, 211, 212, and STAT 255, 260 (a maximum of 1.5 units of STAT courses may be used to satisfy this requirement)	3.0
One 200-level science course, with the exception of MATH 242, STAT 252, 254⁵	1.5
Third and Fourth Years	
CHEM 318, 324, 335, 347, 352, 353, 361⁶, 362⁶, 363⁶, 364⁶	15.0
Electives	15.0

1. For students with Chemistry 11 and Mathematics 12 or equivalents.
2. For students with Chemistry 12 and Mathematics 12 or equivalents.
3. Physics requirement may also be satisfied by **PHYS 120** and **130** or **PHYS 102** and **120**.
4. **CHEM 231** may also be taken in the second term of first year, and 1.5 units of these electives postponed.
5. Some 300 level courses may satisfy this requirement; students should check with the department in advance that the course they are proposing will be accepted.
6. This 0.75 unit laboratory course must be taken twice, over two terms in which the course content differs, for a total of 1.5 units.

APPENDIX 3: Courses Providing a Useful Background for 1st Year Medicine

Human Anatomy

EPHE 141

Prerequisites: none

EPHE 355

Prerequisites: 241B (below).

Nutrition

EPHE 155

Prerequisites: none

Human Cellular Physiology

EPHE 241A & 241B

Biomedical Ethics

PHIL 331

Prerequisites: Second-year standing or professional qualification in Health Care e.g., RN, MD.

Biochemistry

BIOC 300A & BIOC 300B

Prerequisites: BIOL 225, CHEM 231; and CHEM 232 or 235. CHEM 213 is recommended.

General Biology

Biol 190A & BIOL 190B

Cell Biology

BIOL 225

Prerequisites: 190A or 210 or equivalent.

Pre- or corequisites: 190B or 220 or MICR 200 or 200A or equivalent.

Genetics

BIOL 230

Prerequisites: 225.

Pre- or corequisites: CHEM 231; BIOC 299 recommended.

Microbiology

MICR 200A and 200B

Prerequisites: Second-year standing or permission of the department.

MICR 302

Immunology

MICR 303

Prerequisites: 200A and 200B.

MICR 402

Statistics

STAT 255,256 or STAT 260,261

Prerequisites (255): 1.5 units of **MATH** courses numbered 100 or higher.

Pre- or corequisites (260): One of MATH 101, 103, 140, 208.

Psychology or Biopsychology

PSYC 215A

Prerequisites: 100A and 100B, or second-year standing and 1.5 units of **BIOL** (or PE 141, 241A or 241B).

Neuroanatomy

MEDS 410

Prerequisites: Permission of the division

Neuroscience

Undergraduate courses will come into existence soon.

Pharmacology

MEDS 301

Prerequisites: One of BIOL 150B, 190B, PSYC 215A, EPHE 241B; or permission of the division

CHEM 437

Prerequisites: Any biochemistry or biology course numbered 200 or higher, or permission of the department.

Pre- or corequisites: CHEM335.

English

ENGL 303 or perhaps 301

Prerequisites: 3 units from the following list with a minimum grade of B in each course: ENGL 115, 125, 135,145, 146, 147, 181, 182, 215, 225, ENGR 240.

ENGL 225 (technical writing) or 215 (expository prose)

ENGL 115 (university writing) or 135 (academic writing – requires english 12)

Physics

PHYS 112 (3 units)

Math

1st year math requirements for Chemistry (100 and 101).

APPENDIX 4: Frequently Asked Questions

The following questions are representative of those asked so far by undergraduate students about the program. The answers to some of them may be useful to reviewers, as well.

1. Is this a pre-med program?

No. A pre-med program is a non-specializing educational track offered by some US schools that allows students to take all the medical school requirements (biology, organic chemistry, physics, etc.) in their first two years, then write the MCAT. This program is a chemistry degree that is distinct from our traditional Majors offering, in that the course offerings are structured to allow students to take pre-reqs (and other desired/recommended courses) for professional programs in the medical sciences, while still building a strong competency in the various sub-disciplines of chemistry.

2. How is this program different from the regular Chemistry Majors/Honours stream?

Chemistry is a very diverse field. Some aspects of chemistry are very close to physics or math, while other areas are closer to biology. Our traditional Majors and Honours programs are intended to build expertise in all the sub-disciplines of chemistry. This is great for students looking to go on in chemistry (i.e. those heading to grad school, or to a career working in chemistry) but the sheer number of required courses (especially at the 2nd and 3rd year levels) makes it very hard for students who see a BSc in chemistry as a stepping-stone to other fields (particularly those heading to medical-type professional programs) to get the other courses they want and still graduate in a timely fashion. This new program provides a better option for students who *like chemistry*, but don't necessarily plan to devote their lives to it.

3. What happens if I don't get into the professional school of my choice?

You'll still have a very strong **chemistry degree** – albeit one with a somewhat different focus than our traditional Majors program – and will be very employable in a number of industries that hire chemists. These include the pharmaceutical and food science industries, the brewing industry, environmental monitoring and consulting, clinical trials monitoring, the printing and polymer industries, and a very large range of analytical jobs. Graduates of this program will be particularly suited to the growing health monitoring industry, while the breadth of the program will leave graduates well-suited to create their own careers in any number of emerging fields.

4. Is this program a good route to graduate school in chemistry?

Maybe, but not as good as our traditional **Majors** or **Honours** Chemistry programs. Depending on the optional courses that you choose during the program, you'd be likely to receive entry to most chemistry graduate programs in Canada (particularly if you're interested in organic chemistry) but the expanded chemistry requirements that come with an honours degree will ultimately serve you better if you really decide to focus on a career in chemistry. Fortunately, we've engineered the ChemMedSci program to make transfer into a Chemistry Honours (or Biochemistry Honours, for that matter) relatively easy.

5. Can I do co-op while in this program?

Absolutely. UVic Chemistry and Physics were the originators of co-op in Western Canada, and we've continued to be very strong proponents of value of co-op in an undergraduate degree. Students in the ChemMedSci program are probably not going to be interested in the "full" 4-workterm co-op option available to Chemistry Majors, but would likely benefit from the new "co-op lite" option currently being promoted by UVic's central co-op office. This is expected to be in place by the time the new program becomes official, and should not require a separate Major declaration.

APPENDIX 4: Frequently Asked Questions

6. What other experiential learning opportunities are available?

In addition to our support of co-op, UVic Chemistry has been a pioneer in introducing research experience at an earlier level in the undergraduate curriculum. Our new Chem298 and Chem398 courses provide opportunities for 2nd and 3rd year students to work in a research lab a few hours per week. Students have a chance to learn what research is all about, and to interact closely with both graduate students and faculty members. These courses have been very successful, and frequently lead to students taking Chem498 (4th year, Majors research experience) and Chem499 (4th year Honours thesis). **ChemMedSci Majors will be eligible to take Chem298, Chem398 and Chem498 courses as electives.** Our department has many active research projects on the medicinal end of the chemistry spectrum, and many of these will be of interest to the ChemMedSci population.

7. What are the requirements for entry into the program?

The requirements are currently the same as for entry into any BSc program in the Faculty of Science.

8. Do I need to maintain a minimum GPA to stay in the program?

Currently there is no minimum GPA for students enrolled in the ChemMedSci program. Having said that, students are advised to remember that many professional programs (particularly Medicine, Veterinary Medicine and Optometry) are very competitive, and that a high GPA (>8.0 in many cases) may be required for entry.

9. I'll be taking chemistry courses alongside Chemistry Majors, and non-chemistry courses (Biochem, EPHE, etc.) alongside Majors from those disciplines. Will I be at a disadvantage?

Probably not. Our data indicates that *most* students now take non-traditional paths to a degree – it's not uncommon for students to take >1 year between "paired" courses, nor is it rare for students to hop between different majors. In contrast to the academic environment of 20 years ago, *every student* now approaches *every course* from a unique perspective, with a unique set of background skills. Given today's rapidly evolving employment market, this increased diversity of experience is in many ways a positive transformation. We've engineered this program to ensure that pre-requisites for each required or suggested course are met, while arranging the schedule in such a way as to encourage students to take courses in a sensible sequence.

APPENDIX 5:
Letters from Stakeholders



University
of Victoria

Office of the Dean, Faculty of Science

PO Box 3055 STN CSC, Victoria BC, Canada V8W 3P6
Phone: 250-721-7062; Fax: 250-472-5012
Email: adeansci@uvic.ca; Web: <http://web.uvic.ca/sciweb/>

MEMO

DATE: 26 March 2013

TO: Neil Burford, Chair, Department of Chemistry
Jeremy Wulff, Chair, Department of Chemistry Working Group on New Programs

FROM: Rob Lipson, Dean
Faculty of Science

RE: Chemistry for the Medical Sciences Program Proposal

I am writing this letter in very strong support for the creation of a new undergraduate program in Chemistry for the Medical Sciences, submitted by the Department of Chemistry. The Faculty of Science Teaching Advisory Council endorsed this program in Fall 2012 and the Faculty of Science Council endorsed it on March 26th, 2013. The Chemistry for the Medical Sciences program will fill a gap in our program offerings for students interested in chemistry but perhaps may want to pursue a career in medical sciences. I applaud the curriculum which offers a degree of rigor which will make it stand apart from more traditional "pre-med" programs offered elsewhere. I congratulate the department for putting together a cost-neutral program, demonstrating a real responsiveness to student needs and interest even at a time of budget cuts.

A handwritten signature in black ink, appearing to read "R. U. Lipson".

Robert Lipson



Department of Chemistry
P.O. Box 3065 Stn CSC
Victoria, BC V8W 3V6
Neil Burford, Professor and Chair
Tel: (250) 721-7150 Fax: 721-7147
Email: nburford@uvic.ca

27 March 2013

To whom it may concern
University of Victoria

Re: Proposed new program entitled BSc in Chemistry for the Medical Sciences

On behalf of the Department of Chemistry, I am pleased to promote the proposal from the Department of Chemistry to introduce a new program entitled BSc in Chemistry for the Medical Sciences. A full description of the program has been included in this submission together with a number of letters in support of the proposal from stakeholders in BC. Additional letters of support have been solicited, and are expected to arrive within the next few days. The proposed new program has been developed with input from a wide variety of individuals who have experience in the health programs and understand the needs of students who target a health related career.

The proposal is the result of an initiative that originated as one of six high priorities identified in the 2012 Strategic Plan for the Department of Chemistry at the University of Victoria (<http://www.uvic.ca/science/chemistry/assets/docs/StrategicPlan2012ChemistryUVic.pdf>). With this proposal, the Department of Chemistry is responding to the demand that students have expressed for a program that serves their needs in terms of preparing them for entrance into a professional health program while enabling them to satisfy their interest in chemistry. Consequently, the program is designed to cover a broad range of chemistry, biology, biochemistry, microbiology, physics and math as well as providing a pool of non-chemistry courses that will be useful preparation for health programs. The program was endorsed by the Faculty of Science during a meeting on 26 March 2013. Nevertheless, the Department of Biochemistry & Microbiology (BCMB) has raised concerns about some features of the proposal (see attached memo from the Chair of BCMB), each of which have been addressed in an attached rebuttal letter.

If you require any additional information, please do not hesitate to contact me.

Sincerely,



Dr. Jeremy Wulff
Director, Chemistry for the Medical Sciences Program
Department of Chemistry

March 25, 2013

RE: Proposed Chemistry for the Medical Sciences Degree Program

It was a pleasure to meet with you last week to discuss your proposed Chemistry for the Medical Sciences degree program. I have reviewed of the Full Program Proposal and, after our conversation to clarify some questions I had, it appears to me to be an interesting and viable undergraduate degree program option for students interested in pursuing a career in medicine.

In my role as Course Director for the Foundations of Medicine curriculum at the Island Medical Program (IMP), I am integrally involved in the basic science curriculum for UBC undergraduate medical program. Although I am not involved in the selection of students to UBC Medicine, I am aware of the entrance requirements and, of relevance to your proposal, I am aware of the diversity of academic programs with which our IMP students enter the medical program, as well as the common challenges medical students face in their first years of pre-clinical medical studies.

The proposed program will provide potential medical program applicants with a strong chemistry foundation, while also offering substantial development of knowledge in other medically-related sciences, including human anatomy and physiology, as well as the typical prerequisites for Medicine (Biochemistry, etc). The inclusion of the human health sciences to a BSc Chemistry is innovative and should be enticing for undergraduate chemistry students interested in human health science careers.

I am also a tenured faculty member in the School of Exercise Science, Physical & Health Education and have taught all the EPHE courses your program includes as elective options (Pool A). The inclusion of human anatomy and physiology will provide students with a strong foundation in human health sciences as they prepare for medical studies. Of surprise to many, human anatomy and physiology, particularly systemic physiology, are not prerequisites for application to medical school. That said, my experience with many medical students who have no background in these human science disciplines has been that they often struggle at the beginning of their studies. Your program has the potential to provide a 'foot up' at the start of medical school for those taking this BSc program, and may result in a more seamless transition to medical school.

As we discussed, medical schools across Canada have identified nutrition as a curricular area that requires further development. As nutrition and chemistry are so closely related, I encourage you to consider also adding EPHE 155 as a possible elective for your program. It will provide students with an additional opportunity to understand the role chemistry has in human health studies. Currently, very few medical students enter their program with any

knowledge of nutrition, with the exception of those with Kinesiology degrees and those who have completed Nutritional Science program.

On the basis of my involvement with the basic science portion of the IMP (UBC undergraduate Medical program) and my knowledge of the EPHE courses you are proposing to be part of your program, I believe your proposed BSc Chemistry for the Medical Sciences could be an excellent option for students considering a career in Medicine, as well as other allied-health areas.

I look forward to hearing more as you move this degree program through the steps of securing its position as a degree option at UVic. Please let me know if I can be of any further assistance, I will be happy to contribute.

Respectfully,



Catherine A. Gaul, Ph.D.
Associate Professor, School of Exercise Science, Physical & Health Education
Course Director, Foundations of Medicine, Island Medical Program (UBC)
Tel: 250-472-5537 Email: kgaul@uvic.ca



FACULTY OF MEDICINE



University
of Victoria

Island Medical Program

The University of British Columbia
Faculty of Medicine MD
Undergraduate Program
delivered in collaboration with
the University of Victoria

Dear Senate Committee Members,

March 20, 2013

I am writing this letter in support of the proposed BSc Program in Chemistry for the Medical Sciences at the University of Victoria. This program will meet the needs of undergraduate science students interested in chemistry, but also those hoping to apply for acceptance into the University of British Columbia MD undergraduate program, or other such programs. There are a number of prerequisite courses required for entry into medicine, some of which students completing a BSc in chemistry may not have acquired in the past. This program will prepare students completely for this option.

There are a number of unique courses in this program that would greatly benefit students if they were accepted into our medical program. Among these key courses are, Biomedical Ethics, Genetics, Neuroanatomy, and Pharmacology. I was consulted about this program, and I then recruited two of our Island Medical Program students to give their feedback and input as well. They were both UVic undergraduate students before entering medicine and therefore have the experience and knowledge required to contribute greatly.

I think that this program will be a great addition to the Faculty of Science at UVic, and is a well-rounded program that provides students with a variety of courses where UVic has strengths and leadership. With many students interested in pursuing a career in medicine, I suspect there will be a lot of interest in it.

I am hopeful that we will see this program at UVic and fully endorse and support it.

Sincerely,

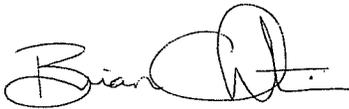
Jane Gair, PhD (Medical Genetics)
Senior Instructor, Division of Medical Sciences
University of Victoria
Island Medical Program, Department of Medical Genetics
University of British Columbia
(250) 472-5543
jgair@uvic.ca

March 26, 2013

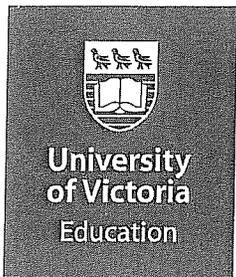
To whom it may concern;

I am pleased that the department of Chemistry has undertaken to introduce a new BSc major program in Chemistry for the Medical Sciences. As a member of the Division of Medical Sciences and the Island Medical Program, I think this program will have great value to students that have an interest in Chemistry, but whose ultimate aspirations lay in the fields of medicine, dentistry or veterinary sciences. Indeed, I have had a few students in my laboratory over the past few years who represent this population, and who I think would have enjoyed the opportunity to be a part of such a program. It is innovative, and will help keep UVic as one of the leaders in scientific education in Canada.

Yours sincerely,



Brian R. Christie | Michael Smith Senior Scholar, Associate Professor | Division of Medical Sciences |
University of Victoria | Victoria, BC | Canada | V8P 5C2 | Phone: 250-472-4244 | FAX: 250-472-5505 | E-
mail: brain64@uvic.ca



Faculty of Education
School of Exercise
Science, Physical and
Health Education
McKinnon RM 120

PO Box 3015 STN CSC
Victoria British Columbia
V8W 3P1 Canada

Tel (250) 721-8373
Fax (250) 721-6601
Web <http://www.education2.uvic.ca/phed/>

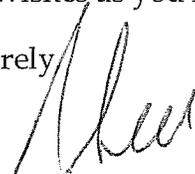
Dr. Neil Burford, Chair
Department of Chemistry
University of Victoria

Dear. Dr. Burford:

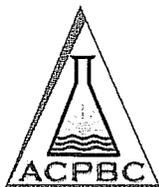
I am pleased to write this letter of support for your new B Sc in Chemistry for the Medical Sciences program. I note that there are a few of our first and second year courses that are part of the elective component of the proposed program. These courses are part of the service component to the broader university community so they should pose no registration problems for your undergraduate students. I want to applaud your efforts to connect your new program with existing health initiatives/programs at the University of Victoria. Healthy living is central to what the School of Exercise Science, Physical and Health Education delivers. Enhancing our connections to the Department of Chemistry and your proposed program in Medical Science is a wonderful opportunity from my perspective.

Best wishes as you move the program through the various approval steps.

Sincerely



Dr. Rick Bell, Director
School of Exercise Science, Physical and Health Education



ASSOCIATION OF THE CHEMICAL
PROFESSION OF BRITISH COLUMBIA
4420 West Saanich Rd., P.O. Box 24001
Victoria, B.C. V8Z 3G0

March 25, 2013

Prof. Neil Burford, Chair
Department of Chemistry
University of Victoria
Box 3065
Victoria BC
V8W 3P6

Re: Proposed program – Chemistry for the Medical Sciences

Dear Neil,

Thank you for your letter and materials outlining the proposed program in Chemistry for the Medical Sciences. It appears that it will provide students with a substantial background in Chemistry plus additional courses across the university which will support application to subsequent professional programs in the medical sciences. Of course, a proportion of graduates will not go on to such careers, so our focus is on the chemistry qualifications of graduates who may seek registration as Professional Chemist with the Association of the Chemical Profession of BC (ACPBC) or in another provincial jurisdiction.

Graduates of the proposed program will not directly meet the minimum educational requirement for registration as Professional Chemists. We and other professional chemistry organizations across Canada require the equivalent of 8 full courses (24 units on the UVic system) across the breadth of the chemistry sub-disciplines (including biochemistry) and advanced-level study (300 and above) in some of those sub-disciplines. The proposed program requires only 22.5 units directly applicable to meeting this educational requirement. However, the ACPBC registers individuals, and it is certainly possible that a graduate may have taken additional chemistry courses among the electives and so would meet the minimum education standard. Only one additional chemistry course at any level would be needed. Graduates would have to independently meet the employment experience standard as well; the same is true of current UVic BSc Chemistry graduates.

The ACPBC works closely with other provincial organizations, and the national organization Canada's Professional Chemists/ Chimistes professionnels du Canada (CPC), to ensure that there is consistency in standards for registration between provinces. We are principally concerned that registered members continue to enjoy labor mobility between jurisdictions. This is a complex and evolving landscape and standards are under continual discussion and refinement. As noted above, the standards apply to individuals; we do not accredit programs directly.

Professional chemists work in a very broad range of sectors. This new program targets the medical and health sciences, an area where there are substantial numbers of chemists employed. Many of those acquired their chemistry knowledge first and have had to catch up in the life science disciplines required in their positions. This new program offers another route to producing chemistry graduates with both a chemistry skillset and a broader exposure to cognate sciences which will serve them well in their careers in this important sector.

Sincerely,

A handwritten signature in black ink that reads "Paul West". The signature is written in a cursive style with a large initial "P" and "W".

Paul West Ph.D. PChem.
President and Chair of the Board of Directors,
Association of the Chemical Profession of British Columbia

MEMORANDUM

Biochemistry and Microbiology
University of Victoria
Tel: 7077; Fax: 8855

To: Professor Neil Burford, Chair, Dept. of Chemistry **Date:** March 25, 2013

From: Robert D. Burke
Professor and Chair, Biochemistry and Microbiology

RE: **Chemistry for Medical Sciences**

I am writing regarding your request dated 20 March 2013 for Biochemistry and Microbiology to endorse your proposal for a new major program in Chemistry for the Medical Sciences. I have had the proposal reviewed by the department curriculum committee and solicited the comments of other faculty and staff. The proposal is for a new undergraduate major program to serve the needs of students who have an interest in Chemistry, and who are planning on entering professional programs in the medical sciences. The requirements for the program are 19½ units of Chemistry, 3 units of Physics, 4½ units of Mathematics, 1½ units of English, 4½ units of Biology, 3 units of Biochemistry, and 9 units of options from several other faculties and disciplines. It is anticipated that 50 students per year will take the program.

The proposed program provides an alternative for students in science who are interested in entering a medical profession. In addition, it would enhance programs in the Chemistry department in biological chemistry.

The proposal is inconsistent regarding the objective of the program. The proposal asserts: "This is *not* intended as a pre-med program". Yet the intended audience identified in the proposal indicates the program is intended to serve as a pre-med program; "our target student for this program is interested in using their BSc as a stepping stone to a professional program in the Medical Sciences" and "our prospective students in the Chemistry for the Medical Sciences program will be hoping to gain entry into Medical School or related professional programs". It seems disingenuous to say this is a program for students anticipating medical school, yet state that it is not intended to be a pre-med program. If it is to be a program for students intending entry into a professional program, the proposal should be clear that it is a program for pre-med students. Some caution should be exercised in this regard as students entering a pre-med program may anticipate that their entry into medicine will be made easier or more direct by taking this program. It is not clear if UBC Medicine has reviewed the program to ensure it fits their requirements.

It is unclear how a program that is comprised of courses assembled from existing courses can be described as unique or even distinctive. A student could take this set of courses now at University of Victoria, or many other universities. Biochemistry and Microbiology has a section of its website in which we recommend programs for students with specific interests. We could add the list of courses in the proposed program under the title Pre-medical Biochemistry or Pre-medical Microbiology – does that constitute a novel program? The point is that repackaging these courses as a program does not in itself add value. If there are unifying conceptual principals to Medical Chemistry, there should be courses that form a core, in which these principals are articulated for students.

The proposed program does not contain a full complement of courses for a chemistry major. Is the program intended to be an easy option for students? It could be envisaged that students having difficulty with a chemistry major program would see this program as an option that would enable them to complete their degree in a less demanding way. Chemistry is challenging for many students. In 2005 we reduced the number of chemistry courses in our Microbiology program and the consequence was that in 3 years the proportion of students in our programs switched from 2:1 Biochemistry to Microbiology to 2:1 Microbiology to Biochemistry. Students tend to take less demanding programs when given a choice. Is it possible that students will be able to complete this program and the only 400 level course that they need to take is Chem 437? It is clear that there is choice for students to take a range of courses, but the program should be equal in rigor to other major programs in the faculty.

Nearly 80% of students who apply for medicine do not get into an MD program, what value will this degree have for those students who fail to get into a professional program? Will they have desirable skills that make them attractive to employers? The proposal states that these students will still graduate with a "strong Chemistry degree". But is this really true – Chemistry majors currently need to complete 27 units of Chemistry courses to meet the ACS program requirements. The proposed program requires only 19½ units of Chemistry – does the ACS consider this a "strong Chemistry" program? It should be clear that the program offers something of value to all the students. Aspects of the proposal suggest that the primary objective is to increase the number of students in the unit. It is not completely clear that the student's best interests would be well served by this program.

The program does not describe a Co-op option or other work or research opportunities. As a key component of admission to medicine is direct experience in health related activities, is this not a missed opportunity? If the program were to include direct experience that is evaluated by Co-op and part of an academic program, the students may well see this as an attractive option. As the university aspires to involve students directly in out-of-class learning opportunities, the program could be improved in this regard. Many students in Biochemistry and Microbiology who are interested in medicine enroll in Coop and undertake work terms that give them direct experience that enhances their applications to medicine.

The program proposes BIOC 300A/B as required courses. These courses are taught with the expectation that the students are familiar with molecular biology methods and approaches. Students taking these courses without MICR200A/B or MICR302 will be at a disadvantage. This is clear from our experience in BIOC 299, the course taken by most Chemistry students. Invariably there are concepts unfamiliar to them that life science students are familiar with. It may prove that BIOC 300A/B are not the best choice for chemistry students trying to get highest GPA for application to professional schools. UBC Medicine will accept BIOC 299 as a satisfactory pre-requisite to their program and as a service course it may be a better choice than BIOC 300A/B.

Is this program intended to replace the existing combined Chemistry/Biochemistry or Chemistry/Microbiology programs? These programs have a relatively small enrolment and very demanding course requirements. However, there are a small number of students who attempt the programs. It should be made clear what the relationship of proposed program is to existing programs.

We recognize the importance of providing programs that appeal to students and to offer students as much choice as possible, however, there are several aspects of this proposal that require strengthening before Biochemistry and Microbiology can support the proposal.

Comments on Robert Burke's memo on Chemistry for the Medical Sciences

Extensive consultations with stakeholders, including BCMB faculty members, began in Sept. 2012 and has been ongoing since then. The Chemistry department solicited letters of support from several stakeholders regarding the proposed new Chemistry for the Medical Sciences Program in advance of the scheduled March 26th Faculty of Science meeting. While most of the letters received so far have expressed considerable enthusiasm for the program, the letter from the Chair of the Department of Biochemistry and Microbiology offered several criticisms. This memo responds to these in a concise fashion; further details are available as required. Excerpts from Professor Burke's memo are provided in blue, followed by our comments.

The proposal is inconsistent regarding the objective of the program. The proposal asserts: "This is not intended as a pre-med program". Yet the intended audience identified in the proposal indicates the program is intended to serve as a pre-med program.

A "pre-med" program is a non-specializing non-degree educational track offered by some US schools that allows students to take all the medical school requirements (biology, organic chemistry, physics, etc.) in their first two years, then write the MCAT. No Canadian university offers such a program as it does not lead to a degree. Graduates of the proposed program will have a chemistry degree suitable for employment in a variety of chemistry-based fields, as well as meeting entrance requirements for a variety of professional schools in the medical sciences .

It is not clear if UBC Medicine has reviewed the program to ensure it fits their requirements.

The selection of courses was made with the assistance of representatives of the UBC Island Medical Program. We have subsequently received three letters from faculty associated with the Island Medical Program, each of which notes that our program meets the UBC admission requirements and which offer further support for the intellectual value of this unique new program.

It is unclear how a program that is comprised of courses assembled from existing courses can be described as unique or even distinctive. A student could take this set of courses now at University of Victoria, or many other universities.

A student cannot take this list of courses if he/she wants to graduate with a traditional Chemistry Majors degree in a timely fashion. The second-year course requirements in a Chemistry Majors degree do not permit the other 200-level courses that are included in the new program to be done at that point in the sequence, inevitably extending the Chemistry degree program. Allowing Chemistry students flexibility to build their own degree program with a core in chemistry, but with additional components that serve to accentuate the ever-increasing role of the molecular sciences in modern medicine, is indeed innovative. Such a program does not exist elsewhere in Canada.

The proposed program does not contain a full complement of courses for a chemistry major. Is the program intended to be an easy option for students?

This is a demanding and rigorous program. Just because it contains somewhat fewer Chemistry courses than our traditional Majors does not make it "easy". It requires more Chemistry courses than do Chemistry Major degrees at several other Canadian universities. The additional required courses, as well as the "optional required" courses from across a spectrum of disciplines arguably makes it more challenging than a traditional Chemistry degree, and indeed more challenging than other programs on offer in the Faculty of Science. We would anticipate, for instance, that most students would find the proposed program more challenging than the current Microbiology Majors degree -- although we expect that it will be sufficiently rewarding as to offset that challenge.

Is it possible that students will be able to complete this program and the only 400 level course that they need to take is Chem 437?

This is actually one more 400-level course than is required for our Chemistry Majors. Over a decade ago, the Chemistry courses were renumbered such that all the required courses for a Major started with the number 3, while topics courses and those intended for Chemistry Honours students started with a 4.

It is clear that there is choice for students to take a range of courses, but the program should be equal in rigor to other major programs in the faculty.

As noted above, we believe this program meets that standard due to the breadth of intellectual endeavor required. It fulfils all requirements for degree programs in Science in terms of units at the upper level.

Chemistry majors currently need to complete 27 units of Chemistry courses to meet the ACS program requirements. The proposed program requires only 19½ units of Chemistry – does the ACS consider this a “strong Chemistry” program?

Yes – this program significantly exceeds ACS standards. The error comes in equating 27 “semester hours” (the ACS unit of measure) with UVic units. Programs in Canada are accredited by the Canadian Society for Chemistry. Our preliminary discussions with the CSC accreditation panel on this subject lead us to believe that this program will meet that standard during the next scheduled CSC accreditation period.

The program does not describe a Co-op option or other work or research opportunities.

Co-op is not mandatory in this program but the desirability of experiential learning is incorporated into the discussion section of the submission. Our Department is a leader in experiential learning, and we expect most students will avail themselves of the options available in all Faculty of Science degree programs.

UBC Medicine will accept BIOC 299 as a satisfactory pre-requisite to their program and as a service course it may be a better choice than BIOC 300A/B.

The UBC admission requirement is: “BIOC 300A & 300B (preferred) or BIOC 299 (or BIOC 200) plus one of either BIOL 360 or 361”. Both BIOL 360 and 361 require BIOL 230 as a pre-requisite, so this option is not accessible to students in the program as proposed. The proposed BIOC 300A/B pre-requisites are met by the program. The proposed program meets the preferred option for UBC Medicine; other medical schools, listed in the submission, also require two Biochemistry courses.

The program proposes BIOC 300A/B as required courses. These courses are taught with the expectation that the students are familiar with molecular biology methods and approaches. Students taking these courses without MICR200A/B or MICR302 will be at a disadvantage.

An analysis of Banner data from 2007-2012 does not support this assertion. Student grade distributions for BIOC 300A are the same for those with prior MICR 200A as for those without. The calendar does not indicate that MICR courses are pre-requisites or recommended for BIOC 300A/B.

It may prove that BIOC 300A/B are not the best choice for chemistry students trying to get highest GPA for application to professional schools.

An analysis of Banner data from 2002-2012 show Chemistry students taking BIOC299 have lower proportion of A-grades than those taking BIOC300A. In any case, crafting a degree program based on the probability of high GPAs seems misguided. Our purpose in crafting this program was to provide students with the *best* preparation for their professional program of interest; not merely the minimum requirements.



**University
of Victoria**
Libraries

Jonathan Bengtson
University Librarian
University Librarian's Office

Telephone: 250-721-8211
Fax: 250-721-8215
Email: bengtson@uvic.ca

MEMO

Date: March 25, 2013

To: Dr. Jeremy Wulff, Department of Chemistry

From: Jonathan Bengtson, University Librarian

Re: Curriculum Changes: Undergraduate Programme in Chemistry for the Medical Sciences

I am advised by Reference and Collection Management Services that the library resources needed to support the proposed program changes fall within areas where we have already collected, and are continuing to collect.

There are no Library implications of concern.

A handwritten signature in black ink, appearing to be 'J. Bengtson'.

Copy to: Kathleen Matthews, Subject Librarian
Ken Cooley, Associate University Librarian, Reference and Collection Management

Re: ChemMedSci program

Réal Roy [realroy@uvic.ca]

Sent: October 5, 2012 1:36 PM

To: Jeremy Wulff

Hi Jeremy,

I did circulate your document on the new program to the members of the curriculum committee. The comments were generally positive. One member suggested that a number of courses in biology such as BIOL 447, 432, 436, 439 could be included in the list of optional 3rd and 4th year courses since these courses relate to health and medicine.

So in a word Biology is fine with this.

Good luck

Réal.

On 12-10-02 11:43 AM, "Jeremy Wulff" <wulff@uvic.ca> wrote:

Hi Réal, you were away at the TAC meeting, but I wanted to check with you whether your unit had any significant concerns about our proposal for this additional program, and whether you feel that any additional consultation is necessary prior to the more formal curriculum committee stage.

Biochemistry requested no additional consultation, but I thought I should check with Biology as well before going onto the intensive-paperwork stage.

Cheers,
Jeremy

From: Réal Roy [realroy@uvic.ca]
Sent: September 20, 2012 2:20 PM
To: Jeremy Wulff
Subject: Caleb's thesis

Jeremy,

I am fine to sign out on Caleb Ph.D. Thesis for his Oral examination since I will be away tomorrow and most of next week. I will be in Monday to teach. I went to the Chemistry Department to sign the form but they did not have the form. I hope this email will be enough for you to proceed. If not I will be back on October 1.

Cheers,

Réal.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Science
Department of Chemistry
2036 Main Mall
Vancouver, BC Canada V6T 1Z1

Phone 604 822 3266
Fax 604 822 2847
www.chem.ubc.ca

March 5th, 2013

Dr. Neil Burford
Professor and Chair
Department of Chemistry
University of Victoria
P.O. Box 3065, Stn CSC
Victoria, BC V8W 3V6, Canada

Dear Dr. Burford,

The Department of Chemistry at UBC strongly supports the proposal from the Department of Chemistry at the University of Victoria to develop a new program entitled BSc in Chemistry for the Medical Sciences. Department of Chemistry at the University of Victoria has carefully assessed the current needs and interests of their students and has proposed a sensible but challenging new program that is likely to be very attractive, and will provide students with excellent preparation for entrance into professional health programs in any university across Canada, while enabling them to satisfy their interest in chemistry. The new proposed program is well designed to cover a broad range of chemistry, biology, biochemistry, microbiology, physics and math as well as providing a pool of non-chemistry courses that will be useful preparation for health programs. I am not aware of a similar program in any of the BC universities, and I expect that the new program will complement the variety of Chemistry based programs available across BC.

On behalf of the Department of Chemistry at UBC, I endorse the proposal from the Department of Chemistry at the University of Victoria and look forward to witnessing the implementation of this new opportunity for students at UVic.

If you have questions, please contact me by email at head@chem.ubc.ca .

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Fryzuk'.

Michael Fryzuk
Professor and Head

DEPARTMENT OF CHEMISTRY

April 9, 2013

DR. ZUO-GUANG YE

Professor and Chair
TEL: 778.782.4884
FAX: 778.782.5424
chemchr@sfu.ca (admin.)
zye@sfu.ca (research)

Dear Prof. Burford
Head, Department of Chemistry
University of British Columbia
Vancouver, BC

MAILING ADDRESS

Department of Chemistry
Simon Fraser University
8888 University Drive
Burnaby, BC, V5A 1S6
Canada

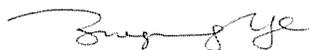
Re: *B.Sc. in Chemistry for the Medical Sciences*

Dear Prof. Burford,

On behalf of the Department of Chemistry at Simon Fraser University, I am pleased to offer my support for the proposed innovative program at the University of Victoria entitled "B.Sc. in Chemistry for the Medical Sciences". Given that the program is designed to cover a broad range of chemistry, biochemistry, microbiology and other sciences specifically geared towards students interested in entering professional health programs, it will provide a very important service to the many such students that indeed have a great interest in the health sciences sphere; the presence of the Island Medical Program at UVic makes this innovative program even more timely. Although a related program in Chemistry/Biochemistry is being developed here at SFU, its focus is rather different and is not expected to overlap with this proposed program at UVic. British Columbia students, particularly those who live (or want to live) on Vancouver Island in the beautiful Victoria area will be well-served by this exciting program to be offered in their backyard and its innovative features (particularly the wide flexibility in the "optional required courses" from other Departments and Faculties) will surely attract interest from across Canada.

Thus, I am happy to offer my support to the creation of this new proposed program at the University of Victoria.

Sincerely,



Zuo-Guang Ye

Professor & Chair



APPENDIX 6:
Curriculum Vitae and Teaching Dossiers
for Profs. Wulff, Hof and Fyles

UNIVERSITY OF VICTORIA CURRICULUM VITAE

last update: April 2013

Name: **WULFF, Jeremy E.**

Faculty: **Science**

Department: **Chemistry**

1. EDUCATION and TRAINING

a. Degrees Held

degree	institution	year obtained
PhD	University of Calgary	2004
BSc (Hons., Co-op)	University of Victoria	1999

b. Postdoctoral Experience

NSERC Postdoctoral fellow, Harvard University 2005-2007

2. POSITIONS HELD PRIOR to APPOINTMENT at UVic (co-op work terms)

period	company, job title / duties	supervisor
1999 : 01-06	Methylgene, research assistant synthetic organic methodology	Dr. S. Woo
1998 : 05-08	Dept. National Defense, analytical chemist ICP-MS analysis	Dr. D. Lenard
1997 : 05-08	Merck Frosst Canada, research assistant total synthesis	Dr. C. Black
1996 : 01-08	Cominco Engineering Services, research assistant hydrometallurgical extraction	Dr. D. Jones
1995 : 05-08	ASL Laboratories, analytical chemist routine environmental analysis	Mr. S. Hoekstra
1994 : 09-12	CANMET, research assistant oilsands research	Dr. C. Angle
1994 : 01-04	Syncrude, analytical chemist routine oilsands analysis	various
1993 : 05-08	Chemex Labs, analytical chemist routine mineral analysis	various

3. APPOINTMENTS at the UNIVERSITY of VICTORIA

period	rank	academic unit
07/2007-06/2013	Assistant Professor (renewed 2009)	Chemistry
07/2013-	Associate Professor with Tenure	Chemistry

4. MAJOR FIELD(S) of SCHOLARLY or PROFESSIONAL INTEREST

Organic synthesis, medicinal chemistry, chemical biology

5. CURRENT RESEARCH GROUP MEMBERS

<u>group member</u>	<u>program</u>	<u>period supervised</u>	<u>primary project</u>
Jason Davy	PhD	Sept 08 –	Didemnaketol A total synthesis
Natasha O'Rourke	PhD	Sept 08 –	Synthesis and evaluation of PD1/PDL1 inhibitors
Mike Brant	PhD	May 09 –	Synthesis and evaluation of neuraminidase inhibitors
Mark Fairchild*	MSc	May 12 –	Cyclononene synthesis
Sarah Douglas**	Research Associate	Jan 12 –	Prostate cancer assays
Steven Wong	BSc	Jan 11 –	Juvenile hormone assays and dipolar cycloadditions
Colin Hammond	BSc	Sept 12 –	Rigidified peptidic PD1/PDL1 inhibitors
Deborah Michaels	BSc	Jan 13 –	Functional studies of neuraminidase inhibitors
Emily MacLean	BSc	May 13 –	Cell-based studies of neuraminidase inhibitors
Mike Patterson	BSc	May 13 –	Pauson-Khand reactions with substituted cyclopentadienes

* Jointly supervised with Prof. Lisa Rosenberg

** Jointly supervised with Prof. Fraser Hof

6. FORMER RESEARCH GROUP MEMBERS (continued on next page)

<u>group member</u>	<u>program</u>	<u>period supervised</u>	<u>current position</u>
Katherine Davies	PhD	July 07 – June 12	Clinical Data Coordinator, PRA International
Caleb Bromba	PhD	Aug 07 – Aug 12	Organics Analyst, AGAT Labs
Mitchell Wright	BSc	Sept 12 – Dec 12	Completing undergraduate studies at UVic
Jeremy Mason	BSc / Associate	Sept 10 – Aug 12	PhD studies at Scripps Florida with Bill Roush
Ryan Tilley	BSc	May 12 – Aug 12	Completing undergraduate studies at Dalhousie
Ameena Wasim	MSc exchange	Apr 12 – Aug 12	Completing MSc studies in France
Ayla Pearson	BSc	Jan 12 – Apr 12	Completing undergraduate studies at UVic
Nicole van der Wal	BSc	May 11 – Aug 11	Entering dental school

group member	program	period supervised	current position
Hanem Hassan	Research Associate	July 09 – June 10	Full-time mother
Shaun Cembella	BSc	Sept 10 – Apr 11	R&D chemist with Seastar chemicals
Carita Sequeira	BSc	Sept 10 – Apr 11	Completing undergraduate studies at UVic
Benjamin Blinn	BSc	May 10 – Aug 10	Completing undergraduate studies at UVic
Andrew Leung	BSc	Sept 09 – Dec 09	PhD studies, UVic Biochemistry with Chris Nelson
Nadine Hewitt	BSc	May 09 – Aug 09	Medical school
Alicia Oger	BSc	May 09 – Aug 09	Medical school
Kevin Kou	BSc	Sept 08 – Apr 09	PhD studies at UC Irvine with Vy Dong
Nick Forrester	BSc	Sept 08 – Apr 09	Medical-imaging technician, Grand Prairie, AB
Mike Brant	BSc	May 08 – Apr 09	PhD studies, UVic Chemistry with Jeremy Wulff
Ryan Abel	BSc	May 08 – Aug 08	Teaching English and Chemistry

7. ACTIVE COLLABORATIONS

1. Martin Boulanger (UVic Biochemistry). **Projects:** Novel neuraminidase inhibitors for the treatment of influenza and cancer. **Status:** CIHR bridge funding (\$100k) approved; renewal underway. CRS funding (\$120k) recently approved.
2. Ninan Abraham (UBC) / Martin Petric (BCCDC) / Terrence Tumpey (CDC Atlanta). **Project:** Live virus assays with neuraminidase inhibitors. **Status:** Inactivated virus provided by Dr. Petric for in vitro confirmation of activity. Future live virus studies to be undertaken with Drs. Tumpey and Abraham. Mechanism paper with Dr. Petric recently published.
3. Yuzhuo Wang (BCCDC) / Chris Cairo (Alberta). **Project:** Neuraminidase inhibitors for treating castration-resistant prostate cancer. **Status:** Dr. Cairo runs enzyme assays and motility assays for our synthesized compounds. Dr. Wang will perform xenograft studies on successful inhibitors. Funding (from CRS) in place, and project well underway.
4. Brad Nelson (BC Cancer Agency). **Project:** Beta-sheet mimetics for the disruption of the PD1/PDL1 interaction, leading to new treatments for metastatic cancer. **Status:** Funded by an early grant (\$35k from the NCIC) to develop the initial assay; larger grant (\$200k from the CCSRI) recently obtained for compound development.
5. Fraser Hof (UVic Chemistry). **Project 1:** Small molecule disruptors of EZH2/H3K27me3/CBX7 signaling for treating prostate cancer. **Status:** Prostate Cancer Canada Pilot Grant funding recently obtained (\$120k over 2 years). **Project 2:** PD1/PDL1 inhibitors. **Status:** Dr. Hof will provide bioanalytical support for characterization of our inhibitors.
6. Steve Perlman (UVic Biology) / Michael Horst (Mercer University, GA) **Project:** Environmentally degradable analogues of Juvenile Hormone III. **Status:** First targets synthesized & published; second manuscript in progress.

7. Caren Helbing (UVic Microbiology). **Project:** Understanding the mechanism by which triclosan potentiates the thyroid hormone response in tadpoles. **Status:** First article on this research recently published; follow-up article in preparation.
8. Scott McIndoe (UVic Chemistry). **Project:** Mechanistic studies of phosphine-mediated conjugate additions. **Status:** Co-supervised a USRA student who initiated these experiments. Currently finishing up this project with one of Dr. McIndoe's students, with a goal of a publication later this year.
9. John Allingham (Queen's University). **Project:** Determination of the didemnaketal binding site in HIV protease. **Status:** Currently ramping up this collaboration, following the recent synthesis of analogues in our group.
10. Benoît Moreau (Boehringer Ingelheim). **Project:** Total synthesis of didemnaketal A. **Status:** Dr. Moreau serves as Jason Davy's industrial mentor for this work.
11. Simon Lewis (University of Bath). **Project:** Evaluation of azasugars as neuraminidase inhibitors. **Status:** We will assay Dr. Lewis' recently synthesized azasugars for anti-neuraminidase activity, and characterize the mode of activity.
12. Lisa Rosenberg (UVic Chemistry). **Project:** Photochemical Mn-mediated [5+4] cycloadditions. **Status:** A shared MSc student is currently undertaking this research.

8. RESEARCH GRANTS and FELLOWSHIPS

a. Research Operating Grants (continued on next page)

agency / award title	grant holders (indicate PI)	time period	value (to J. Wulff)
CCSRI Innovation Grant <i>Small-molecule inhibitors of the PDI-PDL1 interaction for treating metastatic cancer</i>	J. Wulff* F. Hof, J. An M. Boulanger B. Nelson	2013-2015	\$200,000
Cancer Research Society Operating Grant <i>Selective inhibitors of human neuraminidase NEU3 as potential therapeutics for castration-resistant prostate cancer</i>	J. Wulff* C. Cairo M. Boulanger Y. Wang	2012-2014	\$120,000
NSERC Discovery <i>Synthesis and evaluation of scaffolds to control protein-protein and protein-DNA interactions</i>	J. Wulff	2011-2016	\$175,000
UVic Canada Research Chair Research Supplement	J. Wulff	2012-2017	\$112,500
Michael Smith Foundation for Health Research Incentive Award	J. Wulff	2011-2019	\$120,000
Prostate Cancer Canada Pilot Grant <i>Small molecule disruptors of EZH2/H3K27me3/CBX7 signaling as targeted therapies for highly aggressive prostate cancer</i>	F. Hof* J. Wulff, P. Howard	2011-2013	\$120,000 (\$30,000)

agency / award title	grant holders (indicate PI)	time period	value (to J. Wulff)
CIHR Bridge Funding <i>Treating drug-resistant influenza</i>	J. Wulff* M. Boulanger	2010-2012	\$100,000 (\$65,000)
Boehringer Ingelheim Cooperative Research Award <i>Synthesis of didemnaketol A</i>	J. Davy* J. Wulff	2010-2013	\$60,000 (travel only to JW)
Canadian Cancer Society Feasibility Grant <i>Assay for the evaluation of small-molecule inhibitors of the PDI/PDL1 interaction in pancreatic cancer</i>	J. Wulff	2009	\$35,000
NSERC Discovery <i>Synthesis and evaluation of natural product and designed modulators of protein-protein interactions</i>	J. Wulff	2008- 2011	\$111,150
Merck Frosst Canadian Academic Development Program Award	J. Wulff	2008	\$20,000
UVic Startup Funds – Personnel & Consumables	J. Wulff	2007	\$110,000

b. Equipment Grants

agency	equipment	grant holders (indicate PI)	year	value
NSERC Research Tools and Instruments Grant	LCMS	F. Hof* J. Wulff, T. Fyles	2012	\$146,000
NSERC Research Tools and Instruments Grant	HPLC / FPLC	J. Wulff	2008	\$90,119
British Columbia Knowledge Development Fund	general	J. Wulff	2008	\$150,000*
Canada Foundation for Innovation Leaders Opportunity	general	J. Wulff	2008	\$150,000*
UVic Startup Funds – Equipment	general	J. Wulff	2007	\$75,000**

*Corresponding to 40% of a CFI application package.

**Corresponding to 20% of a CFI application package.

c. Applications Currently Under Review

agency / award title	applicants (indicate PI)	time period	value
CIHR Operating Grant <i>Treating drug-resistant H1N1 and H5N1 influenza</i>	J. Wulff* M. Boulanger	2013-2018	\$1,100,000

d. Honours and Awards (as a professor)

year	award	location	value
2012-2017	Canada Research Chair (Tier II) in Bioactive Small Molecule Synthesis	UVic	\$100,000 / year
2011-2019	Michael Smith Foundation for Health Research Career Investigator Award	UVic	\$90,000 / year

e. Honours, Fellowships and Scholarships (prior to current appointment)

year	award	location	value
2005-2007	NSERC PDF	Harvard	\$40,000 / year
2005	John Kendall Thesis Award [†] (co-recipient)	U. of Calgary	\$500
2003-2004	I. W. Killam Memorial Scholarship	U. of Calgary	honourary*
2003-2004	AHFMR Full-time Studentship	U. of Calgary	\$20,000 / year
2002	Don Tavares Teaching Excellence Award	U. of Calgary	\$500
2001-2003	NSERC PGS-B	U. of Calgary	\$19,100 / year
1999-2001	NSERC PGS-A	U. of Calgary	\$18,200 / year
1999-2003	AHFMR Incentive Award	U. of Calgary	\$5,700 / year**
1999	NSERC Industrial Undergraduate Award	Methylgene	\$3,600
1998	B. W. Pearse Science Scholarship	U. of Victoria	\$375
1997	Book Prize for Best Co-op Report	U. of Victoria	\$165
1997	NSERC Industrial Undergraduate Award	Merck Frosst	\$3,600
1992	University of Victoria Entrance Scholarship	U. of Victoria	\$2,000
1992	B.C. Provincial Scholarship	U. of Victoria	\$1,000

[†]Awarded for the best thesis in the faculty of science.

*Accepted in lieu of full award (\$20500 / year) due to prior acceptance of AHMFR studentship.

**accepted in lieu of full-time studentship (\$20000 / year) due to prior acceptance of NSERC PGS-A, PGS-B.

9. PUBLICATIONS and PRESENTATIONS

total citations: 230 • h-index: 10

[‡]corresponding or presenting author • HQP trained by me are underlined

a. Submitted Manuscripts:

- #21. S. Y. Wong, M. G. Brant, C. Barr, A. G. Oliver and J. E. Wulff[‡] (2013) Dipolar Addition to Cyclic Vinyl Sulfones Leading to Dual Conformation Tricycles. Submitted to the *Beilstein Journal of Organic Chemistry*, April 4 2013: ID 3664769.

b. Peer-Reviewed Publications Accepted or Published:*

- #20. M. G. Brant and J. E. Wulff[‡] (2012) A Rigid Bicyclic Platform for the Generation of Conformationally Locked Neuraminidase Inhibitors. *Organic Letters*, 14, 5876–5879.

- #19. N. F. O'Rourke, K. A. Davies and J. E. Wulff[‡] (2012) Mechanistic Studies on an Apparent 6-endo / 5-exo Radical Cascade Across Bis-Vinyl Ether Substrates Reveal a 5-exo / 3-exo / retro-3-exo / 5-exo Cascade. *Journal of Organic Chemistry*, 77, 8634–8647.
- #18. J. Bains, J. E. Wulff and M. J. Boulanger[‡] (2012) Investigating Terephthalate Biodegradation: Structural Characterization of a Putative Decarboxylating cis-Dihydrodiol Dehydrogenase. *Journal of Molecular Biology*, 423, 284–293.
- #17. J. A. Davy, J. M. Mason, B. Moreau and J. E. Wulff[‡] (2012) Xanthates as Synthetic Equivalents of Oxyacyl Radicals: Access to Lactones under Tin-Free Conditions. *Journal of Organic Chemistry*, 77, 6332–6339.
- #16. J. A. Davy, B. Moreau and J. E. Wulff[‡] (2012) Tandem Dihydroxylation / Hemiketalization / Conjugate Addition Leading to a Singly Anomeric Spiroketal. *Synthesis*, 44, 1854–1862.
**Invited contribution to special issue on tandem reactions.*
- #15. C. M. Bromba, J. W. Mason, M. G. Brant, T. Chan, M. Lunke, M. Petric, M. J. Boulanger and J. E. Wulff[‡] (2011) The De-guanidinylated Derivative of Peramivir Remains a Potent Inhibitor of Influenza Neuraminidase. *Bioorganic and Medicinal Chemistry Letters*, 21, 7137–7141.
- #14. K. A. Davies and J. E. Wulff[‡] (2011) Marrying Iterative Synthesis to Cascading Radical Cyclization: 6-endo / 5-exo Radical Cascade Across Bis-Vinyl Ethers. *Organic Letters*, 13, 5552–5555.
- #13. A. Hinthner, C. M. Bromba, J. E. Wulff and C. C. Helbing[‡] (2011) Effects of Triclocarban, Triclosan, and Methyl Triclosan on Thyroid Hormone Action and Stress in Frog and Mammalian Culture Systems. *Environmental Science and Technology*, 45, 5395–5402.
- #12. K. A. Davies, K. G. M. Kou and J. E. Wulff[‡] (2011) Oxygen-Containing Analogues of Juvenile Hormone III. *Tetrahedron Letters*, 52, 2302–2305.
- #11. M. G. Brant, C. M. Bromba, and J. E. Wulff[‡] (2010) Tandem Vinylogous 1,2-Addition/Anionic Oxy-Cope Reaction Leading from Butadiene Sulfone to an Orthogonally Functionalized Bicycle. *Journal of Organic Chemistry*, 75, 6312–6315.
**Cited in Organic Highlights, August 22, 2011.*
- #10. K. A. Davies, R. C. Abel and J. E. Wulff[‡] (2009) Operationally Simple Copper-Promoted Coupling of Terminal Alkynes with Benzyl Halides. *Journal of Organic Chemistry*, 74, 3997–4000.
**Cited in Organic Highlights, March 22, 2010.*
- #9. J. E. Wulff, R. Siegrist and A. G. Myers[‡] (2007) The Natural Product Avrainvillamide Binds to the Oncoprotein Nucleophosmin. *Journal of the American Chemical Society*, 129, 14444–14451.

- #8. J. E. Wulff, S. B. Herzon, R. Siegrist and A. G. Myers[†] (2007) Evidence for the Rapid Conversion of Stephacidin B into the Electrophilic Monomer Avrainvillamide in Cell Culture. *Journal of the American Chemical Society*, 129, 4898–4899.
- #7. J. M. Sorbetti, K. N. Clary, D. A. Rankic, J. E. Wulff, M. Parvez and T. G. Back[†] (2007) Aza-Morita-Baylis-Hillman Reactions and Cyclizations of Conjugated Dienes Activated by Sulfone, Ester, and Keto Groups. *Journal of Organic Chemistry*, 72, 3326–3331.
- #6. T. G. Back[†], D. A. Rankic, J. M. Sorbetti and J. E. Wulff (2005) Morita-Baylis-Hillman Reaction and Cyclization of 1-(*p*-Toluenesulfonyl)-1,3-butadiene with Aldimines. *Organic Letters*, 7, 2377–2379.
- #5. T. G. Back[†] and J. E. Wulff (2004) A Stereodivergent Synthesis of Virantmycin by an Enzyme-Mediated Diester Desymmetrization and a Highly Hindered Aryl Amination. *Angewandte Chemie International Edition, English*, 43, 6493–6496.
- #4. T. G. Back[†], A. Pandyra and J. E. Wulff (2003) Regiochemical Switching in Diels-Alder Cycloadditions by Change in Oxidation State of Removable Diene Sulfur Substituents. Synthesis of Carbazoles by Sequential Heteroannulation and Diels-Alder Cycloaddition. *Journal of Organic Chemistry*, 68, 3299–3302.
- #3. T. G. Back[†], M. Parvez and J. E. Wulff (2003) Conjugate Additions of *o*-Iodoanilines and Methyl Anthranilates to Acetylenic Sulfones. A New Route to Quinolones Including First Syntheses of Two Alkaloids from the Medicinal Herb *Ruta Chalepensis*. *Journal of Organic Chemistry*, 68, 2223–2233.
- #2. T. G. Back[†] and J. E. Wulff (2002) First Synthesis of Two Quinoline Alkaloids from the Medicinal Herb *Ruta Chalepensis* via Cyclization of an *o*-Iodoaniline with an Acetylenic Sulfone. *Chemical Communications*, 1710–1711.
- #1. T. G. Back[†] and J. E. Wulff (2002) *Se*-Phenyl *p*-tolueneselenosulfonate. *Electronic Encyclopedia of Reagents for Organic Synthesis*. Wiley Interscience. Ed. L. Paquette.

*Please note: for publications #1–#6, author names are listed in alphabetical order, and do not imply relative contribution. I was the primary contributor for entries 2, 3 and 5.

c. Non-Peer-Reviewed Publications:

- #2. C. C. Helbing[†], A. Hinthner, J. E. Wulff, C. M. Bromba and N. Veldhoen (2011) Reply to 2nd Comment on “Effects of Triclocarban, Triclosan, and Methyl Triclosan on Thyroid Hormone Action and Stress in Frog and Mammalian Culture Systems”. *Environmental Science and Technology*, 45, 10285–10287.
- #1. C. C. Helbing[†], J. E. Wulff, C. M. Bromba, A. Hinthner and N. Veldhoen (2011) Reply to Comment on “Effects of Triclocarban, Triclosan, and Methyl Triclosan on Thyroid

Hormone Action and Stress in Frog and Mammalian Culture Systems". *Environmental Science and Technology*, 45, 7600–7601.

d. Patents Filed:

(letters indicate related filings)

- #4a. J. E. Wulff[‡], M. G. Brant and J. W. Mason (2012) Bicyclic Compounds as Therapeutic Agents for the Treatment of Cancer. Provisional Filing February 15, 2012. **61/683,586**.
- #3d. J. E. Wulff[‡], M. G. Brant, J. W. Mason, C. M. Bromba and M. J. Boulanger (2012) Synthesis of Bicyclic Compounds and Method for their Use as Therapeutic Agents. US National Filing February 15, 2012. **13/586,687**.
- #3c. J. E. Wulff[‡], M. G. Brant, C. M. Bromba and M. J. Boulanger (2012) Bicyclic Neuraminidase Inhibitors. US Patent Appl. **61/591,630**. Filed January 27, 2012.
- #3b. J. E. Wulff[‡], M. G. Brant, C. M. Bromba and M. J. Boulanger (2011) Preparation of Hexahydrocyclopentathiophene Dioxide Derivatives and Analogs for use in Treatment of Influenza. PCT application PCT/CA2011/000174; **WO 2011097717**. Filed February 14, 2011. Published August 18, 2011.
- #3a. J. E. Wulff[‡], M. G. Brant, C. M. Bromba and M. J. Boulanger (2010) Synthesis of Bicyclic Compounds and Method for their Use as Therapeutic Agents. US Patent Appl. **61/304,738**. Filed February 15, 2010.
- #2a–e. A. G. Myers[‡], J. E. Wulff, R. Siegrist, C. F. Nising and K. P. Chan (2007–2011) Targeting the Oncoprotein Nucleophosmin. Patent filings and accompanying priority applications: **WO 2009020768** published February 12, 2009 (application #WO 2008-US70984 filed July 24, 2008); **US 20110105515** published May 5, 2011 (application #US 2010-672415 filed December 13, 2010); **US 2007-954393P** filed August 7, 2007; **US 2008-50700P** filed May 6, 2008; **WO 2008-US70984** filed July 24, 2008.
- #1a–o. A. G. Myers[‡], S. B. Herzon, J. E. Wulff, R. Siegrist, J. Svenda and M. A. Zajac (2005–2011) Synthesis of Avrainvillamide, Stephacidin B, and Analogues Thereof as Medicinals. Patent filings and accompanying priority applications: **WO 2006102097** published September 28, 2006 (application #WO 2006-US9749 filed March 17, 2006); **WO 2006102097** published January 18, 2007; **AU 2006227379** published September 28, 2006 (application #AU 2006-227379 filed March 17, 2006); **AU 2006227379** published October 20, 2011; **CA 2601135** published September 28, 2006 (application #CA 2006-2601135 filed March 17, 2006); **EP 1863800** published December 12, 2007 (application #EP 2006-738771 filed March 17, 2006); **JP 2008537544** published September 18, 2008 (application #JP 2008-502102 filed March 17, 2006); **IN 2007KN03743** published January 25, 2008 (application #IN 2007-KN3743 filed October 3, 2007); **CN 101189229** published May 28, 2008 (application #CN 2006-80015727 filed November 8, 2007); **US 20090143581** published June 4, 2009 (application #US 2008-908901 filed November 18, 2008); **US 7902196** published March 8, 2011; **US 20110166170** published July 7, 2011 (application #US 2010-913091 filed October 27, 2010); **US 2005-662647P** filed March

17, 2005; WO 2006-US9749 filed March 17, 2006; US 2008-908901 filed November 18, 2008.

e. Scientific Invited Lectures (since 2007 only)

- 2013 * Western Canadian Undergraduate Chemistry Conference
- 2012 York University, Toronto, ON
 Université Laval, Quebec City, QC
 University of Toronto at Mississauga, Mississauga, ON
 North Dakota State University, Fargo, ND
 University of North Dakota, Grand Forks, ND
 University of Manitoba, Winnipeg, MB
 Lakehead University, Thunder Bay, ON
 University of Regina, Regina, SK
 University of Lethbridge, Lethbridge, AB
 University of Calgary, Calgary, AB
 Synthesis Day, University of Ottawa, Ottawa, ON
 Department of Chemistry, University of British Columbia
- 2011 94th Canadian Society for Chemistry Conference, Montréal, PQ
 Department of Chemistry, University of Bath
- 2010 Boehringer Ingelheim, Laval, PQ
 Camosun College, Victoria, BC
 10th Organic Workshop for Leading Young Canadian Chemists, Niagara, ON
- 2008 Department of Biochemistry and Microbiology, University of Victoria
- 2007 Département des Sciences Fondamentales, Université du Québec à Chicoutimi
 Department of Biological Chemistry and Molecular Pharmacology, Harvard University

*Forthcoming presentation.

f. Non-Scientific Invited Lectures (since 2007 only)

2013 * J. Wulff[‡] Where Drugs Come From. Dean's Lecture Series, Fall 2013.

J. Wulff[‡] The Microbial Arms Race: How Drug Resistance Happens in Influenza and What to Do About It. Presented at IdeaFest 2013 (Chemistry Department Presentation). Victoria, BC, March 8, 2013.

J. Wulff[‡] Engineering Molecules to Control Disease. Presented at IdeaFest 2013 (Pecha Kucha Biomedica). Victoria, BC, March 5, 2013.

J. Wulff[‡] Better Living Through Chemistry – Using Molecular Shape to Fight Influenza

and Cancer. Presented at the Center for Biomedical Research-sponsored Café Scientifique. Victoria, BC, January 22, 2013.

- 2012 J. Wulff[‡] Molecules that Changed History. Presented at the UVic Chemistry 50th Anniversary Reunion and Mini-conference. Victoria, BC, September 29, 2012.

J. Wulff[‡] Molecules that Changed History. Presented at the Sidney Rotary Club. Sidney, BC, May 2, 2012.

- 2011 J. Wulff[‡] Molecules that Changed History. Presented at the UVic Chemistry Alumni and Convocation Reception. Co-sponsored by the Vancouver Island Chapter of the Canadian Institute for Chemistry. Victoria, BC, June 14, 2011.

*Forthcoming presentation.

h. Scientific Presentations at Conferences or Institutions (since 2007 only)

- 2012 Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at York University, Toronto, ON on November 27, 2012.

Lecture: J. Wulff[‡] and M. Brant Using Molecular Rigidity to Better Control Protein Function: a Case Study in Neuraminidase Inhibition. Presented at Université Laval, Quebec, QC on November 22, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at the University of Toronto at Mississauga, Mississauga, ON on November 20, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at the University of Regina, Regina, AB on November 15, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at the University of Calgary, Calgary, AB on November 14, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at the University of Lethbridge, Lethbridge, AB on November 13, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at the University of North Dakota, Grand Forks, ND on November 2, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural

Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at North Dakota State University, Fargo, ND on November 1, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at the University of Manitoba, Winnipeg, MB on October 19, 2012.

Lecture: J. Wulff[‡] and M. Brant Wherefore Rigidity? Building the Case for Structural Complexity in Neuraminidase Inhibitors One Functional Group at a Time. Presented at Lakehead University, Thunder Bay, ON on October 18, 2012.

Lecture: J. Wulff[‡], J. Davy and M. Brant On the Road to the Total Synthesis of Didemnaketal A: 7(ish) Stereocentres of the Spiroketal Core in One Pot. Presented at the 41st Spring Symposium in Organic Synthesis (Synthesis Day), University of Ottawa, Ottawa, ON on June 7, 2012.

Lecture: J. Wulff[‡], M. Brant and J. Mason Wherefore Rigidity? The Case for Structural Complexity in Neuraminidase Inhibitors. Presented at the University of British Columbia, Vancouver, BC on April 27, 2012.

Lecture: J. Wulff[‡], J. Davy and B. Moreau Synthesis of Anomeric and Non-Anomeric Spiroketal Related to Didemnaketal A. Presented at the Canadian Society for Chemistry's 2012 National Meeting, Calgary, AB on May 30, 2012.

Poster: R. Stoddard[‡], N. van der Wal, J. Wulff and S. McIndoe Phosphine-Catalyzed Conjugate Additions of Alcohols to Alkynic Acid Esters: A Mechanistic Investigation by NMR and ESI-MS. Presented at the Canadian Society for Chemistry's 2012 National Meeting, Calgary, AB on May 29, 2012.

Poster: N. O'Rourke[‡], K. Davies and J. Wulff Cascading Radical Cyclization of Bis-vinyl Ethers: A Mechanistic Investigation. Presented at the Canadian Society for Chemistry's 2012 National Meeting, Calgary, AB on May 28, 2012.

Lecture: M. Brant[‡], J. Mason, C. Bromba and J. Wulff Development of a New Class of Neuraminidase Inhibitors for the Treatment of Oseltamivir-Resistant Influenza and Other Circulating Influenza Strains. Presented at the Canadian Society for Chemistry's 2012 National Meeting, Calgary, AB on May 28, 2012.

Poster: J. Davy[‡], C. Bromba, B. Moreau and J. Wulff An Approach Toward the Total Synthesis of Didemnaketal A. Presented at the Canadian Society for Chemistry's 2012 National Meeting, Calgary, AB on May 28, 2012.

Chalk-talk: J. Wulff[‡] Approaches to Didemnaketal A. Presented at the 11th Organic Workshop for Leading Young Canadian Chemists, Banff, AB on May 24, 2012.

2011 * Lecture: J. Davy[‡], C. Bromba, B. Moreau and J. Wulff Didemnaketal A: Synthesis of the

Spiroketal Moiety. Presented at the Banff Symposium on Organic Chemistry, Banff, AB on November 13, 2011.

Poster: J. Mason[‡], J. Davy and J. Wulff Xanthates as Synthetic Equivalents of Oxyacyl Radicals. Presented at the Banff Symposium on Organic Chemistry, Banff, AB on November 12, 2011.

Lecture: N. O'Rourke[‡], K. Davies and J. Wulff An Iterative Approach to Molecular Complexity: Synthesis of Biologically Relevant Building Blocks from Polyvinyl Ether Substrates. Presented at the Banff Symposium on Organic Chemistry, Banff, AB on November 11, 2011.

Lecture: J. Wulff[‡] Better Living Through Chemistry. Presented at the 1st BC Cancer Agency / UVic Joint Research Meeting, Victoria, BC on October 5, 2011.

* Lecture: J. Mason[‡], J. Davy and J. Wulff Xanthates as Synthetic Equivalents of Oxyacyl Radicals: Access to Tricyclic and Tetracyclic Lactones. Presented at the Pacific Northwest Undergraduate Research Symposium on Organic Chemistry, Corvallis, OR on August 9, 2011.

Lecture: J. Wulff[‡] and K. Davies Marrying Iterative Synthesis to Cascading Radical Cyclizations for an Efficient Approach to Molecular Complexity. Presented at the Canadian Society for Chemistry's 2011 National Meeting, Montreal, PQ on June 8, 2011.

Lecture: J. Wulff[‡] Iterative synthesis for the efficient construction of molecular complexity. Presented at the Department of Chemistry, University of Bath, UK on February 23, 2011.

2010 Lecture: J. Wulff[‡], M. Brant, C. Bromba and J. Davy Iterative synthesis coupled with radical cascade methodology for efficient construction of molecular complexity. Presented at Boehringer Ingelheim, Laval, PQ on December 3, 2010.

Lecture: J. Wulff[‡], M. Brant, C. Bromba and J. Davy Serendipity and Molecular Design: From Cyclononones to Neuraminidase Inhibitors. Presented at Camosun College, Victoria, BC on December 7, 2010.

Lecture: J. Wulff[‡], M. Brant, C. Bromba and J. Davy Iterative synthesis coupled with radical cascade methodology for efficient construction of molecular complexity. Presented at the Reg Mitchell Symposium, Victoria, BC on August 6, 2010.

Lecture: J. Wulff[‡], M. Brant, C. Bromba and J. Davy Synthesis of a Bicyclo[3.3.0]Sulfone Scaffold for Targeting Drug-Resistant Influenza. Presented at the Canadian Society for Chemistry's 2010 National Meeting, Toronto, ON on June 2, 2010.

Chalk-talk: J. Wulff[‡] Iterative Synthesis and Radical Cyclization. Presented at the 10th Organic Workshop for Leading Young Canadian Chemists, Niagara, ON on May 27,

2010.

Lecture: M. Brant[‡], C. Bromba and J. E. Wulff Serendipity and Molecular Design: Surprising Entry into a New Class of Neuraminidase Inhibitors. Presented at the 2010 Volcano Conference in Chemical Biology, Washington, on March 7, 2010.

2009 Lecture: N. O'Rourke[‡], K. Coopersmith and J. E. Wulff Small Molecule Inhibition of the PD-1/PD-L1 Interaction in Pancreatic Cancer. Presented at the 2009 Banff Symposium in Organic Chemistry on Oct. 31, 2009.

Lecture: C. Bromba[‡], J. Davy and J. E. Wulff Synthetic Approaches to Didemnaketol A and Analogues. Presented at the 2009 Banff Symposium in Organic Chemistry on Oct. 31, 2009.

Poster: M. Brant[‡], Caleb Bromba and J. E. Wulff Sulfone-Based Neuraminidase Inhibitors. Presented at the 2009 Banff Symposium in Organic Chemistry on Oct. 31, 2009.

* Poster: K. Davies[‡], N. O'Rourke and J. E. Wulff An Iterative Approach to the Synthesis of Beta-Sheet Mimetics for Disrupting the PD1/PDL1 Interaction. Presented at the 2009 Banff Symposium in Organic Chemistry on Oct. 31, 2009.

Poster: J. Davy[‡] and J. E. Wulff Synthetic Approaches to the Didemnaketol Spiroketal. Presented at the 2009 Banff Symposium in Organic Chemistry on Oct. 31, 2009.

* Poster: N. O'Rourke[‡], K. Coopersmith and J. E. Wulff Small Molecule Inhibition of the PD-1/PD-L1 Interaction in Pancreatic Cancer. Presented at the 2009 Atlantic Provinces Council on the Sciences, St. Francis Xavier University on May 15, 2009.

Lecture: K. Coopersmith[‡] and J. E. Wulff An Iterative Approach to the Synthesis of Novel Beta-Sheet Mimetics for the Disruption of PD1/PDL1 Interactions in Pancreatic Cancer. Presented at the 2009 Volcano Conference in Chemical Biology, Washinton, on March 1, 2009.

Poster: N. O'Rourke[‡] and J. E. Wulff An Iterative Approach to the Synthesis of Pseudo-Steroidal Beta-Sheet Mimetics. Presented at the 2009 Volcano Conference in Chemical Biology, Washinton, on February 27, 2009.

Poster: J. Davy[‡] and J. E. Wulff A Novel Anionic Oxy-Cope Approach to Meso-Substituted Cyclononones. Presented at the 2009 Volcano Conference in Chemical Biology, Washinton, on February 27, 2009.

Poster: C. Bromba[‡] and J. E. Wulff Synthesis of Didemnaketol Analogues as HIV-1 Protease Association Inhibitors. Presented at the 2009 Volcano Conference in Chemical Biology, Washinton, on February 27, 2009.

2008 Lecture: J. E. Wulff[‡] and K. Coopersmith Synthesis of Privileged Scaffolds for the Inhibition of Protein-Protein Interactions. Presented at the Canadian Society for Chemistry's 2008 National Meeting, Edmonton, AB on May 27, 2008.

* Poster: K. Coopersmith[‡] and J. E. Wulff An Iterative Approach to the Synthesis of Pseudo-Steroidal Beta-Sheet Mimetics. Presented at the Canadian Society for Chemistry's 2008 National Meeting, Edmonton, AB on May 26, 2008.

Poster: C. M. Bromba[‡] and J. E. Wulff Synthesis of Didemnaketol Analogues as HIV-1 Protease Association Inhibitors. Presented at the Canadian Society for Chemistry's 2008 National Meeting, Edmonton, AB on May 26, 2008.

Lecture: J. E. Wulff[‡] Synthetic Molecules to Affect Biological Systems: the Search for Avrainvillamide's Biological Target, and the Development of Privileged Scaffolds to Modulate Protein-Protein Interactions. Presented at the Department of Biochemistry and Microbiology, University of Victoria on January 25, 2008.

2007 Lecture: J. E. Wulff[‡] and A. G. Myers Avrainvillamide & Stephacidin B: Identification of Nucleophosmin as a Potential Protein Target. Presented at the Département des Sciences Fondamentales, Université du Québec à Chicoutimi on June 19, 2007.

Lecture: J. E. Wulff[‡] and A. G. Myers Avrainvillamide & Stephacidin B: Identification of Nucleophosmin as a Potential Protein Target. Presented at the Chemical Biology Meeting, Harvard University on April 10, 2007.

*These presentations received awards.

i. Media Coverage of Research

2013 Interview on CBC Radio - All Points West, March 7, 2013.

How to stay a step ahead of flu bugs. Times Colonist. March 8, 2013. p. A4.

Interview on CFX Radio 1070. March 1, 2013.

Interview on CFX Radio 1070. January 21, 2013.

2012 New research chairs tackle molecular basis of disease. Front page story on "The Ring", April, 2012. Available at: http://ring.uvic.ca/sites/default/files/archive/Ring-April2012_web.pdf

Interview on CFX Radio 1070. March 16, 2012.

UVic Scientists Receive Funding. Times Colonist, March 15, 2012, p. A6.

Canada Research Chair: Jeremy Wulff. University of Victoria “Faces of UVic Research” Series. Available at: <http://www.youtube.com/watch?v=WWzdNOrYQNo>

2011 Influenza Vaccine Research at UVic. Aired on CTV News, December 26, 2011. Available at: <http://www.youtube.com/watch?v=sVOeVj-Fi-g&list=UUgPPbApE33xH3abTum60yOw&index=6&feature=plcp>

S. McCulloch Health Researchers Awarded Funding. Times Colonist. August 26, 2011. Available at: <http://www.timescolonist.com/health/Health+researchers+awarded+funding/5311613/story.html>

10. SERVICE and PROFESSIONAL ACTIVITIES

a. University and Faculty Committees

Chair, radiation safety committee (2008-2010)

Member, radiation safety committee (2007-2008; 2010-)

b. Departmental Committees and Responsibilities

Chair, working group on new programs (2011-)

Chair, curriculum committee (2010-2011)

Member, departmental duties committee (2009-2011)

Member, Wright building safety committee (2008-)

Member, curriculum committee (2008-2009; 2011-)

Member, co-op committee (2007-2010; 2011-2012)

c. Membership & Service on International, National and Provincial Professional Bodies

Member, ACPBC (2008-)

Member, CSC / CIC (2008-)

Member, ACS (2008-)

d. Conference Organizational Committees

2013 Symposium on Inhibitors of Protein-Protein Interactions

Included in the 96th meeting of the Canadian Society for Chemistry

2012 11th Organic Workshop for Leading Young Canadian Chemists, Banff, AB
(joint with Michel Gravel, University of Saskatchewan)

2012 Symposium on Small Molecule Drug Design and Development

Included in the 95th meeting of the Canadian Society for Chemistry

e. Grant & Fellowship Committees

2012 Canadian Cancer Society Grants Panel, Impact Grants Panel Member

2011 Canadian Cancer Society Grants Panel (Peer Reviewer, Novel Therapeutics Panel)

- Canadian Cancer Society Grants Panel (Scientific Officer, Panel G1).
 2010 Canadian Cancer Society Grants Panel (Scientific Officer, Panel G1).
 2009 Michael Smith Foundation, Biomedical (SGS) Evaluation Committee, Senior Trainee Awards Panel.
 2008 Michael Smith Foundation, Biomedical (SGS) Evaluation Committee, Senior Trainee Awards Panel.

f. Other Grant Proposals Reviewed

- 2012 NSERC Discovery: 2 grant applications reviewed
 NSERC CREATE: 1 grant application reviewed
 2011 Netherlands Organization for Scientific Research (NOW): 1 grant application reviewed
 2010 NSERC Discovery: 1 grant application withdrawn prior to review
 2009 NSERC Discovery: 1 grant application reviewed
 2008 NSERC Discovery: 2 grant applications reviewed

g. Reviews for Journals, Book Reviews, Published Commentaries

- | | | |
|------|--|---------------|
| 2013 | Organic Letters | 1 submission |
| | Tetrahedron Letters | 1 submission |
| | Canadian Journal of Chemistry | 1 submission |
| 2012 | Science | 1 submission |
| | Organic Letters | 4 submissions |
| | Chemistry Central Journal | 1 submission |
| | Tetrahedron Letters | 1 submission |
| | Bioorganic & Medicinal Chemistry | 1 submission |
| | Bioorganic & Medicinal Chemistry Letters | 2 submission |
| | Current Organic Chemistry | 1 submission |
| | European Journal of Medicinal Chemistry | 1 submission |
| | Journal of Enzyme Inhibition and Medicinal Chemistry | 1 submission |
| 2011 | Organic Letters | 8 submissions |
| | Journal of Enzyme Inhibition and Medicinal Chemistry | 1 submission |
| | Textbook Review | 1 submission |
| 2010 | Organic Letters | 2 submissions |
| | Tetrahedron Letters | 2 submissions |
| 2009 | Organic Letters | 1 submission |
| | Canadian Journal of Chemistry | 1 submission |
| 2008 | Organic Letters | 2 submissions |
| | Journal of Organic Chemistry | 1 submission |
| | Canadian Journal of Chemistry | 1 submission |

h. Other Professional Activities

- 2012 Organized the Vancouver Island section of the 2012 CIC Crystal Growing Competition.

- Vancouver Island crystal placed 2nd in the Teacher-Grown category
- 2011 Organized the Vancouver Island section of the 2011 CIC Crystal Growing Competition.
- 2010 Organized the Vancouver Island section of the 2010 CIC Crystal Growing Competition.
 - Vancouver Island crystal placed 1st in Western Canada
- 2009 Organized the Vancouver Island section of the 2009 CIC Crystal Growing Competition.
 - Vancouver Island crystal placed 2nd in Western Canada
- 2008 Organized the Vancouver Island section of the 2008 CIC Crystal Growing Competition.

i. Other Outreach and Service Activities

- 2012 Graduate recruiting talk: University of British Columbia
- Graduate recruiting talk: Lakehead University
- Graduate recruiting talk: University of Manitoba
- Graduate recruiting talk: North Dakota State University
- Graduate recruiting talk: University of North Dakota
- Graduate recruiting talk: University of Calgary
- Graduate recruiting talk: York University
- 2009 Interviewed on CBC radio about pancreatic cancer.
- 2009 Interviewed by a local writer for a story on the chemistry of scent.
- 2008 Interviewed by CHEK news for a story on a local child poisoned by *p*-phenylenediamine oxidation products.

UNIVERSITY OF VICTORIA TEACHING DOSSIER

last update: January 2013

Name: **WULFF, Jeremy E.**Faculty: **Science**Department: **Chemistry**

1. TEACHING EXPERIENCE

a. Undergraduate Courses Taught

academic course year and term	hours	number of students
University of Victoria		
2011 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem432)	3/week	6
2011 Spring Lecturer –ORGANIC CHEMISTRY (Chem235)	3/week	164
2010 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem432)	3/week	5
2010 Spring Lecturer –ORGANIC CHEMISTRY (Chem235)	3/week	140
2009 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem432)	3/week	3
2009 [§] Spring Lecturer –BIOL. & MEDICINAL CHEMISTRY (Chem437)	3/week	22
2008 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem432)	3/week	12
2007 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem432)	3/week	5

[§]Chem 437 was co-taught with Fraser Hof

b. Undergraduates Supervised (continued on next page)

student	type of supervision (e.g. honours thesis, summer project, co-op)	period of supervision
Deborah Michaels	Chem 298 thesis	Jan. 13 – Apr. 13
Colin Hammond	Biochem 499 thesis	Jan. 13 – Apr. 13
Mitchell Wright	Chem 298 thesis	Sept. 12 – Apr. 13
Steven Wong	Chem 499 thesis	Jan. 13 – Aug. 13
	Chem 498 thesis	Sept. 12 – Dec. 12
	SURA-supported student researcher	May 12 – Aug. 12
	Chem 398 thesis	Jan. 12 – Apr. 12
	Chem 298 thesis	Jan. 11 – Apr. 11
Ryan Tilley	USRA (Dalhousie University)	May 12 – Aug. 12
Leena Al-Ani	398 thesis (withdrawn due to family emergency)	May 12 – June 12
Ayla Pearson	Chem 298 thesis	Jan. 12 – Apr. 12
Nicole van der Wal	USRA (Dalhousie University)	May 11 – Aug. 11
Jeremy Mason	Research assistant	Jan. 11 – Aug. 12
	498 thesis	Sept. 10 – Dec. 10
Shaun Cembella	Chem 499 honours thesis	Sept. 10 – Apr. 11
Carita Sequeira	Workstudy student	Sept. 10 – Apr. 11
Benjamin Blinn	Volunteer	May 10 – Aug. 10
Andrew Leung	Chem 498 thesis	Sept 09 – Dec. 09
Abel, Ryan	Volunteer	Sept 09 – Dec. 09
	USRA (UVic)	June 08 – Aug. 08
Nadine Hewitt	USRA (Memorial University)	May 09 – Aug. 09

student	type of supervision (e.g. honours thesis, summer project, co-op)	period of supervision
Alicia Oger	Volunteer	May 09 – Aug. 09
Kou, Kevin	Chem 499 honours thesis	Sept. 08 – Apr. 09
Brant, Mike	Chem 498 thesis	Jan. 09 – Apr. 09
	Volunteer	Sept. 08 – Dec. 08
	USRA (UVic)	June 08 – Aug. 08
Forrester, Nick	Chem 498 thesis	Jan. 09 – Apr. 09
	Research assistant	Sept. 08 – Dec. 08

c. Graduate Courses Taught

academic course year and term	hours	number of students
University of Victoria		
2012 Fall Lecturer –NMR MODULE (Chem560)	12 total	4
2011 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem533)	3/week	3
2010 Fall Lecturer –NMR MODULE (Chem509)	12 total	3
2010 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem533)	3/week	4
2009 Fall Lecturer –NMR MODULE (Chem509)	12 total	9
2009 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem533)	3/week	3
2009 [§] Spring Lecturer –BIOL. & MEDICINAL CHEMISTRY (Chem537)	3/week	6
2008 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem533)	3/week	4
2007 Fall Lecturer –ADVANCED ORGANIC SYNTHESIS (Chem533)	3/week	2

[§]Chem 537 was co-taught with Fraser Hof

d. Graduate Students Supervised or Co-Supervised

student	period of supervision	degree awarded	present position
K. Coopersmith	2007-2012	PhD May, 2012	PRA International
C. Bromba	2007-2012	PhD November, 2012	AGAT Laboratories
J. Davy	2008-	PhD expected Aug '13	
N. O'Rourke	2008-	PhD expected Dec '13	
M. Brant	2008-	PhD (in progress)	
M. Fairchild [§]	2012-	MSc (in progress)	
N. Alghamdi ^{§§}	2013-	MSc awaiting entrance	
O. Al-Tamimi ^{§§}	2013-	MSc awaiting entrance	

[§]Mark Fairchild is co-supervised by Lisa Rosenberg

^{§§}Norah Alghamdi and Osama Al-Tamimi are Saudi fellowship students currently completing intensive English studies before officially gaining admission. They attend our weekly group meetings, but will not begin lab work until later in 2013.

e. Other Contributions to Graduate Student Supervision (continued on next page)

student	period	degree program	[§] type of supervision
A. Franco-Cea	2007-	PhD	1
A. Whiting	2007-	PhD	1
N. Oakley	2007-2010	MSc	1

student	period	degree program	§type of supervision
M. Zsombor	2008-	PhD	1
B. Nowak	2008-2011	MSc	1
M. Tonkin (Biochemistry)	2009-	PhD	1
P. Parvizi	2009-	PhD	1
T. Pinter	2009-	PhD	1
T. Taft (Curriculum & Instruct.)	2007	PhD	3
A. Ahmed (Elec. & Comp. Eng.)	2008	PhD	3
R. Loos (Geography)	2009	MSc	3
R. Petersen (Biology / Medical Sci.)	2009	MSc	2
A. Law (Biochemistry)	2010	MSc	2
K. Gomery (Biochemistry)	2010	PhD	2
R. Blackler (Biochemistry)	2011-	MsC	1
C. Robertson (Geography)	2010	PhD	3
R. Gomes Sobral Filho	2011-	PhD	1
P. Lee	2011-	PhD	1
J. Ruru	2012	PhD	3
A. Schlesinger	2013	PhD	3

§Types of contributions:

- (1) Member of supervisory committee (but not directly supervisor or co-supervisor)
- (2) External examiner (indicate if at another university)
- (3) Chair of examination committee

f. Training and Supervision of Other Highly Qualified Personnel

name	role	period of supervision	present position
S. Douglas [§]	technician	2012-	
H. Hassan	research associate	2009-2010	full-time mother

§Sarah Douglas is co-supervised by Fraser Hof

g. Teaching Instruction

year	course / program	organization	status
2007	Teaching Squares	Learning & Teaching Centre	complete
2009	Teaching Triangles	Learning & Teaching Centre	complete

h. Teaching Awards

year	award	location
2002	Don Tavares Teaching Excellence Award	University of Calgary

2. SUMMARY of STUDENT EVALUATIONS of TEACHING

2.1 RateMyProfessors.com score: 4.6/5

2.2 Chemistry 432/533

2011 Chemistry 432/533 – Advanced Organic Synthesis	432 (/5)	533 (/5)	dept. average
1. The instructor was prepared for course sessions.	4.67	4.67	4.62
2. The instructor's explanations of concepts were clear.	4.33	4.67	4.18
3. The instructor motivated you to learn in this course.	4.00	4.33	4.00
4. The instructor was available to answer questions or provide assistance.	4.17	4.67	4.30
5. The instructor returned tests/assignments within a reasonable time.	4.67	4.67	4.52
6. The instructor was helpful in providing feedback.	4.33	4.67	3.96
7. The instructor demonstrated respect for students.	4.67	4.33	4.56
8. Overall, the instructor was effective in this course.	4.50	4.67	4.38
9. The course structure, goals and requirements were clear.	4.33	4.67	4.08
10. The materials provided for learning the course content were clear.	4.17	4.67	3.96
11. The assigned work helped your understanding of the material.	4.33	4.67	3.87
12. The course provided opportunities to engage with the course material.	4.00	4.33	3.44
13. The methods of assessment were fair.	4.50	4.67	3.86
14. The course provided relevant skills and information.	4.50	4.67	3.84
15. Overall, the course offered an effective learning experience.	4.33	5.00	3.95
average:		4.50	4.10

2010 Chemistry 432/533 – Advanced Organic Synthesis	432 (/5)	533 (/5)	dept. average
1. The instructor was prepared for course sessions.	5.00	5.00	4.53
2. The instructor's explanations of concepts were clear.	4.40	4.67	3.96
3. The instructor motivated you to learn in this course.	4.60	4.33	3.81
4. The instructor was available to answer questions or provide assistance.	4.80	4.33	4.24
5. The instructor returned tests/assignments within a reasonable time.	5.00	4.33	4.43
6. The instructor was helpful in providing feedback.	4.40	4.00	3.91
7. The instructor demonstrated respect for students.	4.20	4.00	4.49
8. Overall, the instructor was effective in this course.	5.00	4.00	4.25
9. The course structure, goals and requirements were clear.	4.60	4.00	4.04
10. The materials provided for learning the course content were clear.	4.00	4.00	3.87
11. The assigned work helped your understanding of the material.	4.00	4.33	3.93
12. The course provided opportunities to engage with the course material.	3.80	3.33	3.46
13. The methods of assessment were fair.	4.00	3.67	3.98
14. The course provided relevant skills and information.	4.40	3.33	3.84
15. Overall, the course offered an effective learning experience.	4.40	3.67	3.96
average:		4.25	4.04

2009	Chemistry 432/533 – Advanced Organic Synthesis	432 (/5)	533 (/5)	dept. average
	1. The instructor was prepared for course sessions.	5.00	5.00	4.60
	2. The instructor's explanations of concepts were clear.	5.00	4.67	4.08
	3. The instructor motivated you to learn in this course.	5.00	4.67	3.97
	4. The instructor was available to answer questions or provide assistance.	5.00	5.00	4.31
	5. The instructor returned tests/assignments within a reasonable time.	5.00	4.67	4.33
	6. The instructor was helpful in providing feedback.	4.67	4.33	3.92
	7. The instructor demonstrated respect for students.	4.00	4.67	4.55
	8. Overall, the instructor was effective in this course.	4.67	5.00	4.32
	9. The course structure, goals and requirements were clear.	5.00	4.33	4.08
	10. The materials provided for learning the course content were clear.	5.00	4.33	4.03
	11. The assigned work helped your understanding of the material.	5.00	5.00	3.93
	12. The course provided opportunities to engage with the course material.	5.00	4.67	3.39
	13. The methods of assessment were fair.	5.00	4.33	4.01
	14. The course provided relevant skills and information.	5.00	4.67	3.88
	15. Overall, the course offered an effective learning experience.	5.00	4.67	4.03
	average:		4.78	4.10
2008	Chemistry 432/533 – Advanced Organic Synthesis	average (/5)	dept. average	
	1. The instructor's organization and presentation	4.77	4.09	
	2. The instructor's ability to stimulate interest	4.31	3.64	
	3. The fairness of tests and assignments	3.77	3.69	
	4. The instructor's concern and respect for students	4.77	4.40	
	5. The instructor's availability and helpfulness outside class time	4.62	4.14	
	6. The instructor's overall performance and effectiveness	4.54	3.97	
	7. The instructor's ability to explain and meet the course objectives	4.62	4.01	
	8. The value of this course to your overall program	4.38	3.75	
	9. The required textbook or reference materials	4.38	3.60	
	10. The relevance of assignments, midterms, website, etc.	4.54	3.92	
	average:	4.47	3.92	
2007	Chemistry 432/533 – Advanced Organic Synthesis	average (/5)	dept. average	
	1. The instructor's organization and presentation	4.86	4.07	
	2. The instructor's ability to stimulate interest	4.29	3.69	
	3. The fairness of tests and assignments	3.29	3.76	
	4. The instructor's concern and respect for students	4.57	4.27	
	5. The instructor's availability and helpfulness outside class time	4.71	3.97	
	6. The instructor's overall performance and effectiveness	4.29	3.94	
	7. The instructor's ability to explain and meet the course objectives	4.57	4.04	
	8. The value of this course to your overall program	4.71	3.85	
	9. The required textbook or reference materials	4.00	3.68	
	10. The relevance of assignments, midterms, website, etc.	4.14	4.02	
	average:	4.34	3.93	

Reflection: The average student evaluation in my first outing of Chemistry 432/533 was 4.34. While this was above the (already high) departmental average of 3.93, I felt there was room for improvement. In particular, the evaluation for “fairness of tests and assignments” was below the departmental average. I agreed with this – my first two assignments were a little too challenging, and the midterm was too long. The following year, with the help of two of my graduate students (who took the course from me in 2007), I revised the assignments to provide a more gentle learning curve. On my students’ advice, I also worked to increase the connection between the assignments and the (recommended) text, and shortened the midterm by ~30%.

These changes appeared to have the desired effect. Although Chem432/533 remains a difficult course, the evaluations in 2008 were above the departmental average in every category (including tests and assignments), even though the enrolment increased by over 200%, which necessitated a change in the delivery of the material.

Since 2009, the class size returned to a more manageable level, allowing me to interact more with the students. I added a short section on asymmetric allylations and crotylations (something I felt to be notably absent in my first two years), and also expanded the discussion of pKa values. These changes have made for a more comprehensive course, and the performance on the final exam has generally increased. Within experimental error, the average evaluation has stayed at around 4.5, which is my goal.

Overall, Students in 432/533 have been very forthcoming with comments in the free-form portion of the evaluation forms. Their responses have been generally quite positive, and seem to reflect a difficult but rewarding course.

2.3 Chemistry 590 or 560 (NMR module)

2012	Chemistry 560.9 – Structure Determination by ^1H and ^{13}C NMR	average (/5)	dept. average
	1. The instructor was prepared for course sessions.	5.00	4.53
	2. The instructor’s explanations of concepts were clear.	4.80	4.00
	3. The instructor motivated you to learn in this course.	4.80	3.79
	4. The instructor was available to answer questions or provide assistance.	5.00	4.21
	5. The instructor returned tests/assignments within a reasonable time.	5.00	4.40
	6. The instructor was helpful in providing feedback.	4.80	3.89
	7. The instructor demonstrated respect for students.	4.50	4.53
	8. Overall, the instructor was effective in this course.	5.00	4.21
	9. The course structure, goals and requirements were clear.	4.80	4.09
	10. The materials provided for learning the course content were clear.	4.20	4.02
	11. The assigned work helped your understanding of the material.	4.80	3.97
	12. The course provided opportunities to engage with the course material.	4.80	3.52
	13. The methods of assessment were fair.	4.50	3.90
	14. The course provided relevant skills and information.	4.80	3.80
	15. Overall, the course offered an effective learning experience.	4.80	3.95
	average:	4.77	4.05

2010 Chemistry 590.9 – Structure Determination by ^1H and ^{13}C NMR	average (/5)	dept. average
1. The instructor was prepared for course sessions.	4.80	4.53
2. The instructor's explanations of concepts were clear.	4.40	3.96
3. The instructor motivated you to learn in this course.	4.20	3.81
4. The instructor was available to answer questions or provide assistance.	4.20	4.24
5. The instructor returned tests/assignments within a reasonable time.	4.80	4.43
6. The instructor was helpful in providing feedback.	3.80	3.91
7. The instructor demonstrated respect for students.	4.20	4.49
8. Overall, the instructor was effective in this course.	4.40	4.25
9. The course structure, goals and requirements were clear.	5.00	4.04
10. The materials provided for learning the course content were clear.	4.80	3.87
11. The assigned work helped your understanding of the material.	4.20	3.93
12. The course provided opportunities to engage with the course material.	4.20	3.46
13. The methods of assessment were fair.	4.00	3.98
14. The course provided relevant skills and information.	4.20	3.84
15. Overall, the course offered an effective learning experience.	4.20	3.96
average:	4.36	4.04

2009 Chemistry 590.9 – Structure Determination by ^1H and ^{13}C NMR	average (/5)	dept. average
1. The instructor was prepared for course sessions.	4.89	4.60
2. The instructor's explanations of concepts were clear.	4.33	4.08
3. The instructor motivated you to learn in this course.	4.44	3.97
4. The instructor was available to answer questions or provide assistance.	4.67	4.31
5. The instructor returned tests/assignments within a reasonable time.	4.78	4.33
6. The instructor was helpful in providing feedback.	4.44	3.92
7. The instructor demonstrated respect for students.	4.44	4.55
8. Overall, the instructor was effective in this course.	4.67	4.32
9. The course structure, goals and requirements were clear.	4.22	4.08
10. The materials provided for learning the course content were clear.	4.33	4.03
11. The assigned work helped your understanding of the material.	4.56	3.93
12. The course provided opportunities to engage with the course material.	4.44	3.39
13. The methods of assessment were fair.	4.33	4.01
14. The course provided relevant skills and information.	4.44	3.88
15. Overall, the course offered an effective learning experience.	4.44	4.03
average:	4.49	4.10

Reflection: The NMR module was newly introduced in 2009, and was a positive experience for both the students and myself. I kept the theory component of the course deliberately brief, and focused mostly on the practical issues of solving structures using NMR methods. This module is aimed at beginning graduate students (who need this information to do their experiments), and I worked hard to keep it from getting bogged down in the details of more elaborate NMR experiments (pulse sequences, etc.). The course evaluations (both quantitative and qualitative) were very positive.

For the 2010 and 2012 outings of this module, I experimented with a format change – whereas I generally prefer giving notes on the chalkboard (I feel it's an absolute necessity for organic

chemistry) it seemed that this course might benefit from the use of PowerPoint. Creation of slides for this short course consumed a stunning amount of my time, but it seems to have been worth it. The students felt that they had more time to concentrate on the material, and more time to practice doing problems, rather than spending the whole class scribbling furiously. I consider this experiment a success, and will stick with this format in the future.

2.4 Chemistry 437/537

2008	Chemistry 437/537 – Bioorganic and Medicinal Chemistry (co-taught with Fraser Hof)	average (/5)	dept. average
	1. The instructor was prepared for course sessions.	4.65	4.51
	2. The instructor's explanations of concepts were clear.	3.85	4.11
	3. The instructor motivated you to learn in this course.	3.85	3.90
	4. The instructor was available to answer questions or provide assistance.	4.56	4.25
	5. The instructor returned tests/assignments within a reasonable time.	4.15	4.39
	6. The instructor was helpful in providing feedback.	3.85	3.93
	7. The instructor demonstrated respect for students.	4.15	4.42
	8. Overall, the instructor was effective in this course.	4.08	4.26
	9. The course structure, goals and requirements were clear.	3.69	4.00
	10. The materials provided for learning the course content were clear.	3.54	3.94
	11. The assigned work helped your understanding of the material.	3.69	3.84
	12. The course provided opportunities to engage with the course material.	4.19	3.51
	13. The methods of assessment were fair.	3.40	3.94
	14. The course provided relevant skills and information.	4.40	3.83
	15. Overall, the course offered an effective learning experience.	4.27	3.93
	average:	4.02	4.05

Reflection: This course was newly introduced for Spring 2008. The evaluations were pretty respectable for a first attempt, but do point to some places where we could look to improve. First, our use of 20-minute problem-solving quizzes to test the material was not particularly popular. Despite the high average grades on these quizzes, several students felt anxiety about having to *figure something out* (instead of just recall memorized facts) in a relatively short period of time. While one could debate the merits of this objection, the fact is that we hadn't really intended these quizzes to be such a source of angst.

Second, it was clear by about halfway through the course that nearly all students were having difficulty picturing the various inhibitor molecules in three dimensions, something that we had largely taken as a given for a population of third- and fourth-year chemistry and biochemistry students. This became apparent following a quiz question, in which I had asked the students to point out similarities between two drugs that had different underlying structures, but projected similar functional groups into the pockets of an enzyme target. I had (intentionally) drawn one molecule *upside down* relative to the other, with the result that *not one student in the class* got this question right. This possibly points to a deeper issue in the undergraduate curriculum, but at the very least future versions of this course need to more clearly stress the importance of molecular *shape* to inhibitor function. We did talk about this in the lecture, but clearly not often enough. Prof. Hof took up this course on a continuing basis, and I understand that the course continues to improve under his leadership.

2.5 Chemistry 235

2011 Chemistry 235 – Organic Chemistry	average (/5)	dept. average
1. The instructor was prepared for course sessions.	4.92	4.47
2. The instructor's explanations of concepts were clear.	4.49	3.94
3. The instructor motivated you to learn in this course.	4.28	3.65
4. The instructor was available to answer questions or provide assistance.	4.32	4.01
5. The instructor returned tests/assignments within a reasonable time.	4.72	4.24
6. The instructor was helpful in providing feedback.	4.19	3.76
7. The instructor demonstrated respect for students.	4.76	4.43
8. Overall, the instructor was effective in this course.	4.62	4.10
9. The course structure, goals and requirements were clear.	4.24	3.92
10. The materials provided for learning the course content were clear.	4.10	3.83
11. The assigned work helped your understanding of the material.	4.11	3.82
12. The course provided opportunities to engage with the course material.	3.78	3.38
13. The methods of assessment were fair.	4.04	3.88
14. The course provided relevant skills and information.	4.19	3.75
15. Overall, the course offered an effective learning experience.	4.19	3.85
average:	4.33	3.94

2010 Chemistry 235 – Organic Chemistry	average (/5)	dept. average
1. The instructor was prepared for course sessions.	4.81	4.53
2. The instructor's explanations of concepts were clear.	4.39	3.96
3. The instructor motivated you to learn in this course.	4.27	3.81
4. The instructor was available to answer questions or provide assistance.	4.29	4.24
5. The instructor returned tests/assignments within a reasonable time.	4.68	4.43
6. The instructor was helpful in providing feedback.	4.44	3.91
7. The instructor demonstrated respect for students.	4.68	4.49
8. Overall, the instructor was effective in this course.	4.61	4.25
9. The course structure, goals and requirements were clear.	4.10	4.04
10. The materials provided for learning the course content were clear.	4.08	3.87
11. The assigned work helped your understanding of the material.	4.00	3.93
12. The course provided opportunities to engage with the course material.	3.53	3.46
13. The methods of assessment were fair.	4.00	3.98
14. The course provided relevant skills and information.	4.12	3.84
15. Overall, the course offered an effective learning experience.	4.06	3.96
average:	4.27	4.04

Reflection: I took Chemistry 235 in the spring of 1995, and I still have very fond memories of the course. This was the point where I first started thinking about being an organic chemist, and first started thinking about being a professor. It was therefore rather moving for me to take up this course as an instructor, and I'm humbled by the very positive response from the students.

I approached my first outing in 235 with two goals: (1) I wanted to bring in more "real-world" examples, and hopefully communicate some of my own passion for making molecules; (2) I wanted to increase the amount of material. I reasoned that by making clear from the outset that this was a challenging but ultimately rewarding course, I would increase student engagement.

With the goal of enhancing the intensity somewhat, I added a considerable amount of material (relative to what had been taught in past years) to the Diels-Alder and electrophilic aromatic substitution sections, and also instituted a system of challenging quizzes to test the underlying concepts. I structure these quizzes in such a way that students who attempt to memorize their way to the end of the course do not do particularly well. Likewise, on the midterm and final exam I did not ask any nomenclature questions (which favour the memorizers) and increased the emphasis on synthetic planning (to favour the thinkers).

I believe these changes were partially successful. However, the quizzes were probably a bit too challenging in the end, and my explanations of the Diels-Alder material were (in retrospect) not as clear as they could have been. I also grew to dislike the textbook that we (along with Chem231 and 232) were using – in many instances it dumbed down the material to the point of generating confusion for the students, and also contained an unacceptable number of errors.

Over the summer of 2010, I convened a series of meetings with the organic faculty, with the aim of changing the textbook. I'm pleased to say that my colleagues participated enthusiastically in this process. I began by skimming the dozen or so 2nd year organic chemistry textbooks that were on offer from various publishers, and creating a shortlist of 5 books for more detailed review by the committee. Each member then read one chapter from each book in detail, and we reconvened to discuss our observations. It's a credit to my colleagues' passion for teaching that this was the most enjoyable departmental-level discussion I have ever had. In the end, we agreed unanimously to change to a slightly more comprehensive textbook (Solomons and Fryhle, 10th Ed.) which contained fewer errors.

In beginning the 2011 edition of Chemistry 235, I completely rewrote the introductory section (wherein I review material from 231) and substantially revised the notes on the Diels-Alder reaction. This seemed to have the desired effect. The students seemed to understand the material better, and performance on the quizzes was much higher for this second offering of the course. Performance on the exam also increased somewhat.

In another new venture for 2011, I had myself assigned part-time in the drop-in centre (2 hours on the day before each quiz and midterm) so that I can interact more closely with a representative cross section of the class. I deeply enjoy these sessions, and plan to continue doing this in future years. Although I remain adamant about delivering the bulk of the material via the chalkboard, I've also started to use more PowerPoint slides to illustrate key concepts whenever colourful pictures are useful. These are posted on the course website (<http://web.uvic.ca/~chem235/>) for the students to access for later review.

As a final improvement, following the 2011 offering of Chem235 I wrote a lengthy summary of the most common errors on the 235 final exam, which I think will be a useful study aid for future students. This has already been adopted by Peter Marrs for his summer 2011 and spring 2012 classes, and I have receive positive feedback from as far away as the University of Delaware. The document can be accessed here: <http://web.uvic.ca/~chem235/Bad%20Reactions.pdf>

I am looking forward to the challenge of teaching the *entire* second year population this coming year, as part of our re-united Chem232/Chem235 initiative.

2.6 Student Comments

I greatly value the written comments provided to me as part of each course's Course Experience Survey, and always read these very carefully. As a part of this dossier, I am permitted to include these comments, so long as I reproduce all the comments from a particular course. This rather precludes including comments from Chem235, since these are so numerous. However, I've taken the liberty of reproducing the comments from the past two years of Chem432/533 responses on the quality of instruction, since this course is probably most representative of my teaching style. I've typed these verbatim (including the grammatical errors) and have not omitted any responses.

a. Chemistry 432/533, Fall 2011: Please comment on the instructor.

- Awesome!
- Excellent professor I have ever seen in delivering lectures. He has very good command on subject and way of explanation. He is very encouraging. I like the way of dealing the students.
- Effective, organized and available. Can be challenging to ask for help, occasionally impatient.
- Gave good explanations and was always willing to help. Very entertaining lectures.
- He knows what he's talking about.
- Extremely knowledgeable. Approachable. Not very helpful in office hours.
- He was very nice and very helpful.

b. Chemistry 432/533, Fall 2010: Please comment on the instructor.

- Jeremy really knows his stuff.
- Very good lecturer. Clear on concepts. Demands a different level.
- Well organized, helpful, available.
- Gives really hard tests / assignments, but did a great job overall.
- Well organized, very knowledgeable, very approachable, fair marker.
- Instructor is a good marker. Readily gives partial marks where warranted. The use of assignments to introduce new material makes it difficult to go back in notes and review on a regular basis. This encourages cramming at examination later.
- Knows too much! Difficult to take in all course material while scrambling to write notes.
- Overall an excellent instructor. Explanation of concepts was clear, very prepared for classes, kept students interested in the material.

3. TEACHING PHILOSOPHY and NARRATIVE of TEACHING EXPERIENCE

(a) Undergraduate courses

When I tell people that I'm an organic chemist, I generally hear one of two responses from people who have taken organic courses at some point in their university careers:

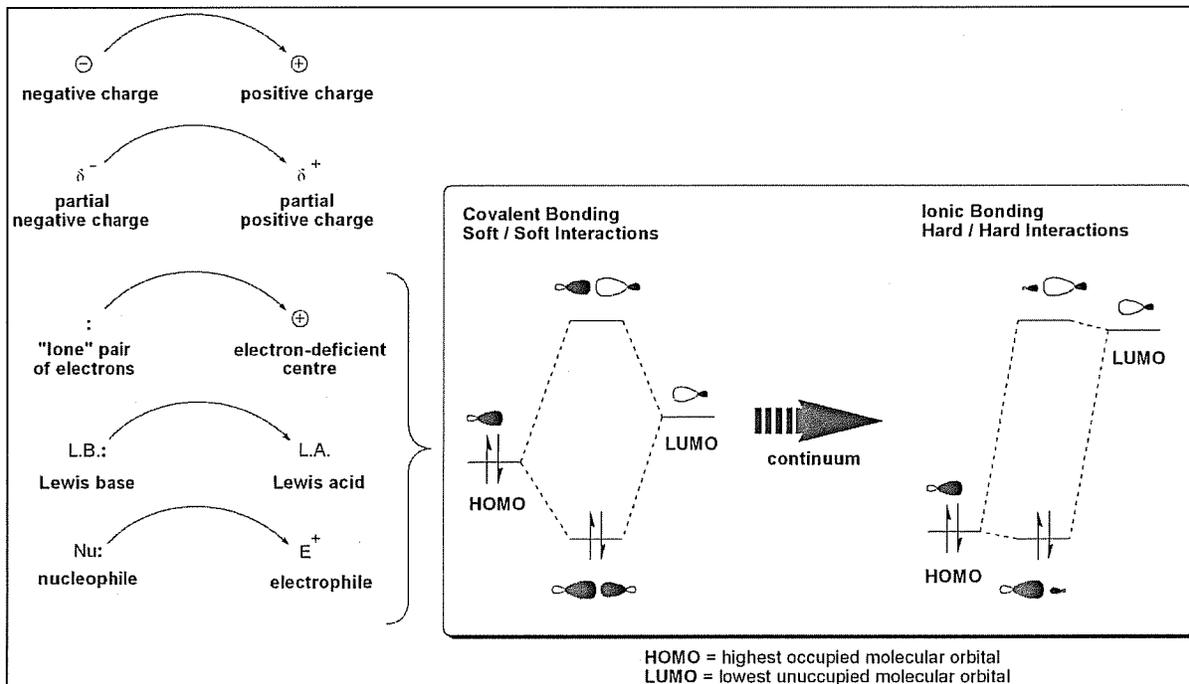
- (i) "Wow, that organic chemistry stuff was really tough – I had no idea what my professor was talking about."
- (ii) "Organic chemistry was confusing at first, but then all of a sudden it became really easy!"

To a large extent, I think that my job as a teacher of organic chemistry is to get more people to the latter state of mind, and to get them there more quickly.

Synthetic organic chemistry is a broad subject, incorporating a vast number of individual reactions – most of which are named after their discoverers, which tends to give the field a reputation as a “memorization” subject. However, the majority of these reactions (and nearly all of the transformations encountered at the 2nd and 3rd year level) are variations on a single important concept:



I think that it's the ability to recognize this underlying concept in a reaction, and then to visualize the nucleophilic part of one molecule attacking the electrophilic part of another molecule, that allows students to go from “This is confusing” to “Hey, this is suddenly easy!”



To be a good synthetic organic chemist, a student has to learn to *see* the reagents in motion, constantly probing with their nucleophilic snouts for any potential electrophile. The use of curved arrows to illustrate reaction mechanism, while sometimes not strictly correct, is invaluable in training students to develop this mindset. The illustration above (although seemingly trivial) forms the basis of my lectures, and allows students to move smoothly from concepts they have known since elementary school (negative charges and positive charges attract) through to the formalism of organic chemistry (negatively charged species *attack* positively charged species, not the reverse), into concepts of structure (electron density is most often stored as pairs of electrons) and gross reactivity (Lewis bases attack Lewis acids; nucleophiles attack electrophiles). The diagram also draws attention to the relationship between the venerated curved arrow formalism and a more modern molecular orbital picture (including an MO illustration of “hard” and “soft” nucleophiles and electrophiles, which is typically not introduced until graduate school, if ever), while highlighting issues of selectivity (soft nucleophiles attack soft electrophiles; hard nucleophiles attack hard electrophiles), allowing students to predict reactivity in nearly any reaction encountered at the introductory level (olefin additions, carbonyl reactions, electrophilic aromatic substitution, Diels-Alder reactions, etc.). This essential toolkit will serve the student well, even as s/he graduates to more advanced

reaction mechanisms (electrocyclic rearrangements, olefin metathesis, palladium-mediated couplings, radical reactions, etc.) which push the limits of this simplified model of reactivity.

All of us learn best by trying to put our studies into practice. I am a big believer in assigning problem-sets, literature searches and, at the 4th year level, complex total synthesis proposals to my students. At all levels, students can benefit by working through problems in front of one another at the board, and together in small discussion groups. I've done my best to encourage these interactions in my 4th year courses (see below), and will continue to do so for future classes. I'm very pleased to find myself in a faculty which generally shares these goals.

When I arrived at UVic, I took over instruction of Chemistry 432/533 (advanced organic chemistry). Although the course had been taught to very high standards for years, I felt that the material was in need of an update, particularly regarding recent developments in transition metal-mediated reactions in total synthesis. This gave me the opportunity to "start from scratch" and generate an entirely fresh set of notes (available online at: http://web.uvic.ca/~chem432/Chem432_Notes.pdf).

Inspired by the use of case studies in several other departments, I built the course around a discussion of 13 total syntheses of structurally interesting natural products. A 14th section comprised a more mechanism-focused discussion of organometallic coupling strategies. The syntheses were carefully chosen to illustrate the >100 named reactions that I thought a course at this level should include. Each section therefore included a discussion of the molecule (including its biological properties and/or place in history), followed by a retrosynthetic analysis and an extensive presentation of methodology. Finally, the total synthesis was discussed, allowing me to touch on other points of methodology and mechanism as they arose. Whenever possible, I used a deck of cards to randomly call students to the board to work through the individual synthetic steps. This technique (adopted from my predecessor, Gerry Poulton) is very useful in convincing students to focus on the lecture material.

In teaching Chemistry 235, I have less flexibility to radically modify the course structure, but I've still made a number of small changes (summarized earlier) that I think have been worthwhile. In my first year with each course, I make it a point to solicit feedback from my students frequently, and to adjust my teaching style and speed to their collective ability to absorb information. Additionally, for every new course that I teach (with the exception of the practical NMR module), I've solicited teaching evaluations from my colleagues. These reports have generally been positive, and are attached to this dossier.

(b) Graduate courses

By the time a student of organic chemistry reaches graduate school s/he should be well-versed in the basics of organic reactivity and selectivity, and should be generally familiar with retrosynthetic analysis and synthetic design. At this point in their academic development, students need to focus on becoming experts in the field. This means an enhanced commitment to internalizing named reactions, and a greatly-expanded knowledge of the current chemical literature.

Many such students will be looking to enter the pharmaceutical industry. I am familiar with the high expectations that hiring committees have when interviewing potential candidates (particularly in Canada; American companies appear to be less aggressive in questioning their applicants), and endeavour to prepare my students for these trials.

With my own graduate students, I have bi-weekly results meetings, where *every student presents all of the reactions they've run in the previous two weeks* to their colleagues. The expectation is that each student will produce ~20 useful reactions in each two-week period. I've frequently pushed my students to engage with each other's chemistry, and they now generate useful suggestions for each other.

On the alternate week to our results meetings, we hold 2-hour literature discussions. This has taken many forms since its inception – sometimes we discuss recently-published papers, sometimes we work through mechanism problems, and sometimes we tackle difficult NMR problems from the literature. At different times, my group has also participated in joint meetings with either the Hof group or the Frank/Hof/Fyles labs.

4. INTRA- and INTER-DEPARTMENTAL EVALUATIONS, and STUDENT LETTERS

4.1 Teaching Evaluations

The following teaching evaluations have been supplied by colleagues at UVic, both from members of the Chemistry faculty and from elsewhere. They are included as an appendix to this dossier.

1. Dr. Robin Hicks, Chemistry	Chemistry 432	Fall 2007
2. Dr. Jane Gair, Medicine	Chemistry 432	Fall 2007
3. Dr. Tom Fyles, Chemistry	Chemistry 437	Spring 2009
4. Dr. Susa Onate, Hispanic and Italian Studies	Chemistry 437	Spring 2009
5. Dr. Cornelia Bohne, Chemistry	Chemistry 235	Spring 2010
6. Dr. Fraser Hof, Chemistry	Chemistry 235	Spring 2011
7. Dr. Robin Hicks, Chemistry	Chemistry 432	Fall 2011

4.2 Student Letters of Support

The following unsolicited letters were sent to me following my teaching of Chemistry 235 (and after the final grades were submitted). I've included them as well.

1. Stacey Gossmann
2. James Kirkpatrick
3. Daniel Moller
4. Ellie Parton

UNIVERSITY OF VICTORIA - CURRICULUM VITAE

January 28, 2013

Name: Fraser Hof

Faculty: Science

Department: Chemistry

1. EDUCATION and TRAINING

<u>Degree</u>	<u>Institution</u>	<u>Year obtained</u>
B.Sc. Hon. (Chem.)	University of Alberta	1998
Ph.D. (Org. Chem.)	The Scripps Research Institute	2003

Postdoctoral experience

Novartis foundation and HFSP post-doctoral fellow, ETH Zurich. 2003–2005

2. APPOINTMENTS at the UNIVERSITY of VICTORIA

<u>Period</u>	<u>Rank</u>	<u>Academic unit</u>
7/2005–6/2011	Assistant Professor	Department of Chemistry
7/2011–present	Associate Professor	Department of Chemistry

3. MAJOR FIELD(S) of SCHOLARLY or PROFESSIONAL INTEREST

Supramolecular chemistry, Interactions of cancer proteins, Medicinal chemistry

4. RESEARCH GRANTS and FELLOWSHIPS**a. Research operating/infrastructure grants**

<u>Agency (Program) Title</u>	<u>Grant holders (PI indicated)</u>	<u>Time period</u>	<u>Amount awarded per annum (to me)</u>
Centre for Drug Res. and Development (Innovation project funding) High-throughput screen for CBX7 antagonists <i>(grant for work on my project to be conducted at CDRD)</i>	Fraser Hof	2013	\$76,400 (\$0)
Can. Cancer Society Research Institute (Innovation Grant) Small-molecule inhibitors of the PD1-PDL1 interaction for treating metastatic cancer	Jeremy Wulff (PI) F. Hof, J. An, B. Nelson, M. Boulanger	2013-2015	\$100,000 (\$5,000)
NSERC (Engage Grant) Chemical enrichment of specific metabolites	Fraser Hof	2013	\$25,000 for 6 mo.
Genome BC (Proof-of-Concept Grant) New chemical tools for enriching and analyzing epigenetic signatures	Fraser Hof	2012-2013	\$97,911 for 18 mo.
CFI (CRC infrastructure) Infrastructure for parallel and automated synthesis of small	Fraser Hof	2012-2013	\$37,190

molecule drugs and peptides

BCKDF (CFI matching)	Fraser Hof	2012-2013	\$37,190
NSERC (RTI) Liquid Chromatograph-Mass Spectrometer	Fraser Hof (PI) Jeremy Wulff Natia Frank Tom Fyles Peter Wan	2012	\$145,939
Ride to Live + Prostate Cancer Found'n of BC (Grant-in-aid) Small molecule inhibitors of EZH2...	Kevin Daze (student) Fraser Hof (PI)	2012-2013	\$45,000 (\$8,000)
Westcoast Motorcycle Ride to Live (Grants for Prostate Cancer Research) Developing CBX7 antagonists as potential treatments for aggressive prostate cancer	Fraser Hof	2012-2013	\$39,935
UVic Dean of Science (Initiative Award) (from Canada Research Chair external funds)	Fraser Hof	2011–2016	\$30,000
Prostate Cancer Canada (Pilot Grant) Small molecule inhibitors of EZH2 action...	Fraser Hof (PI) Jeremy Wulff Perry Howard	2011–2013	\$60,000 (\$45,000)
Westcoast Motorcycle Ride to Live (Grants for Prostate Cancer Research) Small molecule inhibitors of EZH2 action...	Fraser Hof	2011	\$11,000
NSERC (RTI) UV-Vis spectrometer replacement	Cornelia Bohne (PI) Alexandre Brolo Robin Hicks Fraser Hof Peter Wan	2010–2011	\$48,231
NSERC (Discovery Grant) New tools for engaging and studying cationic sites in proteins	Fraser Hof	2009–2014	\$40,000
UVic (NSERC Top up)	Fraser Hof	2009–2012	\$800
NSERC (RTI) Anisotropy upgrade for single photon counting	Cornelia Bohne (PI) Fraser Hof Matthew Moffitt	2009–2010	\$71,323
The Cancer Research Society (Operating Grant) A small molecule approach to rewiring ErbB2 in breast cancer	Perry Howard (PI) Fraser Hof Martin Boulanger	2008–2010	\$60,000 (\$14,000)
UVic Dean of Science Initiative Award (from MSFHR Career Scholar Award)	Fraser Hof	2007–2011	\$20,000
Canadian Breast Cancer Foundation, BC-Yukon Chapter (Operating Grant)	Fraser Hof (PI) Peter Watson	2007–2009	\$95,750 (\$95,750)

Exploring and exploiting the protein psoriasis as a new target for breast cancer therapies

MSFHR (Establishment Grant)	Fraser Hof	2007–2009	\$55,170
NSERC (RTI) An electrospray mass spectrometer	Fraser Hof (PI) Natia Frank Tom Fyles Robin Hicks Scott McIndoe Peter Wan	2007	\$120,640
UVic (NSERC Top up)	Fraser Hof	2006–2009	\$725
NSERC (Discovery Grant) Molecular recognition under physiological conditions	Fraser Hof	2006–2009	\$32,000
CFI (Leader's Opportunity Fund) A research facility for fundamental and applied studies in biomolecular recognition and medicinal chemistry	Fraser Hof	2006	\$127,347
BCKDF (CFI matching)	Fraser Hof	2006	\$127,348
UVic (startup funds)	Fraser Hof	2005	\$115,000

b. Honours, fellowships, and scholarships

2012	Selected for J. Phys. Org. Chem. "Early Excellence" Profile. CNC-International Union of Pure and Applied Chemistry <u>Travel Award</u> (1 of 4 awarded)
2011-2016	<u>Tier 2 Canada Research Chair</u> in supramolecular and medicinal chemistry
2010-2011	<u>New Investigator Salary Award</u> , Canadian Institutes of Health Research (I was the only Chemist in Canada to receive this award between 2008-2011. This 5-year award was declined in 2011 to take up the Canada Research Chair.)
2010	<u>Ichikizaki Award for Young Chemists</u> , Canadian Society for Chemistry (1 of 5 awarded)
2007-2013	<u>Career Scholar Award</u> , Michael Smith Foundation for Health Research (6-year award)
2004	Human Frontier Science Program post-doctoral fellowship
2003	Novartis Stiftung post-doctoral fellowship
2002	Skaggs predoctoral fellowship Louis R. Jabinson fellowship R. U. Lemieux seminar award, 85th CSC conference
2001	Jairo H. Arévalo award for academic scholarship and achievement Skaggs predoctoral fellowship
2000	NSERC post-graduate fellowship B
1998	NSERC post-graduate fellowship A University of Alberta gold medal in chemistry Dean's silver medal in science
1997	Hoechst and Celanese scholarship in chemistry
1996	CSC prize in chemistry Fred H. Irwin memorial prize
1995	Alberta Heritage Foundation for Medical Research summer fellowship Louise McKinney Award
1994	University of Alberta undergraduate scholarship

1994–1998 Dean's list, University of Alberta
1993–1997 Canada scholarships in science and engineering (x4)
1993 Harvey S. Perkins scholarship
Governor general's bronze medal

5. PUBLICATIONS and PRESENTATIONS

Trainees under my supervision/co-supervision are underlined. Asterisk indicates corresponding author(s). Papers 19–24 and 26– arose from my independent career. Among those papers that involve multiple corresponding authors, I was primarily responsible for conceiving of the experiments, supervising the majority of the work, interpreting the data, and writing the manuscripts for papers where I am listed as *last* author (22,28,38,40,41). My contributions to joint papers with J.S. McIndoe for which I am *not* the last author (20,24,26,33) were the co-supervision of the grad student carrying out the work, as well as the interpretation of hydration data. My contributions to the joint papers with the biochemists R. Bishop (32) and M. Boulanger (29,42) for which I am *not* the last author involved sole supervision of the chemical synthesis and chemical binding studies, as well as interpretation and reporting of results that pertain to molecular recognition.

Articles submitted:

44. Kevin D. Daze, Catherine E. Jones, Brandin J. Lilgert, Cory S. Beshara, and Fraser Hof* **Dissecting the effects of physiological salt, buffer, and temperature on the complexation of methylated ammonium ions and methyllysines by sulfonated calixarenes** *Molecules* (invited for themed issue on calixarenes), *submitted*.

Articles published in peer-reviewed journals:

43. Amanda L. Whiting and Fraser Hof* **Binding cationic guests in water with a series of indole-derived hosts: large differences in affinity from subtle changes in structure** *Org. Biomol. Chem.*, **2012**, *10* (34), 6885–6892. <http://dx.doi.org/10.1039/C2OB25882J>
42. Jill I. Murray, Michelle L. Tonkin, Amanda L. Whiting, Fangni Peng, Benjamin Farnell, Jay T. Cullen, Fraser Hof and Martin J. Boulanger* **Structural characterization of S100A15 reveals a novel zinc coordination site among S100 proteins and altered surface chemistry with functional implications for receptor binding** *BMC Structural Biology*, *accepted June 20, 2012*, advanced online article. <http://dx.doi.org/10.1186/1472-6807-12-16>
41. Kevin D. Daze, Thomas Pinter, Cory S. Beshara, Andreas Ibraheem, Samuel A. Minaker, Manuel C.F. Ma, Rebecca J.M. Courtemanche, Robert E. Campbell,* and Fraser Hof* **Supramolecular hosts that recognize methyllysines and disrupt the interaction between a modified histone tail and its epigenetic reader protein** *Chemical Science*, **2012**, *3* (9), 2695–2699. <http://dx.doi.org/10.1039/C2SC20583A>
40. Samuel Minaker, Kevin D. Daze, Manuel C.F. Ma, and Fraser Hof* **Antibody-free reading of the histone code using a simple chemical sensor array** *J. Am. Chem. Soc.*, **2012**, *134* (28), 11674–11680. <http://dx.doi.org/10.1021/ja303465x>
39. Kevin D. Daze and Fraser Hof* **The cation-pi interaction at protein-protein interaction interfaces: developing and learning from synthetic mimics of proteins that bind methylated lysines** *Acc. Chem. Res.*, **2012**, *in press*. <http://dx.doi.org/10.1021/ar300072g>
38. Subrata Jana, Amanda L. Whiting, Anita Hazra, Saikat Sen, Shyamaprosad Goswami, Goverdhan Mehta, Hoong-Kun Fun, and Fraser Hof* **Anion recognition by a family of quinoline-functionalised bis-amide hosts in solid state and in solution** *Supramol. Chem.* **2012**, *24* (6), 385–391. <http://dx.doi.org/10.1080/10610278.2012.676179>

37. Kevin D. Daze, Manuel C.F. Ma, Florent Pineux, and Fraser Hof* **Synthesis of new trisulfonated calix[4]arenes functionalized at the upper rim, and their complexation with the trimethyllysine epigenetic mark** *Org. Lett.* **2012**, *14* (6), 1512–1515. <http://dx.doi.org/10.1021/ol300243b>
36. Xing Wang and Fraser Hof* **(How) does 1,3,5-triethylbenzene scaffolding work? Analyzing the abilities of 1,3,5-triethylbenzene- and 1,3,5-trimethylbenzene-based scaffolds to preorganize the binding elements of supramolecular hosts and to improve binding of targets.** *Beil. J. Org. Chem.* **2012**, *8*, 1–10. <http://dx.doi.org/10.3762/bjoc.8.1>
35. Rebecca J.M. Courtemanche, Thomas Pinter, and Fraser Hof* **Just add tetrazole: 5-(2-pyrrolo)tetrazoles are potent anion recognition elements** *Chem. Commun.* **2011**, *47*, 12688–12690. <http://dx.doi.org/10.1039/c1cc15875a>
34. Thomas Pinter, Subrata Jana, Rebecca J.M. Courtemanche, and Fraser Hof* **The recognition properties of carboxylic acid bioisosteres: anion binding by tetrazoles, aryl sulfonamides and acyl sulfonamides on a calix[4]arene scaffold** *J. Org. Chem.*, **2011**, *76*, 3733–3741. <http://dx.doi.org/10.1021/jo200031u>
33. Jennifer Pape, Keri McQuinn, Fraser Hof, and J. Scott McIndoe* **Blurring the line between solution and the gas phase: collision-induced dissociation of hypersolvated lanthanide trications provides insights into solution acidity**, *New. J. Chem.*, **2011**, *35*, 1582–1587. <http://dx.doi.org/10.1039/C1NJ20105K>
32. M. Adil Khan, Joel Moktar, Patrick Mott, Mary Vu, Aaron H. McKie, Thomas Pinter, Fraser Hof,* and Russell Bishop* **Inscribing the perimeter of the PagP hydrocarbon ruler by site-specific chemical alkylation**, *Biochemistry*, **2010**, *49*, 9046–9057.
31. Cory S. Beshara and Fraser Hof* **Modular incorporation of 1-benzyltryptophan into dipeptide hosts that bind acetylcholine in pure water**, *Can. J. Chem.*, **2010**, *88*, 1009–1016. (cover of Oct. 2010 issue)
30. Cory S. Beshara, Catherine E. Jones, Kevin D. Daze, Brandin J. Lilgert, and Fraser Hof* **A simple calixarene recognizes post-translationally methylated lysine**, *ChemBioChem*, **2010**, *11*, 63–66.
29. Nathan R. West, Benjamin Farnell, Jill I. Murray, Fraser Hof,* Peter H. Watson,* and Martin J. Boulanger,* **Structural and functional characterization of a triple mutant form of S100A7 defective for Jab1 binding**, *Protein Sci.*, **2009**, *18*, 2615–2623.
28. Rafaél León, Jill I. Murray, Gina Cragg, Benjamin Farnell, Nathan R. West, Tamara Pace, Peter H. Watson, Cornelia Bohne,* Martin J. Boulanger,* and Fraser Hof* **Identification and characterization of binding sites on S100A7, a participant in cancer and inflammation pathways**, *Biochemistry*, **2009**, *48*, 10591–10600.
27. Amanda L. Whiting, Nicole M. Neufeld, Fraser Hof* **A tryptophan-analog host whose interactions with ammonium ions in water are dominated by the hydrophobic effect**, *Tet. Lett.*, **2009**, *50*, 7035–7037.
26. Keri McQuinn, Fraser Hof,* J.S. McIndoe,* X. Chen, G. Wu, A.J. Stace* **Evidence of asymmetric cation solvation from the instability of [Pb(H₂O)_n]²⁺ complexes**, *Chem. Commun.* **2009**, 4088–4091.

25. Martina Zürcher, Fraser Hof, Luzi Barandun, Andri Schütz, W. Bernd Schweizer, Solange Meyer, Daniel Bur, and François Diederich* **Synthesis of *exo*-3-amino-7-azabicyclo[2.2.1]heptanes as a class of malarial aspartic protease inhibitors: exploration of two binding pockets**, *Eur. J. Org. Chem.* **2009**, 1707–1719.
24. Keri McQuinn, Fraser Hof,* and J. Scott McIndoe* **Collision-induced dissociation of large protonated water clusters** *Int. J. Mass Spectrom.* **2009**, 279, 32–36.
23. Aaron H. McKie, Sayuri Friedland, and Fraser Hof* **Tetrazoles are potent anion-recognition elements that mimic the disfavored *anti* conformation of carboxylic acids** *Org. Lett.*, **2008**, 10(20), 4653–4655.
22. Keri McQuinn, J. Scott McIndoe*, and Fraser Hof* **Insights into the post-translational methylation of arginine from studies of guanidinium-water nanodroplets** *Chem. Eur. J.*, **2008**, 14(21), 6483–6489.
21. Xing Wang, Olga V. Sarycheva, Bryan D. Koivisto, Aaron H. McKie, and Fraser Hof* **A terphenyl scaffold for pi-stacked guanidinium recognition elements** *Org. Lett.* **2008**, 10(2), 297–300.
20. Keri McQuinn, Fraser Hof,* and J. Scott McIndoe,* **Direct observation of ion evaporation from a triply charged nanodroplet**, *Chem. Commun.* **2007**, 4099–4101.
19. Devin J. Mahnke, Robert McDonald, and Fraser Hof* **A Shape-Dependent Hydrophobic Effect for Tetrazoles** *Chem. Commun.* **2007**, 3738–3740.
18. Fraser Hof, Andri Schütz, Christoph Fäh, Solange Meyer, Daniel Bur, Jun Liu, Daniel E. Goldberg, and François Diederich* **Starving the Malaria Parasite: A New Class of Inhibitors Active Against the Aspartic Proteases Plasmeepsins I, II, and IV** *Angew. Chem. Int. Ed.* **2006**, 45(13), 2138–2141.
17. Orion B. Berryman, Fraser Hof, Michael J. Hynes and Darren W. Johnson* **Anion–pi interaction augments halide binding in solution** *Chem. Commun.* **2006**, 506–508.
16. Fraser Hof, Sergey Sergeev, Mikhail Shair, Denise M. Scofield, Felix Fischer, and François Diederich* **Preparation of Träger Base Derivatives Using Cross-Coupling Methodologies** *Helv. Chim. Acta* **2005**, 88(8), 2333–2344.
15. Fraser Hof, Denise M. Scofield, W. Bernd Schweizer, and François Diederich* **A weak, attractive interaction between organic fluorine and an amide** *Angew. Chem. Int. Ed.* **2004**, 43(38), 5056–5059.
14. Fraser Hof, and François Diederich* **Medicinal Chemistry in Academia: Molecular Recognition with Biological Receptors** *Chem. Commun.* **2004**, (5), 484–487.
13. Shannon M. Biros, Elke C. Ullrich, Fraser Hof, Laurent Trembleau, and Julius Rebek, Jr.* **Molecular Recognition in Water: The Role of Hydration and Hydrophilicity in Guest Selection** *J. Am. Chem. Soc.* **2004**, 126(9), 2870–2874.
12. Darren W. Johnson, Fraser Hof, Liam C. Palmer, Tomás Martín, Ulrike Obst, and Julius Rebek, Jr.* **Glycoluril Ribbons Tethered by Complementary Hydrogen Bonds** *Chem. Commun.* **2003**, 14, 1638–1639.
11. Fraser Hof, Laurent Trembleau, Elke Christine Ullrich, and Julius Rebek, Jr.* **Acetylcholine Recognition by a Deep, Biomimetic Pocket** *Angew. Chem. Int. Ed.* **2003**, 42(27), 3150–3153.

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9. Darren W. Johnson, Liam C. Palmer, Fraser Hof, Peter M. Iovine, and Julius Rebek, Jr.* **New Supramolecular Organization for Glycoluril: Chiral Hydrogen-Bonded Ribbons** *Chem. Commun.* **2002**, 2228-2229.
8. Fraser Hof, Stephen L. Craig, Colin Nuckolls, and Julius Rebek, Jr.* **Molecular Encapsulation** *Angew. Chem. Int. Ed.* **2002**, 41(9), 1488-1508. (selected for the cover of May 3, 2002 issue)
7. Fraser Hof and Julius Rebek, Jr.* **Molecules-Within-Molecules: Molecular Recognition Through Self-Assembly** *Proc. Nat. Acad. Sci. U.S.A.* **2002**, 99(8), 4775-4777.
6. Fraser Hof, Peter M. Iovine, Darren W. Johnson, and Julius Rebek, Jr.* **Highly Selective Synthesis of Heterosubstituted Aromatic Sulfamides** *Org. Lett.* **2001**, 3 (26), 4247-4249.
5. Fraser Hof, Liam C. Palmer, and Julius Rebek, Jr.* **Synthesis and Self-Assembly of the "Tennis Ball" Dimer and Subsequent Encapsulation of Methane: An Advanced Organic Chemistry Laboratory Experiment** *J. Chem. Ed.* **2001**, 78, 1519-1524.
4. Fraser Hof, Colin Nuckolls, Stephen L. Craig, Tomas Martín, and Julius Rebek, Jr.* **Emergent Conformational Preferences of a Self-Assembling Small Molecule: Structure and Dynamics in a Tetrameric Capsule**, *J. Am. Chem. Soc.* **2000**, 122 (17), 10991-10996.
3. Fraser Hof, Colin Nuckolls, and Julius Rebek, Jr.* **Diversity and Selection in Self-Assembled Tetrameric Capsules**, *J. Am. Chem. Soc.* **2000**, 122 (17), 4251-4252.
2. Colin Nuckolls, Fraser Hof, Tomas Martín, and Julius Rebek, Jr.* **Chiral Microenvironments in Self-Assembled Capsules**, *J. Am. Chem. Soc.* **1999**, 121 (44), 10281-10285.
1. Marcelo M. M. Pelisson, Gil Valdo José da Silva, Derrick L. J. Clive,* Don M. Coltart, and Fraser A. Hof **Studies on the Preparation of 3,4-Disubstituted 2-Methoxypyridines**, *J. Het. Chem.* **1999**, 36, 653-658.

Other publications (patents, book chapters)

Book chapters

2. Fraser Hof* and Thomas Pinter **Learning from proteins and drugs: receptors that mimic biomedically important binding motifs**, invited chapter in *Designing receptors for the next generation of biosensors*, 2013, ed. Sergey Piletsky and Michael Whitcombe, Springer-Verlag, Berlin, pp 33–52.
1. Fraser Hof* and Shannon M. Biros, **Supramolecular Approaches to Medicinal Chemistry**, invited chapter in *Supramolecular Chemistry, from Molecules to Nanomaterials*, **2012**, J.W. Steed and P.A. Gale (eds.), John Wiley & Sons Ltd, Chichester, UK, pp 1909–1928.

Patents

2. Fraser Hof,* Samuel Minaker, Kevin Daze, and Manual Ma **Method and Array for Identifying Histone-Code-Related Analytes** US provisional patent application 61/578,769, submitted Dec. 21, 2011. Continuation: Fraser Hof,* Samuel Minaker, Kevin Daze, Sara Tabet, and Manual Ma **Method and Array for Identifying Histone-Code-Related Analytes** PCT patent application (PCT/CA2012/001174) submitted Dec. 20, 2012.

1. Fraser Hof, Pablo Ballester, Trevor J. Dale, and Julius Rebek, Jr.* **Synthesis and Utilization of Small Molecules for the Detection of Nerve Agents** US patent application, **2005**. (abandoned)

Presentations at conferences or institutions – invited

2013	12 th Int. Conf. on Calixarenes, Keynote lecture, St. John's, NF	Jul. 14, 2013
	UVic Division of Medical Sciences, Clinical Faculty Seminar	Jan. 7, 2013
2012	National Univ. of Ireland, Galway	Sep. 14, 2012
	Vancouver Island Prostate Cancer Support Group, Victoria, BC	May 8, 2012
	American Chemical Society National Meeting, San Diego, CA	Mar. 26, 2012
2011	Vancouver Prostate Centre "Research Rounds," Vancouver, BC	Nov. 4, 2011
	Vancouver Island Prostate Cancer Support Group, Victoria, BC	Jul. 12, 2011
	94th CSC National Meeting, Physical Organic session, Montreal, QC	Jun. 7, 2011
	Mesilla Workshop on Aromatic Interactions in Chemistry and Biology (<i>limited to 25 participants by invitation only</i>), Mesilla, NM	Feb. 6, 2011
2010	3 rd Franco-Canadian Workshop on Supramolecular Chemistry (<i>Victoria-Montreal-Paris 3-day videoconference</i>)	Jun. 23, 2010
	10 th Organic Workshop for Leading, Young Canadian Chemists, (<i>limited to 9 junior participants by invitation only</i>), Niagara, ON	May 26, 2010
	University of Washington, Seattle, WA	Feb. 18, 2010
2009	Université de Montréal, Montréal, QC	Nov. 25, 2009
	McGill University, Montréal, QC	Nov. 24, 2009
	Camosun College, Victoria, BC	Jan. 20, 2009
2008	University of Alberta, Edmonton, AB	Dec. 12, 2008
	McMaster University (Biochem), Hamilton, ON	Oct. 21, 2008
	ACS Northwest/Rocky Mountain Regional Meeting, Park City, UT	Jun. 17, 2008
	UVic Dept. of Biochemistry and Microbiology, Victoria, BC	Feb. 8, 2008
2007	Simon Fraser University, Burnaby, BC	Nov. 14, 2007
2005	Naeja Pharmaceuticals, Edmonton, AB	Dec. 9, 2005
	McGill University, Montreal, QC	Feb. 3, 2005
	Princeton University, Princeton, NJ	Jan. 10, 2005
2004	University of Pennsylvania, Philadelphia, PA	Dec. 9, 2004
	University of Ottawa, Ottawa, ON	Dec. 6, 2004
	University of British Columbia, Vancouver, BC	Dec. 2, 2004
	The Scripps Research Institute, La Jolla, CA	Nov. 30, 2004
	University of Toronto, Toronto, ON	Nov. 25, 2004
	Catalan Institute for Chemical Research (ICIQ), Tarragona, Spain	Sep. 21, 2004
	University of Bonn, Bonn, Germany	May 26, 2004
2002	Simon Fraser University, Burnaby, BC	Jun. 6, 2002

Presentations at conferences or institutions – submitted

2012	CSC National Meeting, Calgary, AB	May 27, 2012
	Gordon Conference in Bioorganic Chemistry, Andover, NH	Jun. 10, 2012
2011	CSC National Meeting, Montreal, QC	Jun. 6, 2011
2010	PacifiChem, Honolulu, HI	Dec. 16, 2010
	CSC National Meeting, Toronto, ON	Jun. 1, 2010
	Keystone symposium on small molecule drug discovery	Apr. 20, 2010
2009	CSC National Meeting, Hamilton, ON	Jun. 1, 2009
2007	Gordon Conference in Bioorganic Chemistry, Andover, NH	Jun. 10, 2007
	CSC National Meeting, Winnipeg, MB	May 28, 2007
2006	ACS National Meeting, San Francisco, CA	Sep. 10, 2006
	CSC National Meeting, Halifax, NS	May 31, 2006
2005	ACS National Meeting, San Diego, CA	Mar. 14, 2005
2002	CSC National Meeting, Vancouver, BC	Jun. 4, 2002

6. SERVICE and PROFESSIONAL ACTIVITIES

a. University and Faculty committees

2012 Appointment Committee for the Chair of Dept. of Biochemistry and Microbiology
 2012 Appointment Committee for Occupational Health and Safety (OHS) Consultant
 2011–2012 Appointment Committee for the Vice President Research
 2011– UVic Laboratory Safety Committee
 2009 Graduate studies CIHR Master's CGS adjudication committee
 2008–2010 Search committee, Chemistry Dept. Chair
 2008– Bob Wright Centre Safety Committee
 2007– Elliott Building Safety Committee
 2007– Petch Building Safety Committee
 2006– Annual participant, "Panel on Academic Careers," Learning and Teaching Centre
 2005–2011 UVic Hazardous Materials Committee (renamed 2011 to "Lab Safety Committee")

b. Departmental committees and responsibilities

2011–2012 Chair, Chem. Dept. Undergraduate Labs Working Group
 2011– Chem. Dept. duties committee
 2010 Search committee, Departmental secretary/receptionist
 2010 Graduate studies committee (6 months)
 2010– Chemistry Students' Society faculty liaison
 2008–2011 Faithful departmental servant/Manager of BWC building deficiencies
 2008 Search committee, Senior Scientific Assistant (Mass Spec.)
 2007– Chem. Dept. Safety Officer
 2005–2008 Chem. Dept. Building Committee
 2005–2008 Chem. Dept. Undergraduate Curriculum Committee
 2005–2007 Chemistry Students' Society faculty liaison
 2005–2007 Chemistry Co-op Committee

c. Memberships and service on professional bodies and societies

2008– Member, UVic Centre for Biomedical Research (CBR)
 2007– Member, Association of the Chemical Profession of British Columbia
 2005– Member, Vancouver Centre for Drug Research and Development (CDRD)
 2005– Member, Canadian Society for Chemistry
 1998– Member, American Chemical Society

d. Conference organisation

2013 Co-organizer, Symposium on Advances in Physical Organic Chemistry, 96th CSC Meeting, Quebec, QC, May 2013.
 2012 Co-organizer, Symposium on Molecular Recognition and Modern Physical Organic Chemistry, ACS National Meeting, San Diego, CA, March 25-29, 2012.
 2010 Organizer, Symposium on Modern Physical Organic Chemistry, 93rd CSC Meeting, Toronto, ON, May 2010.
 2008 Co-organizer, Symposium on Chemical Biology, 91st CSC Meeting, Edmonton, AB, May 2008.
 2007– Co-organizer (with Prof. Darren Johnson) of annual SuMo symposium on Supramolecular Chemistry (held at UVic and U of Oregon in alternating years).
 2006 Member, organizing committee, International Symposium on Macrocyclic & Supramolecular Chemistry, Victoria, BC, June 2006.

e. Grant review panels

- 2013-05 Member, Biomedical Post-doctoral Fellowship Review Panel, Michael Smith Foundation for Health Research
- 2010-12 Member, Fellowship Review Panel, Canada Breast Cancer Foundation BC-Yukon Chapter
- 2010-05 Member, Basic Science Grants Review Panel, Canada Breast Cancer Foundation BC-Yukon Chapter
- 2009-05 Member, Basic Science Grants Review Panel, Canada Breast Cancer Foundation BC-Yukon Chapter

Chem. European J.				3				
Chemistry & Biology		1			1	1		
Crystal Growth & Design				1				
Curr. Chem. Biol.	1	1		2				
Eur. J. Org. Chem.				1		2	1	
J. Am. Chem. Soc.					2	3	5	1
J. Org. Chem.	2	2			2	1	2	1
Org. Biomol. Chem.		1				2	2	
Org. Lett.					2	1		2
Res. Lett. Org. Chem.				1				
Tetrahedron/Tetrahedron Letters						1		
Where Chem. Meets Life (book chapter)				1				
Totals	2	1	6	11	11	20	23	6

j. Other professional activities

- Interviewer, UBC/Island Medical Program Admissions, February 27–28, 2009
- Invited external consultant for the development of McMaster University's application for a CIHR training grant in Microbial Chemical Biology, Oct. 21, 2008.
- Interviewer, UBC/Island Medical Program Admissions, March 6–9, 2008
- Participant, W.E. Harris Organic Chemistry Teaching Workshop, Edmonton, AB, May 17–18, 2007.
- Participant, Teaching squares program, UVic Learning and Teaching Centre, Jan–Apr 2007.
- Participant, Canada-California Strategic Innovation Partnership Summit, Vancouver, BC, June 11-12, 2006.

k. Outreach/public presentations/press

- | | | |
|------|---|-----------------|
| 2012 | "Faces of UVic Research" research profile on VPR's website | Dec. 7, 2012 |
| | "Early Excellence" researcher profile published in J. Phys. Org. Chem. | Dec. 2012 issue |
| | "Calixarene tool kit..." news story on refs. 40&41 in Canadian Chemical News | Sep. 2012 issue |
| | Genome BC press release , "Building a toolkit to crack cancer cells." | June 25, 2012 |
| | Van. Island Prostate Cancer Support Group (public lecture , w/ student K. Daze) | May 8, 2012 |
| | Times Colonist , "Ride to Live raises money for prostate cancer research" | May 4, 2012 |
| | Ride to Live Prostate Cancer Charity media kickoff (public talk, lab tour) | May 3, 2012 |
| | Dean's Lunchtime public lecture on cancer therapies (Victoria Public Library) | Jan. 27, 2012 |
| 2011 | UVic Chemistry recruiting seminars (U Regina, U Sask) | Dec. 1-2, 2011 |
| | Times Colonist , "Prostate research lifted by Mo-vember funding" | Nov. 27, 2011 |
| | CFAX radio interview on prostate cancer research (Langdon show) | Nov. 17, 2011 |
| | Public talk for Victoria Mo-vember organizing committee | Nov. 14, 2011 |
| | CTV news interview coverage of prostate cancer research | Nov. 10, 2011 |
| | UVic Chemistry recruiting seminars (Mt. Allison, UNBF, and MUN) | Oct. 21-25 2011 |
| | Van. Island Prostate Cancer Support Group (public lecture) | Jul. 12, 2011 |
| | Ride to Live Prostate Cancer Charity (Black Press and radio coverage) | May 6, 2011 |
| 2010 | CFAX radio interview on targeted cancer therapies (Dixon show) | Dec. 7, 2010 |
| | Café Scientifique (public lecture , Sticky Wicket pub, Victoria) | Dec. 7, 2010 |
| 2008 | UVic Chemistry recruiting seminars (Acadia, St. Mary's, Dalhousie, St. FX) | Nov. 24-28 2008 |

UNIVERSITY OF VICTORIA - TEACHING DOSSIER

January 28, 2013

Name: Fraser Hof

Faculty: Science

Department: Chemistry

1. TEACHING EXPERIENCE

Undergraduate courses taught

Academic Year	Course and term	Hours/week	Number of students
2012-13	Chem 437 / Spring 2013	3	#
2011-12	Chem 231 / Spring 2012	3	180
2010-11	Chem 437 / Spring 2011	3	18
2009-10	Chem 335 / Spring 2010	3	75
2008-09	Chem 335 / Spring 2009	3	74
2008-09	Chem 437 / Spring 2009	1.5	22
2007-08	Chem 335 / Spring 2008	3	79
2006-07	Chem 335 / Spring 2007	3	62
2005-06	Chem 454 / Spring 2006	3	3

Undergraduates supervised

Multiple work terms for single students are listed separately to be consistent with my NSERC Form 100. Total number of distinct undergraduates supervised since 2005 is: 39

* Annotations by each student's name below indicate if each student has Published a peer-reviewed paper, given a Seminar on their research at a non-UVic conference, gone on to Graduate school, and/or been Employed professionally in the field.

Student (PSGE*)	Type of supervision (e.g. Honours thesis, summer project, Co-op)	Period of supervision
Devin Mahnke (PG)	Junior research associate	Jul. 2005-Apr. 2006
	Chem 499 Honours Thesis	Sep. 2006-Apr. 2007
Timothy Chow (GE)	Chem 498 Research Project	Sep. 2005-Dec. 2005
Soizic Wadge (GE)	Chem 499 Honours Thesis	Sep. 2005-Apr. 2006
Aaron McKie (PSG)	Junior research associate	Jan. 2006-Apr. 2006
Olga Sarytcheva (PG)	Junior research associate	Jan. 2006-Apr. 2007
Sandra Ferreira (GE)	Chem 498 Research Project	Sep. 2006-Dec. 2006
Amanda Whiting (PSG)	Chem 499 Honours Thesis	Sep. 2006-Apr. 2007
	USRA summer project	May 2007-Aug. 2007
Nicole Fowler (PE)	Chem 498 Research Project	Jan. 2007-Apr. 2007
Gisella Ramon-Brown (GS)	SURA summer project	May 2007-Aug. 2007
	Chem 499 Honours Thesis	Sep. 2007-Apr. 2008
	USRA summer project	May 2008-Aug. 2008
Sayuri Friedland (PE)	Co-op work term	Sep. 2007-Dec. 2007
Greg Gibson (GS)	Junior research associate	Jan. 2008-Apr. 2008
	USRA summer project	May 2008-Aug. 2008
Brandin Lilgert (P)	Chem 499 Honours Thesis	Jan. 2008-Aug. 2008

Catherine Jones (PSE)	Co-op work term	Sep. 2008–Dec. 2008
	Chem 499 Honours Thesis	Jan. 2009–Aug. 2009
Kim Osten (G)	Chem 499 Honours Thesis	Jan. 2009–Aug. 2009
Nigel Burke, McGill (<i>ongoing deg.</i>)	USRA summer project	May 2009–Aug. 2009
Ben Farnell (PSG)	Co-op work term	May 2009–Aug. 2009
Kathleen Genge (E)	Work study	Sep. 2009–Apr 2010
Brendan Snarr (PSG)	Chem 498 Research Project	Jan. 2010–Apr. 2010
	Junior research associate	May 2010–Jul. 2010
Manuel Ma (P)	USRA summer project	May 2010–Aug. 2010
	Chem 499 Honours Thesis	May 2011–Dec. 2011
Rebecca Courtemanche (PSG)	SURA summer project	May 2010–Aug. 2010
	Chem 499 Honours Thesis	Jan 2011–Aug. 2011
	Junior research associate	May 2012–Aug 2012
Graham Garnett (GS)	Chem 499 Honours Thesis	May 2010–Dec. 2010
Nikita Kuklev (<i>ongoing deg.</i>)	Work study	Sep. 2010–Apr. 2011
C. Michael Hamilton (GE)	Chem 499 Honours Thesis	Sep. 2010–Apr. 2011
Krystyn Dubicki (<i>ongoing deg.</i>)	Chem 298 research project	Jan. 2011–Apr. 2011
	Chem 398 research project	May 2011–Aug. 2011
	Chem 398 research project	Sep 2011–Dec 2011
	Chem 398 research project	Jan 2012–Apr 2012
	Chem 398 research project	May 2012–Aug 2012
	Work study	Sep 2012–Dec 2012
	Chem 398 research project	Jan 2013–Apr 2013
Scott Roebuck (<i>ongoing deg.</i>)	Work study	Sep. 2011–Apr 2012
Melanie Fontaine (<i>ongoing deg.</i>)	Chem 298 research project	Jan. 2012–Apr 2012
James Piers (<i>ongoing deg.</i>)	Chem 298 research project	Jan 2012–Apr 2012
T. Hirkala-Schaefer (<i>ongoing deg.</i>)	Chem 398 research project	May 2012–Aug 2012
Lance Shaver (<i>ongoing deg.</i>)	Chem 298 research project	May 2012–Aug 2012
J. McFarlane (<i>co-sup., ongoing deg.</i>)	Junior research associate	May 2012–Aug 2012
Marie Malone (<i>ongoing deg.</i>)	Chem 499 Honours Thesis	May 2012–Dec. 2012
Emma Abrioux (<i>ongoing deg.</i>)	USRA summer project	May 2012–Aug 2012
	Chem 398 research project	Sep 2012–Dec 2012
	Chem 398 research project	Jan 2013–Apr 2013
Trevor Henderson (<i>ongoing deg.</i>)	Chem 298 research project	May 2012–Aug 2012
	Chem 398 research project	Sep 2012–Dec 2012
	Chem 398 research project	Jan 2013–Apr 2013
Taylor Quon (<i>ongoing deg.</i>)	Bioc 499 Honours Thesis	Sep 2012–Apr 2013
Marie-Claude Magnan (<i>ongoing deg.</i>)	Chem 398 research project	Sep 2012–Dec 2012
Benny Sio (<i>ongoing deg.</i>)	Chem 499 Honours Thesis	Sep 2012–Dec 2012
Derek Reay (<i>co-sup., ongoing deg.</i>)	Chem 499 Honours Thesis	Sep 2012–Dec 2012
Brian Turnham (<i>ongoing deg.</i>)	Chem 398 research project	Jan 2013–Apr 2013
Kelly Turner (<i>ongoing deg.</i>)	Chem 398 research project	Jan 2013–Apr 2013
Samuel Hogman (<i>ongoing deg.</i>)	Chem 398 research project	Jan 2013–Apr 2013

Graduate courses taught

Academic Year	Course and term	Hours/week	Number of students
2012–13	Chem 537 / Spring 2013	3.0	#

2011–12	Chem 590 (Dyn. NMR module) / Summ. 2012	1.0	4
2010–11	Chem 537 / Spring 2011	3.0	3
2010–11	Chem 590 (modular course coordinator)	-	10
2009–10	Chem 590 (Dyn. NMR module) / Spring 2010	1.0	4
2009–10	Chem 590 (modular course coordinator)	-	12
2008–09	Chem 537 / Spring 2009	1.5	5
2007–08	Chem 590 (Drug Design module) / Fall 2008	0.75	4
2006–07	Chem 590 (Chem. Biol. module) / Fall 2007	0.75	4
2005–06	Chem 538 / Spring 2006	3	9

Graduate students supervised or co-supervised

<u>Name</u>	<u>Period of Supervision</u>	<u>Degree</u>	<u>Presently</u>
Kevin Allen	Apr. 2012-present	Ph.D.	<i>ongoing deg.</i>
Graham Garnett	Jan 2012-present	M.Sc.	<i>ongoing deg.</i>
Sara Tabet	Jan 2012-present	M.Sc.	<i>ongoing deg.</i>
Chakravarthi Simhadri	May 2011-present	Ph.D.	<i>ongoing deg.</i>
Florent Pineux	March 2001-May 2011	M.Sc. exchange	Ph.D. student at U de Namur, Belgium
Samuel Minaker	Sep. 2010-May 2012	M.Sc.	Medical School, UBC/IMP
Thomas Pinter	Sep. 2009-present	Ph.D.	<i>ongoing deg.</i>
Kourosh Purdavaie	Sep. 2009-Apr. 2010	Ph.D. (withdrawn)	Ph.D. student, Queen's U.
Kevin Daze	June 2009-present	Ph.D.	<i>ongoing deg.</i>
Amanda Whiting	Sep. 2007-Dec. 2012	Ph.D.	Post-doc (Dr. F. Bernal), National Institutes of Health, Centre for Cancer Research, Bethesda, MD
Cindy (Xing) Wang	Sep. 2006-Apr. 2012	Ph.D.	Health Info. Sci. Graduate student, UVic
Keri McQuinn	Sep. 2006-Aug. 2008	M.Sc.	Remediation Proj. Manager, Imperial Oil
Aaron McKie	May 2006-Apr. 2008	M.Sc. (withdrawn)	Obtained B.Ed.

Other contributions to graduate student supervision

<u>Name</u>	<u>Period of Supervision</u>	<u>Degree Program</u>	<u>Type of Supervision*</u>
Ghazal Hajisalem (E.C. Eng.)	Jan. 2013–	Ph.D.	(1)
Kaleigh Giles (Biochem)	Jan. 2013–	M.Sc.	(1)
Katherine Ellard	Dec. 2012	M.Sc.	(3)
Golam Sarwar	Jun. 2012	Ph.D.	(2) U. of Toronto
Koh Yiin Hong	Aug. 2011–	Ph.D.	(1)
David Robertson	Nov. 2011	Ph.D.	(3)
Craig Robb (Biochem)	Dec. 2010–	Ph.D.	(1)
Andrew Leung (Biochem)	Dec. 2010–	Ph.D.	(1)
Eli Nix	Oct. 2010	Ph.D.	(3)
Sandra Roy	Sep. 2010–Dec. 2012	M.Sc.	(1)
Brad Williamson (Biochem)	Apr. 2010–Apr. 2012	M.Sc.	(1)
Jordan Cramen	Jan. 2010–Sep. 2011	Ph.D.	(1)
Jordan Lewicky	Jan. 2010	M.Sc.	(2) Lakehead U.
Paria Parvisi	Dec. 2009–	M.Sc.	(1)
Mark Baker	Oct. 2009	M.Sc.	(3)
Tyler Trefz	Jul. 2009–Aug. 2010	Ph.D.	(1)
Rachel Kozlowski (Biochem)	Mar. 2009–Apr. 2011	M.Sc.	(1)
Michael Cummings (Biochem)	Jan. 2009–2011	M.Sc.	(1)
Lina Cui	Dec. 2008	Ph.D.	(2) U. of Alberta
Nathan West (Biochem)	Oct. 2007–May 2012	Ph.D.	(1)

Katherine Davies	Aug. 2007–Apr. 2012	Ph.D.	(1)
Kedar Shrikande	Aug. 2007	M.Sc.	(3)
Niloufar Behin	Jul. 2007–	M.Sc.	(1)
Andrew Dambeniaks	May 2007–	Ph.D.	(1)
Melanie Higgins (Biochem)	Dec. 2006–Apr. 2012	Ph.D.	(1)
Simon Oakley	Sep. 2006–Aug. 2008	M.Sc.	(1)
Michael Pinchback	Aug. 2006	M.Sc.	(3)
Paul Miller	Sep. 2005	Ph.D.	(3)

*Types of supervision:

- (1) Member of supervisory committee (but not direct supervisor or co-supervisor)
- (2) External examiner (indicate if at another university)
- (3) Chairman of examination committee

Postdoctoral Supervision

Name	Period of Supervision	Present position
Bryan Koivisto	Jan. 2006–Apr. 2006	Asst. Professor, Ryerson Univ.
Rafael León Martínez	Feb. 2008–Sep. 2008	Post-doctoral fellow, Cambridge Univ.
Cory Beshara	Sep. 2007–July 2009	Asst. Professor, Univ. of the Fraser Valley
Subrata Jana	Jul. 2008–Oct. 2009	Asst. Professor, Dr CV Raman Univ., India
Jill	Nov. 2008–Dec. 2009	CBCF fellow, BC Cancer Agency

2. SUMMARY OF STUDENT TEACHING EVALUATIONS

My performance, as evaluated by my students, has exceeded the high standards set by my Chemistry colleagues and has generally improved each year as I refine my course delivery in response to student feedback.

Tabulated student evaluations 2006–2008

Question	Chem 454/538 (2006)	Chem 335 (2007)	Chem 335 (2008)	Dept. avg. (2008)
1. organization and presentation	4.13	4.60	4.56	4.17
2. ability to stimulate interest	4.38	4.69	4.71	3.75
3. fairness of tests	4.63	4.25	4.02	3.70
4. concern and respect for students	4.63	4.58	4.45	4.31
5. availability and helpfulness	4.50	4.26	4.50	4.05
6. overall performance	4.25	4.63	4.53	4.04
7. explain and meet the objectives	4.13	4.41	4.47	4.10

Tabulated course experience surveys 2009–

Ratings of the instructor

- The instructor was prepared for course sessions.
- The instructor's explanations of concepts were clear.
- The instructor motivated you to learn in this course.**
- Instructor was available to answer questions or provide assistance.
- Instructor ensured that assignments/tests were returned within reasonable time.
- Instructor was helpful in providing feedback to improve learning in course.
- The instructor demonstrated respect for students and their ideas.
- Overall, the instructor was effective in this course.**

Course	Start date	# resp.	1	2	3	4	5	6	7	8
Chem 335	2009/01	51	4.60	4.45	4.22	4.59	4.44	4.22	4.55	4.55
Chem 437/537	2009/01	25	4.76	4.56	4.56	4.68	4.32	4.28	4.72	4.64
Chem 335	2010/01	52	4.85	4.46	4.35	4.69	4.83	4.33	4.60	4.75
Chem 437/537	2011/01	18	4.78	4.44	4.56	4.53	4.67	4.22	4.50	4.72
Chem 231	2012/01	110	4.86	4.65	4.74	4.79	4.94	4.61	4.67	4.83
Dept. Avg.			(4.50)	(4.10)	(3.75)	(4.18)	(4.54)	(3.93)	(4.47)	(4.18)

3. Honours and Awards

2008-09	UVic Learning and Teaching Centre Development Grant
2009-10	UVic Learning and Teaching Centre Development Grant

4. TEACHING PHILOSOPHY and NARRATIVE of TEACHING EXPERIENCE

My strength in teaching is my enthusiasm for the subjects that I teach, and it comes out in my numerical evaluations and especially the written comments that I provide good entertainment to the members of my classes. But I also make continual efforts to complement entertainment value with solid teaching: I completed in 2007 a double round of the Teaching Squares program run through UVic's Learning and Teaching Centre, and I also attended in 2007 an Organic Chemistry Teaching Workshop at the University of Alberta. These professional development exercises have borne fruit; after participating in a peer-led team learning (PLTL) session at the aforementioned teaching workshop, I implemented in 2008 a PLTL pilot project within my Chem 335 course (see Section 5 for details). The pilot was a great success, and so I applied for and received Learning and Teaching Centre grants for a full PLTL implementation within my Spring 2009 and 2010 Chem 335 courses. These sections are often referred to in student evaluations as the "main strength of the course." I am now collating data on student

evaluations and learning outcomes and am preparing a manuscript for submission to J. Chem. Ed. that tells the story of this implementation.

5. EXPERIENCE in CURRICULUM and COURSE DEVELOPMENT, and in INNOVATIVE TEACHING

Curriculum and Course Development

My research emphasis is on medicinal and biological chemistry, and I have generated new curriculum that incorporates these research topics into my teaching in a variety of ways: 1) I volunteered in fall 2006 to teach beyond load a graduate module in Chemical Biology, in fall 2007 I subsequently delivered a new module on Structure-Based Enzyme Inhibitor Design, and in Spring 2010 I delivered a new module on NMR Study of Dynamic Systems. 2) I made drug chemistry the centrepiece of all lessons within Chem 335 (Advanced Organic Synthesis) during my tenure at the helm of that course (2006–2010). 3) ***I created, together with Jeremy Wulff, a new upper-level/grad course in Biological and Medicinal Chemistry (Chem 437/537)***. This course was offered for the first time at UVic in January 2009 (jointly by Dr. Wulff and myself) and then again in January 2011 (by me teaching alone). The undergrad enrolment (19 students in 2009 and 18 students in 2011) is extremely high for a 4th-year chemistry course at UVic, reflecting significant student interest in these topics. Further support for the importance to the students of this new curriculum I've introduced is given by student survey ratings for question #14 on "relevance of course's skills and information," which were 4.48 (2009) and 4.40 (2011); compare to the departmental average of 3.75 (2011).

Innovative Teaching

I have incorporated Peer-Led Team Learning (PLTL) as a novel instructional tool in Chem 335. PLTL supplants lecture-based course delivery with peer-led group problem sessions that convey key lessons using a constructivist learning model (i.e. the absence of a didactic instructor or TA allows the students to build their own knowledge).

My goal in bringing in this innovation was to eliminate the association of Organic Chemistry with extensive memorization, and instead to provide students with an interactive experience that would improve their perception of the course and their intellectual grasp of the material.

In January 2008 I carried out a pilot implementation by recruiting five former graduates of Chem 335 as peer team leaders, and holding five PLTL sessions during the term. Feedback was excellent, and so for Spring 2009 I expanded this program to include PLTL sessions run by six peer leaders every Friday of the term. I applied for and received a Learning and Teaching Centre (LTC) Grant to support this novel program, and began formally collecting student and peer leader feedback (surveys and interviews) with the help of an independent interviewer. I used an additional LTC Grant to continue expanding this project during Spring 2010, and involved a total of 13 peer leaders. Hard evidence for improved performance is difficult to obtain for this course, as there is no "control" section of subjects who are NOT experiencing PLTL in Chem 335 at UVic. ***But the benefits of the PLTL experience for learning are demonstrated repeatedly in the Course Experience Surveys and the PLTL-specific student surveys and interviews*** (see Appendices for evaluative interview data on the 2009 implementation, and for the CES written comments for 2009 and 2010 offerings of Chem 335). An unexpected benefit was demonstrated by the exit interviews of the peer leaders themselves (conducted under completely anonymous conditions by an independent graduate student), ***some of whom called the experience of being a peer leader the single most valuable aspect of their entire undergraduate education*** (e.g. "It was the most rewarding thing I have done in chemistry." — see Appendix B).

No report exists in the literature of PLTL being used for any senior-level Organic Chemistry course. I plan to publish the results of this project in the future.

6. PROFESSIONAL DEVELOPMENT in TEACHING and LEARNING

- I have had seven independent ***peer evaluations*** of my teaching, including a formal peer evaluation of my new Chem 437/537 course as a whole. Copies are filed in the department's main office.
- April 2012: attended LTC workshop on "***Mindful Experiential Learning: An Online Approach***," F. Grouzet, UVic Psychology.
- Spring 2007: completed two rounds of the ***Teaching Squares*** program run by the Learning and Teaching Centre.
- May 2007: attended the ***Walter Harris Organic Chemistry Teaching Workshop*** at the University of Alberta

7. SCHOLARSHIP of TEACHING

- April 25, 2012: Delivered Scholarship of Teaching and Learning Series seminar, "***Giving up lecture time... are you crazy? Peer-led team learning implemented in a senior science course.***" Learning and Teaching Centre, UVic.
- As a graduate student, I initiated an effort to transfer my graduate research into an undergraduate laboratory setting. The result was a publication in the Journal of Chemical Education: Fraser Hof, Liam C. Palmer, and Julius Rebek, Jr. **Synthesis and Self-Assembly of the "Tennis Ball" Dimer and Subsequent Encapsulation of Methane: An Advanced Organic Chemistry Laboratory Experiment** *J. Chem. Ed.* **2001**, *78*, 1519-1524.

CURRICULUM VITAE Thomas Murray Fyles
 Department of Chemistry, University of Victoria
 January 2013

EDUCATION and TRAINING

B.Sc. (Honours)	University of Victoria	1974
Ph.D. (Chemistry)	York University (C.C Leznoff)	1977
NSERC Postdoctoral fellow with Prof. J.M. Lehn, Université Louis Pasteur, Strasbourg, France, September, 1977 - July, 1979		

APPOINTMENTS at the UNIVERSITY of VICTORIA

2008	Chair	Chemistry
2001- 2006	Chair	Chemistry
1992- present	Professor with Tenure	Chemistry
1984-1992	Associate Professor with Tenure	Chemistry
1979-1984	Assistant Professor	Chemistry

OTHER APPOINTMENTS

2012	Visiting Professor	Université de Strasbourg
2011	Visiting Professor	Université de Genève
2008 - present	Registrar	Association of the Chemical Profession of British Columbia
2008 - present	Board member	MHD Technologies Inc.
2006 -present	CSO, CEO	Sensific Technologies Inc.
2002	Visiting Professor	University of Bath, UK
2000 - present	President	TMF Research Inc.
1998	Visiting Professor	Twente University, Netherlands
1994	ChercheurInvité	Université de Montréal
1989	Visiting Associate Professor	University of Colorado at Boulder

HONOURS and AWARDS

2010	Vancouver Island Section Award – Chemical Institute of Canada
2007	IDC Entrepreneurship Award
2007	Faculty of Science Teaching Excellence Award
2007	Registered Professional Chemist (charter member of ACPBC)
2001	Fellow – International Union of Pure and Applied Chemistry
1990	Fellow – Canadian Institute of Chemistry

MAJOR FIELDS of SCHOLARLY and PROFESSIONAL INTEREST

Supramolecular chemistry

- design of membrane transport systems
- synthetic ion channels
- mechanisms of membrane transport

Applications of membrane processes

- membrane process development for waste treatment and recycling
- membrane sensors

Antifouling and antifungal coatings

- guanidinium biocides
- mode of action

EXTERNAL RESEARCH FUNDING**Research, Training, and Infrastructure Grants**

<i>Agency</i>	<i>Title</i>	<i>Grant holders</i>	<i>Dates</i>	<i>Amount</i>
NSERC	PFOS extraction	T.M. Fyles	2013`	25,000
NSERC	Membrane Transport	T.M. Fyles	2012-17	350,000
CIHR	Training grant – CDRD	H. Burt + 5 others	2009-13	298,067
NSERC	Membrane Transport	T.M. Fyles	2007-11	380,000
NSERC-I2I	Single-use sensors	T.M. Fyles	2004-05	54,500
NSERC-I2I	Antifouling marine coatings	T.M. Fyles	2004-05	110,500
NSERC	Excitable Membranes	T.M. Fyles	2002-06	380,000
NSERC-CRD	Synthesis on Au	T.M. Fyles	2002-03	36,000
CSC	Synthesis on Au	T.M. Fyles	2000-02	100,000
RhoCraft	Integrated sensor	T.M. Fyles	1998-99	53,490
NSERC	Regulated transport	T.M. Fyles	1998-02	334,000
RhoCraft	DO sensor	T.M. Fyles	1997-98	37,500
BC MELP	Data truncation	T.M. Fyles + P.R. West	1997-98	15,800
DFO	CODIS	T.M. Fyles + P.R. West	1995-99	69,100
DFO	CIS protocols	T.M. Fyles + P.R. West	1995-96	15,000
NSERC-STR	Centrifugal membrane	G.W. Vickers + 2 others	1994-97	740,000
NSERC-INF	Mass spectrometer	T.M. Fyles	1994-97	120,000
NSERC	Biomimetic transport	T.M. Fyles	1994-97	222,368
DuPont	Peroxide recovery	T.M. Fyles	1993-94	2,500
DFO	Data management	T.M. Fyles + P.R. West	1992-96	74,500
Env Canada	Data management	T.M. Fyles + P,R. West	1992-94	145,525
BCSC/DoE	Data management	T.M. Fyles + P.R. West	1991-94	58,500
NSERC-INF	Mass spectrometer	T.M. Fyles	1991-93	60,000
NSERC	Biomimetic transport	T.M. Fyles	1991-93	177,420
BCSC	Peroxide recovery	T.M. Fyles	1989-92	220,120
CBR	Coatings	T.M. Fyles	1988-91	16,500
NSERC	Crown ethers	T.M. Fyles	1988-90	36,080
MBR	Peroxide recovery	T.M. Fyles	1988-89	15,000
ReTech	Sensors	T.M. Fyles	1988-89	20,000
Imperial Oil	Thermophoresis	T.M. Fyles	1987-88	16,000
PRF	Pore formers	T.M. Fyles	1986-88	52,500
NSERC	Crown ethers	T.M. Fyles	1985-88	77,760
NSERC	Membrane transport	T.M. Fyles	1983-85	223,713
NSERC-Strat	Polymeric membrane	T.M. Fyles	1982-85	105,000
NSERC	Membrane transport	T.M. Fyles	1982-83	20,000
Imperial Oil	Polymeric membranes	T.M. Fyles	1981-83	10,000
NSERC	Membrane transport	T.M. Fyles	1981-82	13,500
Dow Chemical	Surfactants	T.M. Fyles, R.N. OBrien	1981-82	18,760
Research Corp	Anion selective electrodes	T.M. Fyles	1980-81	4,000

PhotovoltCorp	Anion selective electrodes	T.M. Fyles	1980-81	5,000
NSERC	Cation binding and transport	T.M. Fyles	1980-81	10,000

Equipment Grants

<i>Agency</i>	<i>Title</i>	<i>Grant holders</i>	<i>Dates</i>	<i>Amount</i>
NSERC	LC-MS	F. Hof + 4 others	2012	150,000
NSERC	bilayer clamp	T. Fyles	2011	34,162
NSERC	ESI MS	F. Hof + 8 others	2007	120,488
NSERC	Biomicromanipulator	E. Park + 3 others	2005	84,290
NSERC	NMR upgrade	L. Rosenberg + 7 others	2005	150,000
NSERC	MS upgrade	T. Fyles + 7 others	2005	60,930
NSERC	Laser T-jump	C. Bohne + 3 others	2002	270,000
NSERC	Mass spectrometer	T. Fyles + 5 others	2002	136,000
NSERC	Automatic Titrimeter	T. Fyles	2002	15,000
NSERC	NMR	R.H. Mitchell + 7 others	2001	667,000
NSERC-MRC	Mass spectrometers	R.W. Olafson	1999	850,000
NSERC	FTIR	R.G. Hicks + T.M. Fyles	1999	72,500
NSERC	HPLC	C. Bohne + T.M. Fyles	1997	68,000
NSERC	Bilayer clamp	T.M. Fyles	1994	36,000
NSERC-STR	Centrifugal membrane	G.W. Vickers + 2 others	1994	125,000
NSERC	Counter-current chromatograph	T.M. Fyles	1992	14,300
NSERC	Dynamic light scattering	T.M. Fyles	1992	44,000
NSERC	Mass spectrometer	T.M. Fyles + 12 others	1990	667,280
NSERC	DSC	T.M. Fyles	1988	49,016
NSERC	NMR	T.M. Fyles + 8 others	1988	325,000
NSERC	Broad-band probe	T.M. Fyles + 6 others	1986	22,530
NSERC	Pulse programmer	T.M. Fyles + 6 others	1984	9,600
NSERC	Ion chromatograph	T.M. Fyles	1983	46,000
NSERC	Titrimeter	T.M. Fyles	1981	18,270

PUBLICATIONS and PRESENTATIONS

Articles in Refereed Journals:

- 98 Moszynski, J.M.; Fyles, T.M. Mechanism of ion transport of fluorescent oligoester ion channels. *J. Am. Chem. Soc.* **2012**, *134*, 15937–15945.
- 97 Genge, K.; Moszynski, J.M.; Thompson, M.; Fyles, T.M. Membrane activity of 3-hydroxyglutarate diesters. *Supramolecular Chem.* **2012**, *41*, 29-39
- 96 Chui, J.K.W.; Fyles, T.M. Ionic conductance of synthetic channels: analysis, lessons, and recommendations. *Chem. Soc. Rev.* **2012**, *41*, 148-175.
- 95 Chui, J.K.W.; Fyles, T.M.; Luong, H. Planar bilayer activities of linear oligoester bolaamphiphiles. *Beilstein J. Org. Chem.* **2011**, *7*, 1562-1569.
- 94 Moszynski, J.M.; Fyles, T.M. Synthesis and ion transport activity of oligoesters containing an environment-sensitive fluorophore. *Org. Biomol. Chem.* **2011**, *9*, 7468-7475.
- 93 Hansen, S.P., Fyles, T.M. Carrier-mediated electro dialysis. *Chem. Comm.* **2011**, *47*, 6428-6430.

- 92 Larkin, J.D., Frimat, K.A., Fyles, T.M., James, T.D. Boronic acid photoinduced electron transfer (PET) sensors for saccharides. *New J. Chem.*, **2010**, 2922-2934.
- 91 Moszynski, J.M., Fyles, T.M. Synthesis, transport activity, membrane localization, and dynamics of oligoester ion channels containing diphenylacetylene units. *Org. Biomol. Chem.* **2010**, 5139-5149.
- 90 Upadhyay, K.K., Kumar, A.; Mishra, R.K., Fyles, T.M., Upadhyay, S.; Thapliyal, K. Reversible colorimetric switching of thiophenehydrazone based on complementary IMP/INH logic functions. *New J. Chem.* **2010**, 1862-1866
- 89 Chui, J.K.W. Fyles, T.M. Apparent fractal distribution of open durations in cyclodextrin-based ion channels. *Chem. Comm.* **2010**, 4169-4171
- 88 Philips, M.D.; Fyles, T.M.; Barwell, N.P.; James, T.D. Carbohydrate sensing using a fluorescent molecular tweezer. *Chem. Comm.*, **2009**, 6557-6559.
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- 86 Luong, H., and T.M. Fyles. Structure-activity relationships in linear oligoester ion-channels. *Org. Biomol. Chem.* **2008**, 733-738.
- 85 Luong, H. and T.M. Fyles, 2008. Solid-phase synthesis of a library of linear oligoester ion-channels. *Org. Biomol. Chem.* **2008**, 7, 725-732..
- 84 Fyles, T.M., J. Lee, G.D. Robertson, and R.D. Rowe. Supramolecular transport: from biomimetics to membrane sensors. *J. Membr. Sci.*, **2008**, 321, 31-36.
- 83 Galbraith E., T.M. Fyles, F. Marken, M.G. Davidson, and T.D. James. Fluorescent boron bisphenolate with association response to chloride and dissociation response to fluoride. *Inorg. Chem.* **2008**, 47, 6236-6244.
- 82 Chui, J.K.W. and T.M. Fyles. Mini-Review: Artificial Catecholamine Receptors in Aqueous Media. *Supramolecular Chem.* **2008**, 20, 395-405.
- 81 Fyles, T.M. and C. Tong. Long-lived and highly conducting ion channels formed by lipophilic ethylenediaminepalladium(II) complexes. *New J. Chem.* **2007**, 35, 655-661.
- 80 Han, F., Bao, Y., Yang, Z., Fyles, T.M., Zhao, J., Peng, X., Fan, J., Wu, Y., Sun, S. Simple bithiocarbazones as sensitive, selective, colorimetric, and switch-on fluorescent chemosensors for fluoride anions. *Chem. Eur. J.* **2007**, 13, 2880-2892.
- 79 Fyles, T.M. Synthetic ion channels in bilayer membranes. *Chem. Soc. Rev.*, **2007**, 36, 335-347.
- 78 Fyles, T.M. C. Tong. Predicting speciation in the multi-component self-assembly of a metallosupramolecular complex. *New J. Chem.* **2007**, 31, 296-304.
- 77 Fyles, T.M., C. Hu, and H. Luong. Solid-phase synthesis of oligoester ion channels. *J. Org. Chem.* **2006**, 71, 8545-8551.
- 76 Cazacu, A., C. Tong, A. van der Lee, T.M. Fyles, M. Barboiu. Columnar self-assembled ureidocrown-ethers – novel example of ion-channel organization in lipid bilayers. *J. Am. Chem. Soc.* **2006**, 128, 9541-9548.
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- 74 Bosch, L.I., Fyles, T.M., James, T.D. Binary and tertiary phenylboronic acid complexes with saccharides and Lewis bases. *Tetrahedron*, **2004**, 60, 11175-11190.
- 73 Zhao, J., Fyles, T.M., James, T.D. Chiral binol-bisboronic acid as fluorescence sensor for sugar acids. *Angew. Chem.* **2004**, 43, 3461-3464.
- 72 Arimori, S., Davidson, M.G., Fyles, T.M., Hibbert, T.G., James, T.D., Kociok-Kohn, G.I. Synthesis and structural characterization of the first bis(bora)calixarene: a selective, bidentate, fluorescent fluoride sensor. *Chem. Comm.* **2004**, 1640-1641.
- 71 Buchmann, M.B., T.M. Fyles, and T. Sutherland. Electrochemical release from gold-thiolate electrodes for controlled insertion of ion channels into bilayer membranes. *Bioorg. Med. Chem.* **2004**, 12, 1315-1324.
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- 23 Fyles, T.M. On the Rate-Limiting Steps in the Membrane Transport of Cations Across Liquid Membranes by Dibenzo-18-crown-6 and Lipophilic Crown Ether Carboxylic Acids. *J. Membr. Sci.***1985**,*24*, 229-243.
- 22 O'Brien, R.N., B. Zhao and T.M. Fyles. A New Optical Membrane Study Technique II. A Holographic Interferometric Study of Transport Through a Liquid Membrane. *J. Membr. Sci.***1984**, *20*, 305-312.
- 21 Fyles, T.M. and D.M. Whitfield. Membrane Transport Systems VI. Complexation of Cations by Lipophilic Crown Ether Carboxylic Acids. *Can. J. Chem.***1984**, *62*, 507-514.
- 20 Dulyea, L.M., T.M. Fyles and D.M. Whitfield. Membrane Transport Systems V. Coupled Countertransport of Alkaline Earth Cations and Protons. *Can. J. Chem.***1984**, *62*, 498-506.
- 19 Fyles, T.M., C.M. McGavin and D.M. Whitfield. Synthesis of Lipophilic 18-crown-6 diacids for the Membrane Transport of Alkaline Earth Cations. *J. Org. Chem.***1984**, *49*, 753-761.
- 18 Fyles, T.M. and C.M. McGavin. Ion-Selective Electrodes Based on Cation Proton Coupled Countertransport, *Anal. Chem.***1982**, *54*, 2103-2105.

- 17 Fyles, T.M., V.A. Malek-Deimer, C.M. McGavin and D.M. Whitfield. Membrane Transport Systems III. A mechanistic study of cation-proton coupled counter transport, *Can. J. Chem.***1982**, *60*, 2259-2267.
- 16 Fyles, T.M., C.A. McGavin and D.E. Thompson. Proton Driven Cation Transport through a Polymer Membrane, *Chem. Comm.***1982**, 924-925.
- 15 Fyles, T.M., V.A. Malik-Diemer and C.M. Whitfield. Membrane Transport Systems II. Transport of alkali metal ions against their concentration gradients, *Can. J. Chem.***1981**, *59*, 1734-1744.
- 14 Frederick, L.A., T.M. Fyles, N.P. Gurprasad and D.M. Whitfield. Membrane Transport Systems I. Synthesis and characterization of carriers for a proton driven alkali metal cation pump, *Can. J. Chem.***1981**, *59*, 1724-1733.
- 13 Fyles, T.M., L.A. Frederick, V.A. Malik-Diemer and D.M. Whitfield. Membrane Transport. A Proton-driven Potassium Ion Pump, *Chem. Comm.***1980**, 1211-1216.
- 12 Dietrich, B., D.L. Fyles, T.M. Fyles and J.M. Lehn. Anion Coordination Chemistry: Polyguanidinium Salts as Anion Complexones, *Helv. Chim. Acta***1979**, *62*, 2763-2787.
- 11 Dietrich, B., T.M. Fyles, J.M. Lehn, L.G. Pease and D.L. Fyles. Anion Receptor Molecules, Synthesis and some Anion Binding Properties of Macrocyclic Guanidinium Salts, *Chem. Comm.***1978**, 934-936.
- 10 Weatherston, J., G.G. Grant, L.M. MacDonald, D. French, R.A. Werner, C.C. Leznoff and T.M. Fyles. Attraction of Various Tortricine Moths to Blends Containing cis-11-tetradecenal, *J. Chem. Ecol.***1978**, *4*, 543-549.
- 9 Fyles, T.M., C.C. Leznoff and J. Weatherston. Some Solid Phase Syntheses of the Sex Attractants of the Spruce Budworm - trans-11-tetradecenal, *J. Chem. Ecol.***1978**, *4*, 109-116.
- 8 Fyles, T.M., C.C. Leznoff and J. Weatherston. Bifunctionalized Resins. Applications to the Synthesis of Insect Sex Attractants, *Can. J. Chem.***1978**, *56*, 1031-1041.
- 7 Fyles, T.M., C.C. Leznoff and J. Weatherston. The Total Stereoselective Synthesis of cis Insect Sex Attractants on Solid Phases, *Can. J. Chem.***1977**, *55*, 4135-4143.
- 6 Weatherston, J., A.F. Hedlin, P.S. Ruth, L.M. MacDonald, C.C. Leznoff and T.M. Fyles. Chemical and Field Studies on the Sex Pheromones of the Cone and Seed Moths *Barbara Colfaxiana* and *Laspeyresia Youngana*, *Experientia***1977**, *33*, 723-725.
- 5 Mitchell, R.H., T.M. Fyles, and L.M. Ralph. Straining Strained Molecules II. The Synthesis and Spectral Properties of Some Ace-bridged Naphthalenes, *Can. J. Chem.***1977**, *55*, 1480-1497.
- 4 Leznoff, C.C., T.M. Fyles and J. Weatherston. Solid Phase Synthesis of Insect Sex Attractants, *Can. J. Chem.***1977**, *55*, 1143-1153.
- 3 Leznoff, C.C. and T.M. Fyles. Synthesis of Insect Sex Attractants on Solid Phases, *Chem. Comm.***1976**, 251-252.
- 2 Fyles, T.M. and C.C. Leznoff. The Preparation of Monoacetates of Symmetrical Diols, *Can. J. Chem.***1976**, *54*, 935-942.
- 1 Griller, D., K. Dimroth, T.M. Fyles and K.U. Ingold. Kinetic Applications of Paramagnetic Resonance XIX, *J. Amer. Chem. Soc.***1975**, *97*, 5526-5531.

Patents

- P6 Fyles T.M Antifouling Polymeric Agent for Marine Application US Patent 8,076,390. Date of issue December 13, 2011.
- P5 Fyles, T.M. and R.D. Rowe, 2003. Microbiocidal Activities of Poly-substituted Guanidinium Salts. US Patent #6.518,309 B1 Date of issue: Feb. 11, 2003.
- P4 Rowe, R.D., T.M. Fyles and G.D. Robertson 2002. Ion Exchange Membrane for Dissolved Gas Sensor. US Patent # 6.391,174 B1 Date of issue: May 21, 2002
- P3 Eadie, D.T. and Fyles, T.M., Membrane Separation Process. U.S. Patent 4995983. Date of issue February 26, 1991.
- P2 Fyles, T.M., 1991. Polymer Membrane for Proton Driven Ion Transport. Canadian Patent 1281246. Date of issue March 12, 1991.
- P1 Fyles, T.M., 1990. Polymer Membrane for Proton Driven Ion Transport. U.S. Patent 4,906,376. Date of issue March 6, 1990.

Non-refereed publications

Book chapters BC; Conference Proceedings CP, Reports to agencies R

- BC6 Fyles, T.M. and K.D.D. Mitchell 2004. Ion channel models. Encyclopedia of Supramolecular Chemistry. J.L. Atwood (ed.) Dekker, New York. 8 pp.
- R6 Fyles, T.M., B.D. Smiley, M.P. Pawluk, G.D. Robertson and R.D. Rowe, 2002. Continental and Oceanographic Data Information System: A comprehensive metadata inventory and appraisal of Canada's Arctic and Pacific Ocean data sets, including software and user guide. Can. Data. Rep. Hydrog. Ocean Sci. 162: vi; + 60p.
- R5 Fyles, T.M., B. King, M.P. Pawluk and P.R. West 1997. Implications of Data Truncation (68 pages) BC Ministry of Environment Lands and Parks.
- R4 Fyles, T.M., B.A. King, M.P. Pawluk, G.D. Robertson, B.D. Smiley, P.R. West and C.S. Wong. 1997. CODIS 2.0 User Guide (120 pages) and CD-ROM (120 M Byte). Fisheries and Oceans Canada.
- CP6 Bergen, A., Wild, P.M. Fyles, T.M. and Vickers, G.W. 1997. Centrifugal Membrane and Density Separation: A New Spin on Membrane Fouling. Membr. Tech., 90, 8-11.
- CP5 Byrnes P., Bergen, A., Wild, P.M. Fyles, T.M. and Vickers, G.W. 1997. The CMDS flow-rate and conductivity transducer: A custom measurement system with virtual instrumentation using Lab VIEW. NI Week Proceedings, p xx.
- R3 Fyles, T.M., B.A. King, and M.P. Pawluk. 1996. Protocols for the Appraisal of Contaminant Survey and Experimental Events in NCIS (280 pages) Fisheries and Oceans Canada.
- CP4 Fyles, T.M., Heberle, D., Zeng, B. and Zhou, X. 1996. Bola amphiphiles and the Creation of Pores in Bilayer Membranes, in Chemically Modified Surfaces - Recent Developments edited by Peser, J.J., Matyska, M.T. and Abuelafiya R.R., J. Chem. Soc. Special Publication, 173 pp 125-131.
- CP3 Fyles, T.M., 1996. Cation Transport Across Bilayer Membranes, in Physical Supramolecular Chemistry, NATO ASI Series Vol 485, edited by Echegoyen, L., and Kaifer, A.E., Kluwer, Dordrecht.
- BC5 T.M. Fyles and van Straaten-Nijenhuis, W.F., 1996. Ion Channel Models, in Comprehensive Supramolecular Chemistry Vol 10, edited by Reinhoudt, D., Pergamon Press, Oxford, pp 53-57.
- CP2 West, P.R., T.M. Fyles, B. King, and D.C. Peeler, 1995. The Effects of Human Activity on the Marine Environment of the Georgia Basin: Present Waste Loadings and Future Trends. Proceedings of the B.C.-Washington Symposium on the Marine Environment. R.C.H. Wilson, R.J. Beamish, F. Aitkens and J. Bell (eds.) Can. Tech. Rep. Fish. Aquatic. Sci., 1948, 9-33.
- R2 Fyles, T.M., King, B., and West, P.R., 1994. A Protocol for the Evaluation of the Quality of Trace Organic Data. Prepared for Conservation and Protection Service, Environment Canada, North Vancouver, B.C. Published as DOE-FRAP 1993-25.
- CP1 West, P.R., R.W. Macdonald, B. King, and T.M. Fyles, 1994. Canada Loadings and Discharges to the Strait of Georgia and Juan de Fuca: Current Loadings and Sediment Record. IN: AWMA PNWIS Conference Proceedings, Air and Waste Management Association, Victoria, B.C.
- R1 West, P.R., Fyles, T.M. and King, B., 1993. Environmental Data Management Using Meta-Data: A Meta-Data Survey of Organic Contaminants in the Fraser Basin. Aquatic Resources Research Project. Final Report. A.P. Farrell, ed. Published by SFU BioSciences.
- BC4 Fyles, T.M., 1991. Principles of Artificial Membrane Transport by Synthetic Ionophores, in Inclusion Aspects of Membrane Chemistry edited by Osa, T. and Atwood, J.L. Kluwer Academic Publishers, Dordrecht, pp 59-110.
- BC3 Fyles, T.M., 1990. Electrostatic Ion Binding by Synthetic Receptors in Cation Binding by Macrocycles, in Complexation of cation species by crown ethers edited by Inoue, Y. and Gokel G. Marcel Dekker Inc. New York, pp 203-251.
- BC2 Carmichael, V.E., Dutton, P.J., Fyles, T.M., James, T.D., McKim, C., Swan, J.A. and Zojaji, M., 1990. Biomimetic Ion Transport: Pores and Channels in Vesicle Membranes, in Inclusion Phenomena and Molecular Recognition edited by Atwood, J. Plenum Press, New York pp 145-150.
- BC1 Fyles, T.M. 1990. Biomimetic Ion Transport with Synthetic Transporters. in Bioorganic Chemistry Frontiers, 1, 72-113.

Invited presentations –conferences

- 32 Dissipative ion transport, Gordon Research Conference on Membranes and Materials, New London NH, July 2012
- 31 Carrier-mediated electro dialysis across supported liquid membranes , Pacifichem 2010, Honolulu, HI, December 2010
- 30 Perception of apparent fractal order in synthetic ion channel behaviour through data sonification. NORM/RMRM, Pullman WA, June 2010
- 29 Optimizing function without structure, International Symposium on Macrocyclic and Supramolecular Chemistry, Las Vegas, July 2008.
- 28 Ion channel structure-activity relationships, International Symposium on Macrocyclic and Supramolecular Chemistry, Salice Terme, Italy, June 2007.
- 27 Single-use sensors, Symposium on Molecular Approaches to Sensors, Pacifichem 2005, Honolulu, December 2005.
- 26 Oligoester ion channels, Symposium on Biologically-inspired Molecular Recognition, Pacifichem 2005, Honolulu, December 2005.
- 25 Oligoester ion channels, Symposium on Membranes and Transport, ACS, WashingtonDC, August 2005.
- 24 Equilibrium self-assembly, International Symposium on Macrocyclic Chemistry, Dresden, July 2005.
- 23 Membranes and Transport, International Symposium on Supramolecular Chemistry, Notre Dame, August 2004.
- 22 Ionic Signalling with Artificial Ion Channels, International Symposium on Calixarenes, VancouverBC, August 2003.
- 21 Bilayer-based nanotechnology: Can we put a single ion channels in its place? – Northwest Regional ACS meeting, SeattleWA, June 2001.
- 20 Bilayer Membrane Transport - NATO Advanced Studies Workshop on Supramolecular Chemistry, Miami, January 1996.
- 19 Artificial Transport Systems - Symposium on Molecular Recognition and Supramolecular Chemistry, Pacifichem '95, Honolulu, December, 1995.
- 18 Bola amphiphile Pore Formers - Invited Speaker - 6th International Symposium on Chemically Modified Surfaces, San José, June 1995.
- 17 Environmental Data Management, Air & Waste Management Association, February 1995.
- 16 Ion Transport Across Bilayer Membranes - Invited Presentation- 8th International Symposium on Inclusion Phenomena and Molecular Recognition, Ottawa, August, 1994.
- 15 Ion Transport with Artificial Transporters - Invited Presentation - Royal Society of Chemistry Congress, Liverpool, U.K., April, 1994.
- 14 Synthetic Challenges of Artificial Ion Channels - Invited Presentation - Symposium on Supramolecular Chemistry, CIC, Sherbrooke, June 1993.
- 13 Towards Gated Ion Transport - Invited Presentation - Symposium on Chemically Sensitive Interfaces, ACS Chicago, August 1993.
- 12 Artificial Pores and Channels - Invited Speaker - JRDC International Symposium on Supermolecules and Molecular Systems, Fukuoka, Japan, November 1992.
- 11 CODIS: a PC Data Information System - Invited Presentation - Workshop on Environmental Data Management, SimonFraserUniversity, September 1992.
- 10 Principles of Membrane Transport - Invited Faculty, International Summer School of Supramolecular Chemistry, Strasbourg, Sept. 1992.
- 9 Artificial Ion Transport - Invited Speaker, Gordon Research Conference on Bioorganic Chemistry, Plymouth, New Hampshire, June, 1992.
- 8 Artificial Pores and Channels, Invited paper presented to the 16th International Symposium on Macrocyclic Chemistry, Sheffield, U.K., September, 1991.
- 7 How an Accommodating Host Entertains Guests - invited paper presented to the Molecular Recognition symposium, 73rd Canadian Chemical Congress, Halifax, N.S. July 1990.
- 6 Design and Synthesis of Pores and Channels - invited paper presented to Pacifichem '89, Honolulu, December 1989

- 5 Construction of Artificial Pores and Channels - invited paper presented to 197th American Chemical Congress, Dallas, April, 1989.
- 4 Biomimetic Ion Transport: Pores and Channels in Vesicle Membranes. Invited paper presented to 5th International Symposium on Inclusion Phenomena and Molecular Recognition, Orange Beach, Alabama, September 1988.
- 3 Polycarboxylate Crown Ethers - invited paper presented to the US-Japan Joint Symposium on Molecular Recognition, Miami, Florida, November, 1987.
- 2 On the Rate Limiting Processes in Membrane Transport - invited paper presented to the 11th International Symposium on Macrocyclic Compounds, Provo, Utah, August, 1985.
- 1 Complexation Complicates Acyclic Complexone Synthesis - invited paper presented to the 60th Chemical Conference of the CIC, Kingston, Ontario, June, 1985.

Invited presentations – institutions

- 55 Guanidinium salts: transport, sensing, and death to slime. Université de Strasbourg May 2012
- 54 Dissipative transport. Université de Strasbourg May 2012
- 53 Cyclodextrin-derived ion channels. Université de Montpellier May 2011
- 52 Cyclodextrin-derived ion channels. Université de Strasbourg April 2011
- 51 Cyclodextrin-derived ion channels. Université de Genève March 2011
- 50 Self-assembly and Synthetic Ion Channels, Brigham Young University, Provo, Utah, February 2006.
- 49 Ionic Signal Propagation, University of Washington, WA, February 2003.
- 48 Ionic Signal Propagation, University of Bath, UK, July 2002.
- 47 Synthetic Ion Channels: How Simple Can They Be? - Université Laval, March 2001.
- 46 Property Directed Synthesis of Ion Transporters - St. Francis Xavier University, September 1999.
- 45 Property Directed Synthesis of Ion Transporters - Mt. Allison University, September 1999
- 44 Property Directed Synthesis of Ion Transporters - Queen's University, September 1999
- 43 Ion Transport in Bilayers – Twente University - NL, Feb. 1998.
- 42 Ion Transport with Bis-Macrocyclic Bola amphiphiles - University of Missouri – Columbia MO, January 1998.
- 41 Ion Transport with Bis-Macrocyclic Bola amphiphiles - Washington University School of Medicine, St. Louis MO, January 1998.
- 40 Implications of Data Truncation, BC Research, December 1997.
- 39 Ion Transport with Bis-Macrocyclic Bola amphiphiles – Technical University, Dresden, Germany, May 1997.
- 38 Ion Transport with Bis-Macrocyclic Bola amphiphiles - Max Planck Institute for Polymer Research, Mainz, Germany, May 1997.
- 37 Synthesis of Transport Systems - Organic Synthesis Inc., invited speaker - Notre Dame University, November 1995.
- 36 Artificial Ion Transport - UVic Biochemistry Seminar program, November 1994.
- 35 Data Appraisal, Fisheries and Oceans, Burlington, Ontario, November, 1994.
- 34 Transport of Ions across Bilayers - Invited Presentation - J.F. Freid Symposium, University of Chicago, November 1993.
- 33 Ion Transport - Invited Seminar - University of Montreal, December, 1993.
- 32 Ion Transport - Invited Seminar – Dalhousie University, November 1993.
- 31 Ion Transport - Invited Seminar – Memorial University, November 1993.
- 30 Ion Transport - Invited Seminar – McGill University, October 1993.
- 29 Ion Transport - Invited Seminar - University of Windsor, October 1993.
- 28 Ion Transport - Invited Seminar – Guelph University, September 1993.
- 27 Ion Transport - Invited Seminar - University of Alberta, March 1993.
- 26 Artificial Ion Transport - Invited Seminar - University of Ottawa, November 1992.
- 25 Artificial Ion Transport - Invited Seminar – York University, November 1992.
- 24 Membrane Recovery of Peroxide - Seminar - MacMillan Bloedel Research, Burnaby, October, 1992.
- 23 Artificial Ion Transport - Invited Seminar - University of British Columbia, October, 1992.
- 22 Artificial Pores and Channels - Invited Seminar - University of Idaho, April 1992.
- 21 Artificial Pores and Channels for Bilayer Membranes - invited speaker to the Searle Chemistry Symposium, Chicago, March, 1991.

- 20 Pores and Channels in Vesicle Membranes - invited seminar - University of Washington, Nov. 1990.
- 19 Pores and Channels in vesicle membranes - invited seminar, SimonFraserUniversity, Feb. 1990.
- 18 Polycarboxylate Crown Ethers: Synthesis and Applications - University of Texas at Dallas, Dallas, Texas, November, 1987.
- 17 Polycarboxylate Crown Ethers: Synthesis and Applications - University of Alabama, Tuscaloosa, Alabama, November, 1987.
- 16 Tartaric Acid Crown Ethers - University of Ottawa, Ottawa, Ontario, November, 1986.
- 15 Principles of Membrane Transport - Université Louis Pasteur, Strasbourg, France, June, 1986.
- 14 On the Mechanism of Ion Transport across Artificial Membranes, Université Clermont-Ferrand, France, May, 1986.
- 13 Polymeric Ion Transport Membranes, Université de Rouen, Rouen, France, May, 1986.
- 12 Artificial Carboxylate Ionophores, Université de Orleans, Orleans, France, May, 1986.
- 11 Tartaric Acid Crown Ethers, Université Louis Pasteur, Strasbourg, France, March, 1986.
- 10 Tartaric Acid Crown Ethers, Himeji Institute of Technology, Himeji, Japan, February, 1986.
- 9 Carboxylic Ionophores, Okayama University, Okayama, Japan, February, 1986.
- 8 Artificial Membrane Transport, Kyushu University, Hakata, Japan, January, 1986.
- 7 Artificial Membrane Transport, NagasakiUniversity, Nagasaki, Japan, January, 1986.
- 6 Polymeric Ion Transport Membranes, Sophia University, Tokyo, Japan, January, 1986.
- 5 Artificial Membrane Transport, Industrial Products Research Institute, Tsukuba, Japan, January, 1986.
- 4 Polymeric Ion Transport Membranes, Tokyo Institute of Technology, Tokyo, Japan, January, 1986.
- 3 Tartaric Acid Crown Ethers, Tokyo University, Tokyo, Japan, January, 1986.
- 2 Artificial Membrane Transport, Kyoto University, Kyoto, Japan, January, 1986.
- 1 Polymeric Ion Transport Membranes, Negev Institute, Ben Gurion University, Beer Sheva, Israel, June, 1985.

Papers contributed to conferences

TMF presenter

- 54 Membrane activity of 3-hydroxyglutarte diesters, International Symposium on Macrocyclic and Supramolecular Chemistry, Bristol UK, July 2011
- 53 Cyclodextrin-based ion channels, International Symposium on Macrocyclic and Supramolecular Chemistry, Bristol UK, July 2011
- 52 Equilibrium Self-assembly, International Symposium on Advances in Supramolecular Chemistry, Strasbourg, July 2005.
- 51 Solid phase synthesis of ion channels, Canadian Chemical Congress, June 2004.
- 50 Ternary complexes of boronic acids, diols, and Lewis bases, IUPAC Congress, August 2003.
- 49 Solid-phase synthesis of ion channels, Canadian Chemical Congress, June 2002.
- 48 Comparison of gold supports for solid-phase synthesis, Canadian Chemical Congress, June 2002.
- 47 Solid-phase synthesis on gold, Canadian Chemical Congress, June 2002.
- 46 Acyclic ion channels, Canadian Chemical Congress, June 2001.
- 45 Solid-phase synthesis on gold, Canadian Chemical Congress, June 2001.
- 44 Flux enhancement and fouling alleviation in CMS, North American Membrane Society, May 2001.
- 43 Hemithioindigo Lipids, Canadian Chemical Congress, June 2000.
- 42 Acyclic Bolaamphiphiles, Canadian Chemical Congress, June 2000.
- 41 Isophthalate Ion Channels, Canadian Chemical Congress, June 2000.
- 40 Towards Single Molecule Release, Canadian Chemical Congress, June 2000.
- 39 Flux Enhancement and Fouling Reduction in Centrifugal Membrane Separation, International Membranes Congress, June 1999.
- 38 Photo switching of Vesicle Fusion, Canadian Chemical Congress, June 1999.
- 37 Voltage-gated Ion transport, Canadian Chemical Congress, June 1997.
- 36 CMDS and reduction & fouling, North American Membrane Society June 1997.
- 35 Cation-switched membrane disruption, Canadian Chemical Congress, June 1997.
- 34 Photogated Ion Transport. Canadian Chemical Congress, Guelph, June 1995.
- 33 Bola amphiphile Pore-Formers. 77th Canadian Chemical Congress, Guelph, June 1995.
- 32 Environmental Data Management. Puget '95, BellevueWashington, January 1995.

- 31 Mechanisms of Artificial Ion Transport. 75th Canadian Chemical Congress, Edmonton, June, 1992.
- 30 Artificial Pore-Formers. 74th Canadian Chemical Congress, Hamilton, June 1991.
- 29 Simple Crown Ether Derivatives? 74th Canadian Chemical Congress, Hamilton, June 1991.
- 28 Synthesis of Artificial Pores and Channels, 73rd Canadian Chemical Congress, Halifax, N.S. July, 1990.
- 27 Captands: Synthesis and Complexation, 73rd Canadian Chemical Congress, Halifax, N.S. July, 1990.
- 26 Mechanism of Transmembrane Ion Transport by a Synthetic Ion Channel Mimic, 73rd Canadian Chemical Congress, Halifax, N.S. July, 1990.
- 25 Synthesis of Glycolipid Mimics, Pacificchem '89, Honolulu, Dec. 1989.
- 24 Synthesis of Side Discriminated Macrocyclic Tetraesters, Pacificchem '89, Honolulu, Dec. 1989.
- 23 Artificial Ion Channels, Pacificchem '89, Honolulu, Dec. 1989.
- 22 Captands: Macropolycyclic Hosts by Crown Ether Capping Reactions, Pacificchem '89, Honolulu, Dec. 1989.
- 21 Polymer Ionophores in Ion Selective Electrodes, Pacificchem '89, Honolulu, Hawaii, December 1989.
- 20 Functional Unimolecular Ion Channels, 72nd Canadian Chemical Congress, Victoria, June 1989.
- 19 Cation Selective Electrodes Incorporating Polymer Immobilized Ion Binding Sites, 72nd Canadian Chemical Congress, Victoria, June 1989.
- 18 When is a Crown Ether Not a Crown Ether? 72nd Canadian Chemical Congress, Victoria, June 1989.
- 17 Functional Unimolecular Ion Channels, 197th American Chemical Congress, Dallas, April, 1989.
- 16 Supramolecular Pore Formers: Bola Amphiphilic Mimics of Pore-Forming Antibiotics, 3rd Chemical Congress of North America, Toronto, Ontario, June 1988.
- 15 Synthesis of Side Discriminated Bola Amphiphilic Molecules, 3rd Chemical Congress of North America, Toronto, Ontario, June 1988.
- 14 Metal Ion Recognition by PolycarboxylateDiaza Crown Ethers, 3rd Chemical congress of North America, Toronto, Ontario, June 1988.
- 13 Construction of a Unimolecular Ion Channel, for Bilayer Membrane Ion Transport, 3rd Chemical Congress of North America, Toronto, Ontario, June 1988.
- 12 Chemical Models of Active Transport - 70th Canadian Chemical Conference, Laval, Quebec, June, 1987.
- 11 Polycarboxylate Crown Ethers: Electrostatic Enhancement of Cation Binding - 70th Canadian Chemical Conference, Laval, Quebec, June, 1987.
- 10 A crown ether hexa-carboxylic acid with D3 symmetry, 69th Chemical Conference of the
- 9 Influence of Interfacial Surface Charge on Membrane Transport Selectivity, International Chemical Congress of Pacific Basin Societies; Honolulu, Hawaii, December, 1984.
- 8 Carboxylate Substituted Dithia and Diaza Crown Ethers, 40th Southwest Regional Meeting, American Chemical Society; Lubbock, Texas, December, 1984.
- 7 Divalent Ion-Proton coupled counter-transport, 7th International Symposium on Macrocyclic Compounds, Provo, Utah, August, 1983.
- 6 Proton Driven Transport of Cations: Synthesis and transport studies, 66th Canadian Chemical Conference, Calgary, June, 1983.
- 5 Synthetic and Mechanistic Studies of Proton Driven Cation Pumps, 65th Chemical Conference of the Chemical Institute of Canada, Toronto, June, 1982.
- 4 Development of Ion Selective Electrodes Based on Cation-Proton Coupled Counter-transport, - 65th Chemical Conference of the Chemical Institute of Canada, Toronto, June, 1982.
- 3 Synthesis of Ionophores for the membrane transport of cations, 28th Congress of the International Union of Pure and Applied Chemistry, Vancouver, August 1981.
- 2 Cation Proton Coupled Countertransport, 5th International Symposium on Macrocyclic compounds, Provo, Utah, August, 1981.
- 1 Selective Membrane Transport of Alkali Metal Cations, 64th Chemical conference of the Chemical Institute of Canada, Halifax, June, 1981.

Theses

Graduate theses:

Directly supervised except: * co-supervised; ** acting supervisor

26	J. Moszynski	2011	Ph.D.	The synthesis and characterization of diphenylacetylene containing ion channels
25	J. Chui	2011	Ph.D.	A new paradigm for voltage-clamp studies of synthetic ion channels
24	H. Luong	2008	Ph.D.	Towards voltage-gated ion channels synthesized by solid-phase organic synthesis
23	C. Tong	2006	Ph.D.	Supramolecular self-assembly : models for speciation in solution and ion channels in lipid bilayer membranes
22	Y. Yu**	2002	M.Sc.	Space focusing and mass selection of transition-metal-chlorine and -sulfur clusters generated through laser ablation
21	T. Sutherland	2002	Ph.D.	Towards ionic signal propagation
20	C. Hu	2002	Ph.D.	Development of synthetic methodologies for ion channels
19	P. Eggers	2001	M.Sc.	Design, synthesis and characterization of acyclic bola-amphiphiles that form ion channels
18	R. Knoy	2000	M.Sc.	Membrane transport activity of isophthalate amphiphiles
17	D. Donnecke**	2000	Ph.D.	The synthesis of triangular phosphido-bridged iridium alkyne clusters
16	A. Bergen*	1999	M.A.Sc.	Membrane performance in a centrifugal environment and the implications for CMDS rotor development
15	D. Lycon*	1999	Ph.D.	Flux enhancement and fouling reduction in a centrifugal membrane process
14	B. King*	1999	Ph.D.	A new approach to the management of environmental information
13	P. Montoya	1999	Ph.D.	Design and synthesis of hemithioindigo lipids for photo-controlled membrane fusion
12	D. Loock	1997	Ph.D.	Ion transport mechanisms of bola-amphiphiles in planar bilayer membranes
11	X. Zhou	1997	Ph.D.	Towards voltage-gated ion channels, molecular diodes
10	L. Cameron	1997	Ph.D.	The design and synthesis of macrocycles for use as components of ion transporters
9	B. Zeng	1997	Ph.D.	Flexible ditopic receptors
8	C. Shan	1995	M.Sc.	Synthesis, transport activity and selectivity of an artificial photogated ion channel
7	S. Valiyaveetil	1992	Ph.D.	Synthesis and application of macrocyclic compounds for metal cation sensors
6	T.J. James	1992	Ph.D.	Structure-activity studies of ion channel mimics
5	M. Zojaji	1992	Ph.D.	Synthesis and transport studies of artificial pore-formers
4	K. Kaye	1991	M.Sc.	On the mechanism of action of an ion channel mimic
3	P.J. Dutton	1988	Ph.D.	Polycarboxylate crown ethers : synthesis, structure, complexation and biomimetic cation transport
2	A. Anantanarayan	1988	Ph.D.	Polycarboxylate crown ethers based on RR tartaric acid : synthesis and complexation
1	D. Whitfield	1983	Ph.D.	Physicochemical properties of ion transport systems

Undergraduate Honour's theses

Directly supervised except: * co-supervised; ** St. Francis Xavier student; *** Mt Allison student

26	K. Genge	2010		Ion transport activity of a simple oligoesterdimer
25	M. Thompson	2010		Localization and activity of ion channels
24	C. Bromba	2007		α -Hydroxy acid complexes of phenyl boronic acid
23	O. Thomas	2007		Highly selective tripodal ammonium ionophores
22	P. Carrie	2005		Exploring the potential of diol-boronic acid complexes for self-assembly
21	J. Momeyer	2005		Synthesis of calixarenes with hydrophobic lower-tim and polar upper-rim substituents
20	D. Amantea	2004		Supported-reagent methodology for the synthesis of deprotonated ion channels

19	J. Naber	2004	Synthesis of calix[6]arene derivatives for use as ion channels
18	J. Arndt	2003	Synthetic study of bola-amphiphile channel forming compounds
17	K. Gill *	2002	The presence of calcium in the ovular secretions of conifers
16	T. Mischki	2000	Intramolecular thiolactonization of 4-mercaptobutanoic acid esters
15	J. Wulff	1999	Synthesis of variously substituted thioindigos for the purpose of examining reversible photoisomerization in bilayers
14	C. Moorlag	1997	Synthesis of a tetrakis-acylguanidiniumbolaamphiphiles
13	G. Collins	1997	Colloidal fouling of a reverse osmosis membrane - comparison of conventional RO systems and CMDS
12	G. deVries	1995	Synthesis of candidate wall units for a synthetic transporter
11	E. Beck**	1995	Synthesis of cholesterichemithioindigo liquid crystals
10	P. Eby*	1994	Assessment and improvement of CODIS: quality and significance of organic contaminants data
9	P. Hocking	1989	Synthesis and study of meso crown ethers
8	D. Smiley	1989	Synthesis of pore-formers for biomimetic ion transport
7	D. Wotton***	1989	Characterization and metal ion complexation behaviors of polycarboxylate crown ethers
6	K.Kaye	1988	Selective anion transport across artificial membranes mediated by cryptand carriers
5	M. Pitre	1987	Membrane transport of heavy-metal cations
4	S. Hansen	1987	Active transport in artificial membrane systems
3	G. Chiddell	1986	Synthesis of crown ethers dicarboxamide derivatives with protonatable side groups
2	S.McDermid	1986	Synthesis and determination of transport properties of an acid amide crown ether
1	P. Dutton	1986	Synthesis of a dithia crown ether tetracaboxylic acid

SERVICE and PROFESSIONAL ACTIVITIES

University and Faculty committees

2011-present	Senate Committee on the Libraries
2009	Committee for the appointment of the President – elected from the Faculty of Science
2008	Vice-president research ad hoc committee to review IDC
2008	Vice-president research ad hoc committee to review indirect costs
2007	Program review: Integrated energy Systems
2006	Program review: Center for Forest Biology
2005	Science Building User's committee
2004-06	President's distinguished Service Award selection committee
2004	Review committee: IESVic
2003	Review committee: Center for Forest Biology
2003-04	4163 Component 1&2 bargaining team
2000	Search Committee - Chair of Biology
1999	Faculty of Science - Faculty Renewal Plan Committee
1999- 01	Priorities and Planning Committee
1999- 01	Faculty of Science - Research Advisory Committee
1998- 01	Senate Committee on Continuing Studies - member
1997	Committee on Internal Charge-backs
1997	Science Computing Lab Committee
1996-97	Faculty Advisory Committee - alternate
1996-97	Financial Accounting System Advisory Committee
1995-97	Division of Science Library Committee
1992	Radiation Safety Committee - ad hoc Chair
1990	Mass spectrometer Advisory Committee - member
1988-89	Search Committee for Chair of Chemistry - member

1986-87	Faculty Advisory Committee - member
1986	University Safety Officer Search Committee - member, (Aug - Dec)
1984-92	Radiation Safety Committee - member
1984-86	Patent Policy Committee - member
1984	Lansdowne Advisory Committee - member
1982-85	University Health and Safety Committee - chairman
1981-82	University Health and Safety Committee - member

Departmental committees and responsibilities

2012	ARPT – promotion to Associate Professor
2012-present	Undergraduate studies committee
2012	Working group – lab review
2012	Working group - recruitment
2010-present	Awards committee
2010	ARPT1: promotion to professor
2010	ARPT2: promotion and tenure – Chair
2010	ARPT3: promotion and tenure – member
2009-12	Recruitment and Publicity committee
2009-11	Space planning committee
2008	ex officio: ARPT committees
2001-06	ex officio: ARPT committees
1999- 01	Equity Committee
1998-99	Safety Officer
1994- 2010	Space Committee
1990- 1998	Mass spectrometer Coordinator
1990- 01	Graduate Studies Committee - responsible for recruitment
1988- 2001	ARPT committees (initial appointment subcommittees, tenure, promotion)
1986- present	Co-op Committee (Chair, Department rep. 2009-present)
1983	University Research Fellow Selection Committee
1981-90	J.F. Reeves Award Committee
1981-89	N.M.R. Coordinator
1980-85	Safety Officer

Membership and service on professional bodies and societies

2008-present	Registrar – Association of the Chemical Profession of British Columbia
2008-present	Registered Professional Chemist, Province of British Columbia
2007	Charter Member: Association of the Chemical Profession of British Columbia
1999-2002	Coordinating Secretary IUPAC Committee on Nomenclature of Supramolecular Chemistry
1999-2001	Member and technical advisor, Saanich Peninsula Treatment Plant Water Quality Review Panel; Capital Regional District
1996-2002	Marine Monitoring Scientific Advisory Panel Capital Regional District; Chair 1999-2002
1992-present	Member of the American Association for the Advancement of Science
1991-92	Past-Chair, Organic Division, Canadian Society for Chemistry
1990-91	Chair, Organic Division, Canadian Society for Chemistry
1989-90	Vice-Chair, Organic Division, Canadian Society for Chemistry.
1989	Program Chair, Organic Division, 72nd Chemical Congress, Canadian Society for Chemistry
1988	Past-Chair, Vancouver Island Section, Chemical Institute of Canada
1988-90	Treasurer, Organic Division, Canadian Society for Chemistry
1987 - present	Member of the North American Membrane Society
1987 - 1988	Secretary, Organic Division, Canadian Society for Chemistry
1987	Chair, Vancouver Island Section, Chemical Institute of Canada
1986	Vice-Chair, Vancouver Island Section, Chemical Institute of Canada

1981 - 1985	Treasurer, Vancouver Island Section, Chemical Institute of Canada
1980 - 1981	Programme Chair, Vancouver Island Section, Chemical Institute of Canada
1975 - present	Member of the American Chemical Society
1972 - present	Member of the Chemical Institute of Canada, elected to fellowship 1990

Conference organizing committees

2010	Local organizer, Symposium in Honour of Reg Mitchell, UVic, August 2010
2004-2010	Member of the International Advisory Board of the Symposium on Macrocyclic and Supramolecular Chemistry
2002-2006	Chair of the Joint International Symposium of Supramolecular Chemistry and the International Symposium of Macrocyclic Chemistry, Victoria BC, June 25-30, 2006..
2002-2004	Member of the organizing committee, International Symposium of Supramolecular Chemistry.
1995	Corresponding co-organizer, Symposium on Molecular Recognition and Supramolecular Assemblies, Pacificchem '95 Congress, Honolulu, Hawaii, December 1995
1995	Member, Organizing Committee, 8th International Symposium on Molecular Recognition and Inclusion Phenomena.
1989	Canadian co-organizer, Symposium on Molecular Recognition by Synthetic Receptors, Pacificchem '89 Congress, Honolulu, Hawaii, Dec. 1989.

Editorships

2012-2013	Co-guest editor with Stefan Matile, Accounts of Chemical Research issue on Synthetic Transporters
2007-2012	Member, International Advisory Board, Comprehensive Supramolecular Chemistry, VCH-Wiley
1993-present	Member, Editorial Board, Journal of Supramolecular Chemistry

Grant selection committees

2008-10	Scholarships and Fellowships committee – Chemistry, NSERC; Chair 2009, 2010
2002-04	NanoQuebec grant selection committee and advisory board member.
1999-00	Major Facilities Access / Major Equipment / Major Installation Chemistry grant selection committee NSERC.
1998-99	Major Facilities Access grant selection committee NSERC.
1995-96	Interdisciplinary grant selection committee, NSERC.
1990-92	Organic/Inorganic Chemistry grant selection committee, NSERC
1988-91	STARS and GREAT award selection committee, Science Council of B.C.

Reviewing

Grant proposals

2012	US DOE, Swiss National Science Foundation
2011	Frontier Grant program, ICSI France
1993, 94, 96	Science Council of BC
1992, 95, 98, 09, 10, 11	Petroleum Research Fund
1991, 02, 04, 06 - present	NIH Research Grant
1985 - present	NSF Research grants (average 2/yr)
1985 – 2003, 10, 11	Research Corporation/Cottrell Foundation
1983- present	NSERC Research grants (average 3/yr)

Journals

Regular reviewer for:

- ACS: Analytical Chemistry; Journal of the American Chemical Society; Journal of Organic Chemistry; Langmuir; Chemical Reviews; Organic Letters ; Accounts of Chemical Research
- RSC: Chemical Communications; New Journal of Chemistry; Organic and Biomolecular Chemistry; Chemical Society Reviews, Chemical Science
- Nature, Nature Chemistry
- Journal of Inclusion Phenomena
- Journal of Membrane Science
- Angewandte Chemie; Chemistry – A European Journal
- Member – reviewers panel ARCHIVOC – archival journal for organic chemistry

2012: 37 reviews; 2011: 29 reviews; 2010: 29 reviews; 2009: 24 reviews; 2008: 32 reviews; 2007: 31 reviews; etc.

Academic programs and promotions

- | | |
|------|---|
| 2012 | Promotion to Professor; promotion to Associate professor |
| 2011 | Dissertation Quality Review, Brigham Young University, Faculty of Grad Studies |
| 2009 | Program Review, University of Northern BC, Department of Chemistry |
| 2007 | Program Review, McMaster University, Department of Chemistry |
| 2002 | Ontario College of Graduate Studies – Periodic Appraisal of M.Sc. Program in Chemistry, Lakehead University |
| 2002 | Program Review, University of Saskatchewan, Department of Chemistry |

Consulting and technology transfer

- | | |
|----------------|---|
| 2012-present | Green Centre Canada – support of UVic biocide technology development program |
| 2012-present | Flexible Solutions – Board member; surfactant and anticorrosion manufacturer/distributor |
| 2011 | Redlen Technologies – consultant; waste handling |
| 2009 | Thrifty Foods – consultant; waste handling |
| 2007 – present | MHD Technologies – advisory board member; magnetohydrodynamics for electrochemical processes |
| 2005 – present | Sensific Technologies – founding partner, CSO, CEO; membrane sensors |
| 2000- 2002 | Chadwich Consulting, Hebron Resources, H2O Innovations –consultant; centrifugal membrane processes. |
| 1998-2008 | Rho Craft R & D –sub-contractor, consultant, project management; sensors and antifouling coatings |
| 1992 | DuPont Canada - continuation of MBR project. |
| 1988-91 | MacMillan Bloedel Research, Vancouver B.C.: membrane processes for water treatment and chemical recycling in pulp and paper manufacture. |
| 1988-90 | C.B.R., Victoria, 1988-1990: anti-fouling coatings |
| 1985 | Dead Sea Works, Sodom, Israel: membrane processes for potash extraction |
| 1984-86 | Cominco, Trail B.C.: lithium extraction from brines |
| 1984-90 | ReTech, Victoria B.C., followed by Somatin Technologies, Victoria B.C.; membrane processes, sensors, sensor coatings for piezo-electric devices |

TEACHING DOSSIER Thomas Murray Fyles
 Department of Chemistry, University of Victoria
 January 2013

TEACHING EXPERIENCE

Undergraduate courses taught: Complete from 1997.

<i>Year</i>	<i>Course</i>	<i>Hours</i>	<i>Enrollment</i>
2012F	Chem 337	3/wk	42
2012F	Chem 303	3/wk	25
2012S	Chem 434	3/wk	6
2011F	Chem 377	3/wk	42
2010F	Chem 303	3/wk	23
2010F	Chem 337	3/wk	42
2009S	Chem 303	3/wk	35
2009F	Chem 337	3/wk	35
2008S	Chem 303	3/wk	23
2008K	Chem 432	3/wk	8
2006S	Chem 303	3/wk	15
2006F	Chem 231	3/wk Sept. only	206
2006F	Chem 433	3/wk	5
2005S	Chem 433	3/wk	11
2005F	Chem 231	3/wk	190
2004F	Chem 337	3/wk	54
2003S	Chem 433	3/wk	6
2001F	Chem 432	3/wk	7
2000F	Chem 433	3/wk	17
1999F	Chem 433	3/wk	12
1998F	Chem 433	3/wk	11
1997F	Chem 337	3/wk	56
1997F	Chem 433	3/wk	12

Undergraduates supervised: Complete from 1997s.

<i>Student</i>	<i>Type of supervision</i>	<i>Date</i>
R. Woloschuk	Chem 298	2013S
M. Legg	Chem 298	2013S
C. Lombardi	Co-op student	2013S
C. Huang	Co-op student	2013S
P. Danby	Chem 499	2012-2103
D. Duncan	Chem 498	2012F
J. Campos	Chem 398	2012F
A. Neal	Chem 298	2012S
L. Al-Ani	Chem 298	2012S
D. Duncan	Chem 398	2011-12
J. Post	Chem 298	2011-12
P. Danby	Co-op student	2010
K. Genge	Honours thesis	2009-10
M. Thompson	Co-op student, Honours thesis	2008-10
S. Mooi	Co-op student	2008
C. Bromba	Honours thesis	2006-07
O. Thomas	Co-op student, Honours thesis	2006-07
C. Margetts	Co-op student	2006
J. Daoust	Chem 498	2005
R. Bonfield	Co-op student	2005
T. Piga	Co-op student	2005
P. Carrie	Honours thesis	2004-05
J. Momeyer	Honours thesis	2004-05

C. Dennison	Co-op student	2004
D. Amantea	Honours thesis	2003-04
J. Naber	Honours thesis	2003-04
S. Chan	NSERC USRA student	2003
L. Stanlake	summer student	2003
H. Luong	NSERC USRA student	2002
D. Stewart	summer student	2002
J. Arndt	Honours thesis	2001-03
G. Wellings	Majors project	2001
V. Yip	UBC Coop summer student	2001
M. Buchmann	Coop summer student	2001
P. Irg	Honours thesis	2000-01
C. Pinelli	summer student	2000
A. Dixon	summer student	2000
K. Bellman	summer student	2000
T. Mischki	Honours thesis	1999-00
J. Wulff	Honours thesis	1998-99
G. Collins	Honours thesis	1997-98
C. Moorlag	Honours thesis	1996-97
S. Buckler	summer student	1996, 1997

Graduate courses taught Complete from 1997.

<i>Year</i>	<i>Course</i>	<i>Hours</i>	<i>Enrollment</i>
2012S	Chem 634	3/wk	10
2012S	Chem 560 (Membrane)	15 hr	6
2009S	Chem 670	3/wk	4
2006	Chem 590 (Nat. Products)	3/wk	1
2005F	Chem 670	3/wk	10
2004S	Chem 670	3 wk	12
2004F	Chem 590	3/wk	3
2003S	Chem 670	3/wk	9
2003F	Chem 670	3 wk	15
2002S	Chem 670	3/wk	9
2001S	Chem 670	3/wk	13
2001F	Chem 533	3/wk	6
2000F	Chem 538	3/wk	9
1999-00Y	Chem 670	3/wk	12
1998-99Y	Chem 670	3/wk	12
1997Y	Chem 590 (Environmental)	2/wk	1
1997S	Chem 533	3/wk	3
1997F	Chem 590 (Membrane)	2/wk	2

Graduate students directly supervised or co-supervised:complete from 1979

<i>Student</i>	<i>Dates</i>	<i>Degree program; Awarded*</i>	<i>Current position</i>
G. Mitchell	2012- present	M.Sc.	current student
P. Vu	2012-present	M.Sc.	current student
Y. Zong	2011-present	M.Sc.	current student
K. Duncan	2011-present	Ph.D.	co-supervisor; current student
C. Newhook	2010-present	Ph.D.	co-supervisor; current student
P. Parvizi	2009-present	Ph.D.	current student
N. Davey	2009-present	Ph.D.	co-supervisor; current student
A. Dambenieks	2007-present	Ph.D.	current student
J. Moszynski	2007-2011	Ph.D.*	Post-doc FPInnovations Vancouver
D. Amantea	2007-2010	M.Sc. withdrew	Rosteck - Halifax
S. Creba	2007	M.Sc.	co-supervisor; medical school

J. Chui	2004-2011	Ph.D.*	Lecturer Hong Kong
S. Hansen	2003-2011	Ph.D.*	Unknown
H. Luong	2003-2008	Ph.D.*	Lecturer U. Manitoba
M. Buchmann	2001-2006	Ph.D. withdrew.	BC Ministry of Health
K. Mitchell	2001-2004	M.Sc. withdrew	high school teacher
A. McRae	2001-02	M.Sc. withdrew	acting supervisor - not known
S. Yu	2001-02	M.Sc.*	N, Island College instructor
C. Tong	2000-06	Ph.D.*	Asst Prof – VIU Nanaimo
P. Eggers	2000-01	M.Sc.*	Post-doc Monash U
D. Donnecke	2000	Ph.D.*	acting supervisor – lecturer Camosun College
A. Bergen	1998-99	M.A.Sc.*	Mech. Eng. UBC – Okanagan
K. Eggers	1998-01	M.Sc. withdrew	video artist
R. Knoy	1998-00	M.Sc.*	Bekaert, San Diego
C. Hu	1997-02	Ph.D.*	Pepgen, San Jose
T. Sutherland	1997-02	Ph.D.*	Assoc. Prof. Calgary
D. Lycon	1995-99	Ph.D. Interdisciplinary*	EarthTech Engineering, Vancouver
B. King	1994-99	Ph.D. Interdisciplinary*	O’Conner Associates, Langley
D. Loock	1994-97	Ph.D.*	Res. Assoc., RRCM Kingston
P. Montoya	1992-99	Ph.D.*	lecturer, TRU Kamloops
X. Zhou	1992-97	Ph.D.*	ASM Lithography, Portland
L. Cameron	1992-97	Ph.D.*	PE Biosystems, Seattle
B. Zeng	1992-97	Ph.D.*	Tanabe Research, San Diego
C. Shan	1992-95	M.Sc.*	unknown
K. Kaye	1988-91	M.Sc.*	AXYS Analytical, Sidney
S. Valiyaveetil	1987-92	Ph.D.*	Professor, Singapore U.
N. Blacker	1987	withdrew	Unknown
T.J. James	1986-1992	Ph.D.*	Professor, Bath U., U.K.
M. Zojaji	1986-1992	Ph.D.*	Cosmet, San Jose
P.J. Dutton	1985-88	Ph.D.*	Assoc. Prof. U. Windsor
A. Anantanarayan	1984-88	Ph.D.*	Searle Pharmaceuticals, Chicago
D.A. Appanna	1981	withdrew	Unknown
D. Whitfield	1980-83	Ph.D.*	NRC, Ottawa

Other graduate student supervision Complete from 1997.

Types of supervision: 1) member of supervisory committee (but not direct supervisor or co-supervisor); 2) External examiner; 3) Chair of examination committee

<i>Student</i>	<i>Dates</i>	<i>Program</i>	<i>Type of supervision</i>
B. Davies	2012-present	MASc Mechanical Engineering	1
J. Boice	2012-present	PhD Chemistry	1
J. Botero-Cavdid	2011-present	PhD Mechanical Engineering	1
T. Yu	2011-present	MSc Chemistry	1
M. Hendricks	2011	MSc Astronomy	3
E. Iman	2011	PhD Chemistry (U Kwazulu-Natal, SA)	2
K. Daze	2010-present	MSc Chemistry	1
G. Quinn	2010	MSc Geography	3
G. Nawn	2009-present	Ph.D. Chemistry	1
A. Shejwalkar	2009-present	Ph.D. SEOS	1
B. Schulman	2009-2012	Ph.D. Biochemistry	1
N. O’Rourke	2009-present	PhD Chemistry	1
J. Pape	2009-2011	M.Sc. Chemistry	1
S. McKinnon	2009-2010	Ph.D. Chemistry	1
G. Coke	2009	MSc Statistics	3
B. Bahr-Hosseini	2009	MASc, Electrical and Computer Engineering	3
R. Woods	2009	PhD Mechanical Engineering	3

C. Bromba	2007-2012	M.Sc. Chemistry	1
J. Wang	2007-2012	Ph.D. Chemistry	1
R. Stoodley	2007	Ph.D. Chemistry (UBC)	2
P.V. Singh	2007	Ph.D. Chemistry (IIT Delhi, India)	2
M. Zsomer	2006-2012	M.Sc., Chemistry	1
A. Coulter	2006-2012	Ph.D. Biology	1
A. McKie	2006-2008	M.Sc., Chemistry	1
R. Shrivastava	2008	Ph.D. Chemistry (IIT Delhi, India)	2
Q.G. Gui	2005	M.Sc., Comp. Sci.	3
S. Caldwell	2004-2006	M.Sc., Chemistry	1
R. Cheyne	2004-2005	M.Sc., Chemistry	1
C.M. McCollum	2004	M.Sc., Biology	3
J. Spence	2004	Ph.D., SEOS	3
A. Bergen	2003-2008	Ph.D., Mech. Eng.	1
J. Sun	2003- 2007	Ph.D., Chemistry	1
G. Hager	2002-2008	Ph.D., Chemistry	1
D. Friesen	2002-2005	Ph.D., Chemistry	1
D.J. Myles	2002-2005	Ph.D., Chemistry	1
P. Diamente	2002-2005	M.Sc., Chemistry	1
B. Kovisto	2001-2005	Ph.D. Chemistry	1
P. O'Conner	2001-2004	Ph.D. Chemistry	1
L. Amundson	2001-2003	M.Sc. Chemistry	1
Y. Wang	2001-2003	Ph.D. Chemistry	1
S. Burr	2001	Ph.D. Biochem.	3
D. Stachera	2001	Ph.D. Chemistry, McMaster	2
E. Hayashi	2001	M.Sc. Physics	3
S. Rayne	2000-2005	Ph.D. Chemistry	1
Y Fedorchuk	2000-06	Ph.D. SEOS	1
B. Poulis	1999-2004	Ph.D. Biology	1
S. Bandyopadhyay	1999-2004	Ph.D. Chemistry	1
C. Jeffrey	1999-2004	Ph.D. Chemistry	1
M. Lukeman	1999-2003	Ph.D. Chemistry	1
S. Swansburg	1999	Ph.D. Chemistry, Queen's	2
A. Thornton	1999	M.Sc. Biology	2
T. Porcelli	1999	Ph.D. Physics	3
M. Lemaire	1998-2002	Ph.D. Chemistry	1
A. Dyck	1998-2000	M.Sc. Chemistry	1
D. Clyne	1998	Ph.D. Chemistry UBC	2
L. Yu	1998	M.Sc. Biochem.	3
Y. Wang	1998	Ph.D. Chemistry	1
J. Pharoah	1997-2002	Ph.D. Mech. Eng.	1
O. Rinco	1997-2002	Ph.D. Chemistry	1
D.R. Patton	1997-2000	Ph.D. Physics	1
D. Brousmiche	1997-2000	Ph.D. Chemistry	1

Postdoctoral Supervision complete from 1979

<i>Postdoctoral fellow</i>	<i>Dates</i>	<i>Present position</i>
W.F. van Straaten	1993-95	Shell, Amsterdam
G.D. Reimer	1984-86	CanTest Vancouver; private consultant

Training and Supervision of highly qualified personnel Complete from 1997.

<i>Supervised co-worker</i>	<i>Dates</i>	<i>Present position</i>
A. Killikelly	2007-2008	PhD/MD program NYU
S. McWilliams	2006-2007	Medical resident
D. Amantea	2004-2006	Technical sales

A. Brett	2004-2005	Pharmaceutical sales rep.
E. Sanchez	2001	Technical support, Micromass
D. Robertson	1997-98	Self employed programmer/consultant

SUMMARY of STUDENT EVALUATIONS of TEACHING: complete from 1999

Questions 2009-present:

- The instructor's explanations of concepts were clear.
- The instructor motivated you to learn in the course.
- The instructor was available to answer questions or to provide assistance.
- The instructor ensured that assignments and tests were returned within a reasonable time.
- The instructor demonstrated respect for students.
- Overall the instructor was effective in this course.

Scale: 1 Very Poor; 2 Poor; 3 Adequate; 4 Very good; 5 Excellent

Course	Year	#	2	3	4	5	7	8
Chem 337	Fall 2012	42	3.7	3.6	4.4	4.7	3.6	4.0
Chem 303	Fall 2012	25	4.6	4.0	4.4	4.9	4.8	4.4
Chem 434	Spring 2012	6	4.7	4.7	4.3	5	4.7	5.0
Chm 634	Spring 2012	9	4.4	4.1	4.7	4.3	4.7	4.6
Chem 337	Fall 2011	39	4.0	4.0	4.3	4.7	4.3	4.3
Chem 337	Fall 2010	40	3.7	3.7	4.5	4.7	4.3	4.2
Chem 303	Fall 2010	21	4.4	4.4	4.7	4.9	4.8	4.8
Chem 337	Fall 2009	24	3.7	3.3	4.2	4.7	4.3	4.0
Chem 303	Spring 2009	26	4.1	3.7	4.6	4.6	4.4	4.4

Questions 1999-2008:

- The instructor's ability to present the material.
- The instructor's ability to stimulate your interest in the subject.
- The instructor's availability and helpfulness outside of lecture time.
- The fairness of exams, assignments & marking.
- The instructor's concern and respect for students.
- The instructor's overall performance & effectiveness.

Scale: 1 Poor; 2 Fair; 3 Good; 4 Very good; 5 Outstanding

Course	Year	#	1	2	3	4	5	6
Chem 432	Summer 2008	6	4.2	4.3	3.5	4.3	3.8	4.0
Chem 303	Spring 2008	19	4.3	3.7	3.6	4.4	3.9	4.2
Chem 433	Fall 2006	5	4.8	4.8	4.4	4.6	4.4	4.6
Chem 303	Spring 2006	10	4.0	4.1	3.9	4.7	4.2	4.1
Chem 231	Fall 2005	125	4.1	3.5	3.6	4.3	3.6	3.9
Chem 433	Spring 2005	7	4.7	4.7	3.7	4.9	4.3	4.7
Chem 337	Fall 2004	36	4.3	3.7	3.6	4.5	4.2	4.0
Chem 433	Spring 2003	4	2.7	4.0	4.2	5.0	4.0	3.7
Chem 432	Fall 2001	6	4.3	4.5	4.5	4.8	4.3	4.5
Chem 433	Fall 2000	14	4.1	4.0	4.0	3.9	3.7	3.9
Chem 433	Fall 1999	8	3.1	2.9	2.7	3.6	3.1	3.2

TEACHING PHILOSOPHY

I am inherently a generalist, and I am impatient with the constraints of discipline boundaries. I am also very keen on my own continual learning. Consequently, every course I teach will have material and ideas that are new to me, and will attempt to stretch discipline boundaries. This is risky, and sometimes the result is not as good as it could be. For example, the Fall 1999 version of Chem 433 (Natural Products Chemistry) involved a significant body of the then emerging area of Combinatorial Biochemistry; it was too broad a canvas for many students, and the evaluations revealed considerable frustration. The Fall 2000 version of the same course covered the same core, but involved more Enzymology as background, with an improvement in both student performance and satisfaction. The same thing appears to have occurred in the Fall 2009 version of Chem 337. Here I used a combination of peer-learning in groups and the structure-visualization tool Jmol. This was too tough on some students and adjustments improved learning the following year. My tinkering with

peer-learning has produced ups and downs as I learn how to use this technique in a variety of situations. Despite the risk, there is the overwhelming advantage that it is clear to the students that I am learning along with them. This aspect of "co-learning" is the central characteristic of graduate student research supervision, and underpins all of my current teaching of both graduate and undergraduate students.

HONOURS

2007: Teaching Award, Faculty of Science, University of Victoria

NARRATIVE of TEACHING EXPERIENCE

2012: The Chem 337 course-pack revision was completed and the students' response remains positive. The main effort of the current year was on the groups projects. These engendered much more resistance from the outset as I did the initial assignments of groups. Although the eventual products from the group projects were at their usual good standard, the complaints levels were significantly higher than in previous years. This is extensively reflected in the student comments. Whether this is a direct result of assigning groups rather than allow self-selection is unclear. The recent Senate policy on peer-evaluations undercuts a component of the way these groups work, so the area requires a reworking for the coming year. This will also be required to accommodate the loss of the lab from 2013 onwards.

Chem 303 followed the previous format with similar group projects work. The additional component this year involved additional lectures on base metals extraction and refinement and fertilizer production.

2011: My goal for Chem 337 2011 and 2012 is a revision of the coursepack to introduce an early (review) section on biochemicals: amino acids, nucleic acids, carbohydrates, and cofactors. This will allow me to later in the course to develop more enzyme examples using cofactors and redox chemistry. The course is full, so the traditional physical organic chemistry: LFER, solvent effects of rates and equilibria are being greatly reduced. The core physical organic ideas can be incorporated into the remaining materials. This is quite a big reworking of the course, so will likely occur over two years. New material was added to the course pack in 2011, with deletions and a reworking of the tutorial questions to occur prior to the 2012 version. Use of the fillable pdf format for peer evaluation submission was refined and the problems were largely resolved.

Also in the 2011-12 academic year I have reconnected with Chem 434 and co-listed Chem 634 (Physical Organic Chemistry). The last time I taught this course number (1980's) it was a mechanisms course. In the recent incarnation it is a structure-property course. About a third can be repurposed from Chem 337, but the rest is de novo (to me).

2010: The 2010 version of Chem 303 was unchanged with respect to content in lectures, but I placed considerably more emphasis on continuity between group projects and the linkages to the lecture materials. The projects built from relatively simple (energy content of Victoria sewage at the proposed McLaughlin Point plant), to more complex (embodied energy of gasoline derived from oils sands). The latter was based in part on intermediate projects on the extraction and refining steps. The group deliverable in each case was an annotated and functional Excel spreadsheet. In this and the parallel writing projects I provided editorial comments (grammar, logic, presentation, content) prior to the final submission. This reduced the actual marking task so I could provide "next day" return of graded materials. The peer evaluation component of the group project worked correctly overall, but I experimented with "fillable pdf" forms and electronic submission as opposed to paper form submission. The technology was not entirely successful and will need refinement.

The 2010 version of Chem 337 placed significantly more teaching effort on the use of Jmol for molecule visualization. The course pack structures were updated and linked to web versions (web.uvic.ca/~tmf/337/Jmol/coursepack/coursepack.htm) and I spent more time in lectures on how to use the Jmol tools to pose and answer specific questions about structures. The anxiety of the 2009 student comments is absent in the 2010 comments. I also shifted the group assignments entirely onto the web and accepted only electronic submissions. The latter allowed me to insert comments into the documents (editorial and grading) and dealt with the distribution of the comments among group members. The problems with fillable pdf forms for peer evaluations cropped up in this class as well. In general I was less happy with this version of the course than the student comments and scores would indicate; the latter show no declines and several areas of increase. My own frustrations are with the very low level of chemical understanding of the biochemistry that students have successfully memorized in other courses.

2009: The 2009 version of Chem 303 covered the same materials in lectures as in previous years with some additional information on atmospheric chemistry. The projects done early in the term reinforced the material of the lectures. In the later projects, student groups worked on a problem at the Thrifty Foods industrial kitchen on Keating Cross Road. Thrifty Foods had approached Chemistry to see if we could provide any insight into why their waste treatment facility routinely exceeded the allowable levels for discharge to the Saanich sewerage system. The students planned what data would be required, some data was acquired by Thrifty personnel and a student in Chem 461, and the results were analyzed by the Chem 303 students. Effectively they determined a mass and volume balance for the functions of the kitchen. This led to remediation proposals. The project was presented to Thrift Foods senior managers. Some of the proposals have been implemented and the plant is now in compliance. The class effectively behaved as a consultant to the company and used collaborative writing on a wiki to produce the final report. The report when submitted ran to about 55 pages of well-edited prose and well-researched discussion. The short-term impacts have been clearly positive on the students and a number have incorporated this experience on their CVs.

Also in 2009 – buoyed by the success of the wiki-based writing experience – I used three peer-evaluated projects in Chem 337. The assignments and the submissions, including editorial feedback from me, were done electronically. In general the writing skills of the students were not as good as I had come to expect from the 303 class and there were some additional technical skills required that some students found difficult. This needs refining in the next offering (Fall 2010).

2008: Based on prior experiences with peer evaluations and group work, the Spring 2008 edition of Chemistry 303: Industrial Chemistry with Emphasis on Water Pollution, included a large component of group work, all of which is graded by me and the peers. The topics and coverage have evolved based on the 2006 version with a more explicit emphasis on energy. Based on my recent experiences in private industry, I have introduced explicit projects, timelines, and goals that will assist students to develop “transferable skills”: ability to work in groups, ability to produce critical summaries and technical reports for group discussion, timeline management of multiple projects. The most recent group project on a conceptual design for the East Saanich sewage treatment plant to be located adjacent to the UVic Family Housing produced some very innovative proposals for water re-use’

2006: In the Spring 2006 term I took on a new course – Industrial Chemistry with Emphasis on Water Pollution. This course was created by Martin Hocking (now retired) and I had to learn some of the material. At the same time, it became clear as the course progressed that the course ought to shift towards liquid fuels and energy issues. I added quite a bit of additional material on “bio” fuels and the concept of the biorefinery as a result of this realization, without altering the overall structure and coverage of the course. This was possible through the use of weekly “project” sessions in which groups of students work to a position on a topical issue: Victoria versus Vancouver drinking water quality, design of a sewage plant for Princeton BC, energy cost of ethanol from corn, energy balance for “cellulosic ethanol”, does Victoria need sewage treatment?, etc. This final project spanned several weeks and included a component of peer evaluation into the final grade. With the exception of the final project, all the other project sessions were ungraded. I was impressed by the way the students took to these projects and it opened my eyes to the potential of project-based learning and peer evaluation. The student comments on these projects were largely positive and made a number of good observations on group size, prior preparation, and setting expectations.

In the Fall 2006 term I refined the group project and peer-evaluation process further in Chem 433. There were only 6 students in this class, so this lent itself to two groups of three. One session per week was given to group projects. The project topics were circulated in advance and the projects were largely designed to be competed and discussed within a 50 minute session. I have taught this course many times previously, and there is a huge body of relevant material that could be included. With effectively 2/3 as many lectures I had drastically prune to cover the key issues, and use the projects to refine the ideas. Assignments were also done within the same groups, with some class time provided for group work so I could see how the groups were progressing on these more challenging problems. Each group handed in one assignment that I graded for 70% of the mark (same for each group member). The remaining 30%, which varied for each student, came from peer-evaluation by the other group members using a budget of scores assigned to various areas related to group performance and function (background preparation, contribution to problem solving, contribution to group dynamic). This zero-sum process required students to make hard evaluations and to examine how they worked in groups. The comments on these evaluations were both brutally honest and, from my observation, very fair. I summarized the comments and provided feedback to each student. Informal feedback indicated that the students had considerable “buy-in” to the process and used the projects as a key learning tool. The final exam included two questions previously used (1997, 1999). Both questions probed information that I did not cover in lecture but was background for projects. Both questions were very

well done, indicating the students had a good understanding of this information that I had “dropped” from the lectures. Scores from the traditional lecture and the group learning were directly comparable for these two questions.

2005: After a break of nearly 20 years, I taught Chem 231 – Introductory Organic Chemistry – in the Fall of 2005. This was my first experience with a class of 200 students and I spent much of the term simply coming to grips with the challenges of a large section course. I was also course coordinator for Chem 231, so the administrative side was an additional challenge. Nonetheless, there were some minor adjustments to coverage and presentation, and I anticipated introducing more substantial changes in the Fall of 2006. I started some of these in September 2006, but the course passed to a colleague before Thanksgiving so I did not see the effect – positive or negative. The main innovation was a daily feedback to me from every student in the form of a half-sheet question based on the current and immediately preceding material. This is an “analog” version of the clicker technology. At its core, organic chemistry requires students to draw structures; a choice among several well-drawn structures is not as useful a learning experience as the confronting of a blank page. Following the lecture, I quickly sorted the responses into piles that I weighed to create a pie-chart for use at the start of the following lecture as a catch-up and correction process.

2001: I developed from scratch a pair of new courses in Organic Synthesis at the 4th year (Chem 432) and graduate level (Chem 533). These courses are a new addition to the revised 3rd/4th year curriculum in Chemistry. The goals of the courses were to provide a broad view of the creation of synthetic pathways, to expose the full range of modern synthetic techniques, and to develop a critical evaluation of published syntheses. The course involved extensive tutorial and discussion work with the class as whole, based on weekly sets of tutorial problems. Only 17 of 39 class sessions involved traditional lectures. All class materials and extensive answers all tutorial problems were posted on the web within a day of the tutorial session. Undergraduates and graduates attended the same classes. The undergraduate evaluation was based on a conventional 2 midterms plus term paper plus final exam format. The grad students were assigned individual problems and readings, and did three written projects. In addition to the enrolled students two faculty members attended all classes – in anticipation of a teaching assignment of this course.



University
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Associate Vice-President Academic Planning

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MEMO

Date: April 10, 2013
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Copy: Dr. Howard Brunt, Vice-President Research
Re: **Centre for Biomedical Research (CFBR)**

At its meeting of 10 April 2013, the Senate Committee on Planning discussed the proposal to extend the renewal of the Centre for Biomedical Research and approved the following motion:

*That the Senate Committee on Planning recommend that Senate extend the renewal of Approved Centre Status for the **Centre for Biomedical Research (CFBR)** until 31 December 2013.*

:mam

Committee Membership:

Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Prof. Donna Greschner
Dr. Merwan Engineer
Dr. Stan Dosso
Dr. Tim Iles

Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Ms. Norah McRae
Dr. Maureen MacDonald
Dr. Howard Brunt
Ms. Carrie Anderson
Ms. Julia Eastman
Dr. David Turpin
Ms. Maureen Moffatt (Secretary)

MEMORANDUM



University
of Victoria

Office of Vice President Research
Administrative Services Building, Room A110
PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7971 Fax (250) 472-5477
E-mail: avpr@uvic.ca Web: www.research.uvic.ca

Date: March 25, 2013
To: Dr. Catherine Mateer, Chair Senate Committee on Planning
From: D. Michael Miller, Associate Vice-President, Research 
Re: Centre for Biomedical Research (CFBR)

I am writing under the delegated authority of the Vice-President Research. Dr. Brunt has reviewed and is in agreement with this recommendation.

An external review of the CFBR was conducted in 2009 and the CFBR was renewed for the period January 1, 2010 to December 31, 2012. A year ago, I recommended an extension of the CFBR approval by six months to June 30, 2013 so that the review of the Centre could be conducted at the same time as the consideration of Dr. Paul Zehr as CFBR Director. That was approved by Senate.

We delayed the consideration of Dr. Zehr's reappointment pending a resolution of issues regarding his cross-appointment in Medical Sciences. That issue has recently been resolved. Having planned to do the Director reappointment and Centre review together, we now find there is insufficient time to complete the Centre review by June 30. I therefore request that the Senate Committee on Planning recommend the following motion to Senate:

That the Senate Committee on Planning recommends that Senate extend the renewal of Approved Centre Status for the Centre for Biomedical Research until December 31, 2013.

Please note that the requested six month extension means the CFBR will have been renewed for four years January 1, 2010 to December 31, 2013. I further note that this second extension will provide CFBR more time to consider recently developing interests of researchers in Engineering in biomedical research which will strengthen prospect for the growth of the Centre.

DMM
MM:mw



University
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MEMO

Date: April 10, 2013
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Copy: Dr. Howard Brunt, Vice-President Research
Re: **Pacific Institute for Climate Solutions (PICS)**

At its meeting of 10 April 2013, the Senate Committee on Planning discussed the proposal to extend the renewal of the Pacific Institute for Climate Solutions (PICS) and approved the following motion:

*That the Senate Committee on Planning recommend that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the **Pacific Institute for Climate Solutions (PICS)** for the period 1 April 2013 – 31 March 2018 as described in the attached documents. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.*

:mam

Committee Membership:

Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Prof. Donna Greschner
Dr. Merwan Engineer
Dr. Stan Dosso
Dr. Tim Iles

Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Ms. Norah McRae
Dr. Maureen MacDonald
Dr. Howard Brunt
Ms. Carrie Anderson
Ms. Julia Eastman
Dr. David Turpin
Ms. Maureen Moffatt (Secretary)

MEMORANDUM



University
of Victoria

Date: March 27, 2013
To: Dr. Catherine Mateer, Chair of the Committee on Senate Planning
From: Dr. Howard Brunt, Vice-President Research
Re: Renewal of the Pacific Institute for Climate Solutions (PICS) as an Approved UVic Research Centre

I am writing to recommend the continuation of PICS as an approved Inter-institutional research centre for a further five year term. PICS, a UVic-led collaboration with SFU, UBC and UNBC, is housed in University House 1 on our campus and is under the direction of Dr. Tom Pedersen.

An external site-visit and review of PICS was conducted on October 15 and 16, 2012. The panel also met by teleconference with the program committee, which includes representatives from the other institutions. The appended report dated January 5, 2013 was provided by the review panel comprised of:

- Chair: Dr. Joseph Doucet, Interim Dean, Alberta School of Business, University of Alberta
- Dr. Daniel Kammen, Director, Renewal & Appropriate Energy Laboratory, UC Berkeley
- Dr. Richard Keeler, Department of Physics, University of Victoria

Dr. Kammen participated in the site visit but, due to other unanticipated commitments, did not contribute to writing the report. This delayed both the submission of the initial draft and the finalization of the report. Nonetheless, I had a teleconference with Dr. Kammen and he agreed with the recommendations and comments made by Drs. Doucet and Keeler. While PICS received a positive review and supported its continuation, the panel made a number of recommendations regarding its next five-year mandate.

Governance and Administration

The panel has offered a number of observations and suggestions on how to improve the effectiveness of the PICS Advisory Board.

The report comments on the frequency of meetings of the PICS Program Committee (PC) but also acknowledges that this supports engagement across the institutions. The panel has observed that *a legitimate concern might be the extent to which the PC knowingly or not, enforces the status quo, because of the challenge of achieving consensus with such a large number of individuals from four institutions.* This recommendation will be considered by the Executive Committee and the Director as

PICS develops; however, given the collaborative nature of the organization, I believe the benefit of consensus building outweighs this particular risk at present.

The report comments favorably on the morale of PICS employees, the effectiveness of the PICS executive committee and the facilities at UVic.

The report comments on the percentage of PICS funds allocated to administrative functions and noted the Director did provide rationale for the current allocation. They did provide the following important advice: *the fact that a significant proportion of PICS funds go to administrative functions (including communication and outreach) reinforces the fact that PICS would benefit a great deal from collaborations that brought in additional funds and thus allowed for greater leverage of resources.* Both the PICS Director and I agree with this recommendation and it underscores the need to capture how PICS support is leveraged by the climate research community it serves.

Scientific Vision and Focus

The panel characterized PICS's scientific vision as *quite broad and quite ambitious*. The panel describes PICS's pursuits as worthwhile and states all have tangible benefits, but questioned whether PICS creates the largest benefit possible by *striving to do all things*. The report states:

The panel does not wish to suggest a direction for the Institute and indeed this would not be appropriate. However the panel does suggest that the Institute does need to invest in identifying where the most important scientific and social contributions can be made, and focusing its efforts and resources in these areas. This will be a difficult discussion.

I support this suggestion and note that the PICS Director has indicated that this is in full agreement with the strategic planning that is underway at PICS. That planning in fact commenced before the review.

Accomplishments, Activities, Impact and Metrics

The panel report comments on the variety of activity in PICS and notes: *It is clear that the Institute is creating knowledge and insight in the areas of study.* The panel also comments that: *An essential success is the sense of community and engagement created across a large number of researchers located at four geographically separated sites.* Most importantly, the panel comments:

The broad interpretation of the goals and role of the Institute that exists reflects the short time it has been operating. A more focused approach will require better control of the expectations users and participants have of the Institute. Again, reaching greater clarity in setting and articulating the Institute's goals, and subsequently leading the broad range of stakeholders in working toward these goals is the principal challenge faced by the Institute and its Executive Director.

I agree with the panel that PICS should undertake a more focused approach based on the broader range of successes achieved in its first five years. This will help focus the impact and make it better recognized and more measurable. As noted above, these comments will be taken into account during the current strategic planning exercise at PICS.

Panel Recommendations

- a) *There is no doubt in the panel's mind that PICS is a valuable and viable Institute and we enthusiastically recommend its continuation. We recognize and applaud the tremendous leadership offered by Dr. Tom Pedersen.*

I agree with the panel and support the continuation of PICS as a UVic research centre. I note the panel's positive comments regarding Dr. Pedersen's leadership (formal review of the Director is a separate process).

- b) *The panel recommends that the scientific vision and objectives of the Institute be reviewed and likely narrowed. A clear articulation of the vision should allow the Institute to develop a more effective governance structure, adapted to the vision, as well as specific metrics to evaluate the Institute's success in achieving its goals. Further, this should help the Institute in reaching out to other organizations (private sector, funders, other institutes, etc.) to broaden and increase its impact.*

I endorse this recommendation and note again that it is consistent with the strategic planning already well underway at PICS.

Conclusion and Recommendation

The external review team has provided a positive assessment of PICS as a UVic research centre and has made very constructive observations, suggestions and recommendations to be considered as PICS evolves. The panel has enthusiastically recommended the continuation of PICS as a UVic research centre.

The PICS Director, Dr. Tom Pedersen, has reviewed the report and indicated his acceptance and support for the panel's observations, suggestions and recommendations.

I therefore recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period April 1, 2013 through March 31, 2018. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

Review of the Pacific Institute for Climate Solutions (PICS)

January 05, 2013

Chair: Dr. Joseph Doucet, Interim Dean, Alberta School of Business, University of Alberta
Dr. Daniel Kammen, Director, Renewal & Appropriate Energy Laboratory, UC Berkeley
Dr. Richard Keeler, Department of Physics, University of Victoria

1. EXECUTIVE SUMMARY:

The panel finds that the Pacific Institute for Climate Solutions (PICS) is a very well run organization with a great deal of stakeholder and institutional support. The Institute's Executive Director provides significant and effective leadership, the four participating universities demonstrate support and commitment and the stakeholders (students, researchers, staff and external stakeholders) all speak very highly of the Institute's activities and programs.

Going forward, the single most important challenge, from the panel's point of view, is for the Institute to narrow and define its scientific focus in order to increase the impact of its programs and activities. This is not to say that the activities to date have not been productive. On the contrary, PICS has been quite productive on many fronts and is to be congratulated for its level of activity in the short time in which it has been operating. However, the panel wonders if the scope of activities and focus is simply too broad, even with the significant funding that exists.

The above also speaks to the need to engage more and more effectively with the private sector and possibly other funders. This could bring not only more resources but also greater impact from activities and programs.

Finally, with more clarity on the scientific focus, the Institute might wish to consider adapting some of the governance structures.

2. BACKGROUND ON PICS

Introduction

The Pacific Institute for Climate Solutions (PICS) is a collaborative knowledge network that brings together leading researchers from British Columbia (BC) and elsewhere to study the impacts of climate change and to develop solutions that will lead toward climate change mitigation and adaptation, in BC and beyond.

With research as its foundation, PICS produces publications and educational tools and engages in outreach activities that inform audiences as diverse as policy makers, industry, educators, students and the general public about climate change issues and solutions.

Created in 2008 with a major endowment from the Government of BC, PICS is hosted and led by the University of Victoria in partnership with BC's three other research-intensive universities: Simon Fraser University, the University of British Columbia and the University of Northern British Columbia.

Objectives

- *understanding the magnitude and patterns of climate change and its impacts;*
- *evaluating the physical, economic and social implications;*
- *assessing mitigation and adaptation options and developing policy and business solutions;*
- *evaluating and strengthening educational and capacity-building strategies to address climate change; and*
- *communicating climate change issues to government, industry and the general public.*

The self-assessment document prepared for the review presents an overview of the history and organization of PICS, its programs and products, as well as an assessment of challenges and successes realized in the institute's first four years. Objectives for the next several years—a potential blueprint for the future—are described in the final section. Five appendices offer details on PICS' governance, publications output, fellowships and direct research support as well as the institute's budget history.

The panel notes that although PICS was formally approved by the Board of Governors of the University of Victoria upon the recommendation of the university's Senate, the Institute's four-university consortium structure with multi-institutional governance renders it somewhat unique. The self-assessment document makes this very clear; it recognizes that the first formal review of the institute will follow University of Victoria procedures, not those of the other consortium members.

Mission

To partner with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.

History: A Brief Evolution of PICS

In February 2007, the University of Victoria (UVic) presented to the Government of British Columbia a draft proposal to establish an independent research agency that would provide knowledge and public education directed toward finding solutions to the climate change challenge. Subsequent discussions with the Province led to the inclusion of a \$90M endowment (plus \$4.5M in start-up funds) in the 2008 provincial budget, funds that established PICS as a politically independent, four-university consortium, hosted and led by the University of Victoria. A portion of the endowment was earmarked at the outset for the support of a companion organization at UVic, the Pacific Climate Impacts Consortium (PCIC).

PICS formally commenced operations on April 1, 2008, and was assigned temporary quarters in the Sedgewick low-rise complex near the centre of the UVic campus. An international search for an executive director began shortly thereafter, and culminated in the appointment of Dr. Tom Pedersen to the position in September of 2009. In the interim, stewardship was provided successively by Drs. Rosemary Ommer, David Rodenhuis, Tom Pedersen and Ned Djilali, each working on a part-time basis.

In 2010/11, a permanent, high-quality, energy-efficient space was created for PICS and PCIC by renovating the former Alumni House (now University House 1) on the northeast corner of campus. Both groups moved to the new quarters on June 6, 2011.

PICS Organization and Structure

At its outset, PICS was formalized as a consortium of the four research-intensive universities in British Columbia: UVic, Simon Fraser University (SFU) in Burnaby, the University of British Columbia (UBC) in Vancouver, and the University of Northern British Columbia (UNBC) in Prince George. UVic hosts and leads the institute and the main office is currently staffed by six full-time (two of whom are 0.8 FTE) and two part-time employees. Each of the other collaborating universities has a full-time PICS coordinator on campus.

High-level oversight of PICS operations is provided by an executive committee chaired by the UVic vice-president research. The committee includes the vice-presidents research (or their delegates) from the other three campuses, the executive director of the Climate Action Secretariat (CAS) of the Province of BC's Ministry of the Environment and other members from the scientific and academic communities. A full list of members is provided in Appendix 1 of the self-assessment document.

A program committee helps shape PICS' research, fellowships and communications programs. Membership primarily comprises two faculty members from each consortium university as well as representatives from CAS and Environment Canada's Canadian Centre for Climate Modeling and Analysis based at UVic. The program committee is chaired by PICS executive director, co-chaired by the associate director, and meets every second Monday by teleconference from September through early July. Program committee members are normally appointed to a three-year term by the vice-president research at each institution. The past and current membership is listed in Appendix of the self-assessment document 1.

An advisory board composed primarily of senior executives from the private sector and NGOs offers broad strategic advice to PICS. As of 2012, the advisory board meets twice each year, on the first Fridays in June and November. The current membership is listed in Appendix 1 of the self-assessment document.

PICS maintains a direct presence on each of the mainland campuses through full-time campus coordinators responsible for liaison with their respective communities and coordination and promotion of local PICS activities. The campus coordinators meet with PICS staff at UVic by teleconference every second Wednesday to discuss current and upcoming operations of the institute as well as progress within their local constituencies.

SCOPE OF REVIEW

The Review Panel received the Centre's Self-Assessment in a timely manner.

During the site visit, the panel conducted an evidence-based, comprehensive, and constructively critical review focusing on the degree to which the Institute has met the purposes of a research centre through its objective and goals. The reviewers were asked to examine and be prepared to comment on the Centre's:

- Calibre and quality of the members' collaborative and/or interdisciplinary research and the degree to which it has enhanced the ability of its members to attract infrastructure and networking opportunities
- Success in assisting its members to attract external research funding support
- Extent and quality of involvement of its members (faculty, students, others) in the activities of the Centre
- Adequacy and effective utilization of its resources through its management of finances, staffing and other resources
- Advancement of student research training and support
- Contributions to the academic mission of the university and the Centre's constituent academic units
- Extent of knowledge transfer to the research community and to society through publications, outreach and other methods
- Impact on the reputation and image of the university

In addition, the Panel was encouraged to comment more generally on:

- Other benefits to the university resulting from the existence of the centre
- The quality of the centre compared to other similar organizations at the national or international level
- Its analysis of the areas of the Centre's strengths and weaknesses
- How the quality and performance of the Centre could be improved

● **MEMBERSHIP OF REVIEW PANEL**

Chair: Dr. Joseph Doucet, Interim Dean, Alberta School of Business, University of Alberta
 Dr. Daniel Kammen, Director, Renewal & Appropriate Energy Laboratory, University of California, Berkeley
 Dr. Richard Keeler, Department of Physics, University of Victoria

● **OUTLINE OF REVIEW PROCESS**

Review Itinerary

October 15th & 16th, 2012

Time	Who	Where
Monday, October 15		
1130-1230	Michael Miller, AVPR Howard Brunt, VPR	PICS Boardroom UH1 002
1230-1330 (catered lunch)	Tom Pedersen, Executive Director, PICS	PICS Boardroom UH1 002
1330-1400	Lawrence Pitt, Associate Director, PICS	"
1400-1430	PICS Executive Committee Howard Brunt U VIC Mario Pinto – VPR, SFU Brent Sauder, Director Sustainability, UBC Geoff Payne, Acting VPR UNBC	teleconference
1430-1445	BREAK	"
1445-1515	PICS Central Staff and Communications Staff Megan Jameson, Wendy Phelan, Robyn Meyer, Jessica Worsley and Coralie Breen	"
1515-1600	Climate Action Secretariat James Mack, Tim Lesiuk, & Thomas White	in person-James, Tim, Thomas
1600-1615	BREAK	
1615-1730	PICS Program Committee	in person-Afzal Suleman & John Fyfe (UVIC) Teleconference- Diana Allen (SFU), Nancy Olewiler (SFU), David Wilkinson (UBC) & Ken Wilkening (UNBC)
1730-1800	Tom Pedersen, Executive Director, PICS, if necessary	PICS Boardroom UH1 002
1830-2230	working dinner for committee	Hotel Grand Pacific, Mark Restaurant, Reservation under Dr. Joseph Doucet Meeting room-Denman Room 241, Hotel Grand Pacific booked until 10:30pm

Tuesday, Oct. 16		
0830-0900	PCIC, Francis Zwiers, Director	Francis will call in from Buenos Aires
0900-1030	PICS Researchers	PICS Boardroom 002 &

	Bob Gifford, UVIC Psychology Brian Starzomski, UVIC Environmental Studies Curran Crawford, IESVIC Hadi Dowladabadi, UBC Art Fredeen, UNBC	teleconference in person-Bob, Brian & Curran teleconference-Art & Hadi
1030-1045	BREAK	
1045-1145	PICS Grad Fellows Steve Conrad, SFU Trevor Williams, UVIC Ian Picketts, UNBC Leila Scannell, UVIC Anita Girvan, UVIC Matt Hall, UVIC (TBC) Amy Sopinka, UVIC	PICS Boardroom 002 & teleconference in-person-Trevor, Leila , Anita, Amy & Matt teleconference –Steve, Ian
1145-1330	Lunch – Hosted by VPR Peter Keller, Dean of Social Science	Camas Room, Faculty Club Dean Keller will pick up guests around 11:45am
1345-1415	PICS Campus Coordinators Kyle Aben, UNBC Sara Muir-Owen, UBC Nastenka Calle, SFU	teleconference
1415-1430	Tom Pedersen if necessary	
1430-1500	PICS Advisory Board- teleconference Jon Rhone Peter Robinson	teleconference
1500-1600	Wrap-up Michael Miller, AVPR Howard Brunt, VPR	VPRE Office, ASB A110
1600	Depart Campus	

3. REVIEW/ASSESSMENT:

The panel's review is presented in three parts.

- Governance and administration
- Scientific vision and focus
- Accomplishments, activities, impact and metrics.

3.1. Governance and administration

The panel offers the following overarching observations on governance and administration:

- Governance appears to be heavy, and likely is not adapted to the way in which PICS might evolve. That said, some aspects of governance that the panel members believed a priori to be inefficient (such as the frequency of meetings of the Program Committee), received high praise from participants, indicating that there is value in current processes.
- Governance should follow, and not lead, the organization's purpose and objectives. The review and choice of purpose (goals, objectives, etc.) should thus be a precursor to the determination of new governance frameworks or models.
- The Institute's administrative processes appear to be very effective in managing activities, integrating across universities.

More detailed observations:

- The Advisory Board (AB) has clearly not been used effectively, and we heard this from several participants in different discussions. We note that the Advisory Board's purpose is unclear, and this likely leads both to ineffective use of the Board and its members, as well as possibly to unfulfilled expectations from some stakeholders. Could this Board be used to increase the impact of PICS activities, as well as to build bridges, including for external funding?
- It appears clear that there has been too little engagement with the private sector. This should be a priority going forward, both in terms of impact, but also for funding, student placement, etc. The Institute is in an enviable position with respect to its endowment, and thus has not been "forced" to engage actively with external funders. This might be one reason that the engagement with the private sector has been relatively limited.
- The panel wonders if there should be members external to British Columbia on the AB, or on the PC? This might help with broadening the message and connections. Of course this question needs to be examined in light of an updated formulation and articulation of the Institute's objectives and strategic plan.
- The Executive Committee (EC) appears to function well, providing the necessary "oversight" at the appropriate level for the participating universities.
- The way in which changes in Governments, or changes in government priorities, will impact PICS, via the EC or otherwise, is an important issue. This also begs the question of the linkage with government and the effectiveness of the relationship.

- The Program Committee (PC) provides a useful way for the four universities to “converse” and “engage” with each other. Despite a meeting schedule that the panel members found to be onerous, there seems to be genuine value in this meeting schedule. It will be interesting to see how this high level of engagement impacts the Institute’s ability to evolve, to set new priorities, modify its programming directions, etc. A legitimate concern might be the extent to which the PC knowingly or not, enforces the status quo, because of the challenge of achieving consensus with such a large number of individuals from four institutions.
- Related to the above point, we note that the fact that some members of the PC are also funded by PICS will likely make it more difficult to adjust the PICS program focus. While this might be unavoidable, it should be recognized.
- The PICS facilities at the University of Victoria appear to be very good, save the location (which is somewhat isolated from the main part of campus, and thus does not facilitate outreach to the broad campus community). This is more of a UVic issue, as it affects the ability of PICS to engage fully with the campus community, and the ability of researchers, in particular graduate students, to engage with each other. With respect to engagement across universities, it appears that great efforts are made to use technology to bridge the geographic divide. Further, the panel heard about a good deal about the very successful UBC-SFU collaboration.
- The morale of the PICS employees appears to be very high, indicating a very good work environment as well as good leadership and management. Their support of the PICS mission is clearly beneficial to all involved (researchers, students, etc)
- The panel initially thought that the percentage of Institute funds allocated to administration functions (across all universities) was rather high. However, the Executive Director provided some insight and arguments regarding the value of the present allocation. That said, the fact that a significant proportion of PICS funds go to administrative functions (including communication and outreach) reinforces the fact that PICS would benefit a great deal from collaborations that brought in additional funds and thus allowed for greater leverage of resources.

3.2. Scientific vision and focus

The panel observed that the Institute’s scientific vision is both quite broad and quite ambitious. Quoting from self-assessment report, the Institute will “study the impacts of climate change and to develop

solutions that will lead toward climate change mitigation and adaptation, in BC and beyond." Even with the financial support that the Institute currently enjoys, this mandate appears to be quite ambitious.

The challenge of an overly ambitious mandate is that it creates expectations that likely cannot be fulfilled. Further, an Institute that gathers researchers and students from four very different institutions, and reaches out to a multiplicity of disciplines, risks spreading itself out too much and not being able to accomplish significant scientific progress in any one area. Added to this are the challenges of balancing research, development of students and outreach activities. All of these pursuits are worthwhile and all have tangible benefits. But does the Institute create the largest benefit possible by striving to do all things?

The panel does not wish to suggest a direction for the Institute and indeed this would not be appropriate. However the panel does suggest that the Institute does need to invest in identifying where the most important scientific and social contributions can be made, and focusing its efforts and resources in these areas. This will be a difficult discussion.

3.3. Accomplishments, activities, impact and metrics

It was pointed out that the tag line of PICS is, "Knowledge, Insight, Action". By all accounts, the progress towards meeting the goals promised has been stellar. The question repeatedly articulated was, what is the best way forward and how to achieve the "next level" of accomplishment. As described above, this is the over-arching challenge faced by PICS and should be at the heart of the strategic positioning of the Institute, both in terms of its scientific vision and focus, and in terms of its governance structure.

There is an extensive list of activities supported by PICS. These include funding people to do research:

- 1) Graduate Fellowships
- 2) Postdoctoral Fellowships
- 3) Visiting Fellows
- 4) Student Internship Program

PICS has been success at disseminating its results through traditional academic streams:

- 1) Journal articles
- 2) Book chapters
- 3) Conference proceedings
- 4) Seminar series

The Institute has also produced more policy oriented material including:

- 1) White papers
- 2) Briefing Notes
- 3) Public lectures
- 4) Media articles, interviews and editorial board meetings

There has been a significant effort to use the internet to reach the widest possible audience;

- 1) Webpage
- 2) Social media accounts
- 3) YouTube videos.

Statistics were presented showing a large amount of activity. The panel met with students and researchers and their enthusiasm and engagement with the Institute was apparent. It is clear that the Institute is creating knowledge and insight in the areas of study.

An essential success is the sense of community and engagement created across a large number of researchers located at four geographically separated sites.

As the self-assessment notes, and the panel observed, measuring impact is more difficult. Some proxy statistics such as theses generated, paper citations etc. should be tracked. The Institute is now in the position where impact from this kind of metric can start to be judged.

The Institute proposes to focus more on solutions and research that has or will have more impact on policy in BC. As part of the discussion around how the program should develop, it would be valuable to build in metrics from the start.

There were different descriptions of PICS depending with whom we met with. These included:

- 1) Applied think tank
- 2) Essentially a funding agency
- 3) A conduit for knowledge
- 4) A conduit to government
- 5) Prepaid consultancy
- 6) Not a lobby group
- 7) Neutral nonpartisan information source
- 8) A source of on the ground solutions

The broad interpretation of the goals and role of the Institute that exists reflects the short time it has been operating. A more focused approach will require better control of the expectations users and participants have of the Institute. Again, reaching greater clarity in setting and articulating the Institute's goals, and subsequently leading the broad range of stakeholders in working toward these goals is the principle challenge faced by the Institute and its Executive Director.

4. RECOMMENDATIONS

There is no doubt in the panel's mind that PICS is a valuable and viable Institute and we enthusiastically recommend its continuation. We recognize and applaud the tremendous leadership offered by Dr. Tom Pedersen.

The panel recommends that the scientific vision and objectives of the Institute be reviewed and likely narrowed. A clear articulation of the vision should allow the Institute to develop a more effective governance structure, adapted to the vision, as well as specific metrics to evaluate the Institute's success in achieving its goals. Further, this should help the Institute in reaching out to other organizations (private sector, funders, other institutes, etc.) to broaden and increase its impact.

The panel wishes to sincerely thank the staff at PICS and UVic (VPR office) for all of their help and support in organizing the review and the very effective management of the entire process. We also thank Dr. Howard Brunt and Dr. Tom Pedersen for their genuine interest and support of the process.



University
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MEMO

Date: April 10, 2013
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Copy: Dr. Howard Brunt, Vice-President Research
Re: **Centre on Aboriginal Health Research (CAHR)**

At its meeting of 10 April 2013, the Senate Committee on Planning discussed the proposal to extend the renewal of the Centre on Aboriginal Health Research (CAHR) and approved the following motion:

*That the Senate Committee on Planning recommend that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the **Centre on Aboriginal Health Research (CAHR)** for the period 1 June 2013 – 31 May 2018 as described in the attached documents. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.*

:mam

Committee Membership:

Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Prof. Donna Greschner
Dr. Merwan Engineer
Dr. Stan Dosso
Dr. Tim Iles

Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Ms. Norah McRae
Dr. Maureen MacDonald
Dr. Howard Brunt
Ms. Carrie Anderson
Ms. Julia Eastman
Dr. David Turpin
Ms. Maureen Moffatt (Secretary)

MEMORANDUM



University
of Victoria

Date: March 22, 2013
To: Dr. Catherine Mateer, Chair of the Committee on Senate Planning
From: Dr. Howard Brunt, Vice-President Research
Re: Renewal of the Centre for Aboriginal Health Research (CAHR)

An external review of the CAHR was conducted on January 31 and February 1, 2013 and the appended report dated February 23, 2013 was provided by the review panel. The CAHR Interim Director, Dr. Charlotte Reading, was given a copy of the review report. She confirmed to me that she fully accepts the assessments and recommendation of the panel and that she did not feel the need to submit a written response.

The review panel report is a comprehensive and insightful assessment of CAHR.

It clearly identifies the funding challenges and opportunities for CAHR and similar centres:

CAHR was successful in attracting significant external funding in the early years of its existence, but the flow of resources has declined significantly for reasons beyond the Centre's control. Both CIHR and MSFHR have changed their approach to funding population-based platforms and capacity-building, and CAHR is experiencing the same decline in funding opportunity as other similar Centres across Canada.

The report elaborates:

However, Aboriginal health remains the most challenging public health issue facing Canadians. New funding opportunities designed to address this problem are emerging and CAHR is ideally positioned to take advantage of these opportunities. It will be necessary to secure new funding through the broader participation of a larger group of UVic faculty, though regional and national "team" type grants in collaboration with similar centres in BC and across Canada, through pursuit of smaller CIHR grants for planning and knowledge translation, through contracts for research support to government, health authorities, and First Nations, and through support from UVic.

The panel has identified the need to engage more researchers from across the university.

Although the Centre continues to have reasonable success with smaller project oriented grants, the small group of three PI's (with one on extended leave), places a very high burden

on the Interim Director to secure funding for CAHR that will ensure stability in core resources for staff and students. CAHR must build stronger relationships with other Centres and researchers at UVic in order to be sustainable in the long term.

The report is also clear on the importance of CAHR for students and the need to engage more students:

The Centre has built a solid, albeit modest, foundation for the research education, training and support of students. The Indigenous students involved with CAHR consider it to be a nurturing harbor for them at UVIC. They have a sense of belonging and cultural safety at the Centre, the importance of which cannot be overstated. CAHR needs to be more well known among the student population, particularly among Indigenous students and others with an interest in Indigenous community or health research.

The need for CAHR to build closer ties with local communities is clearly stated by the panel:

CAHR has a strong national and international reputation, but a more limited reputation locally with First Nations and Health Authorities on Vancouver Island. Active cultivation of these relationships will both better integrate CAHR into policy and program knowledge mobilization, as well as new funding opportunities.

The report offers some very helpful comments on governance and operation of the CAHR and the way forward for CAHR is well summarized in the following statements regarding strategic planning:

The strategic plan provided to the review team is very consistent with the assessment provided in this review, and with the recommendations and suggestions provided for future growth and sustainability. Clearly, the Interim Director recognizes the challenges and opportunities facing the Centre, and she is well prepared to move the centre in several important strategic directions. Most importantly, the Strategic Plan recognizes the need to strengthen local relationships and networks, both at UVic and in the Vancouver Island community, and this assessment supports strategic investment in this area.

However, the Strategic Planning process could be used as a vehicle for engaging the wider UVic and Island communities as stakeholders in the future of CAHR. It appears that the current Strategic Plan, while consistent with the views expressed in this assessment, was developed mostly by the Centre Director and staff. It may be useful to consider a broader strategic planning process as an early initiative in the first year of a new five year mandate for the Centre.

It is significant that the review panel has commented very positively on the CAHR strategic plan and has endorsed the strategic directions laid out in the plan. The panel's subsequent comment that the strategic planning process should be used to engage the UVic and broader community with CAHR is crucial and I am thus making that a requirement for renewal of CAHR. The interim Director has agreed to that and advises she is already working on implementing the panel's recommendations including broadening the strategic planning process.

Note that Dr. Reading has agreed to an extension of her term as Interim Director until December 31, 2013, she started her term on August 1, 2012. A search for a CAHR Director has just started with a view to filling the position by January 1, 2014.

Comments on Review Panel's Recommendations:

1. *The VPR office is currently providing some financial assistance to CAHR in the context of the precipitous drop in CIHR and MSFHR funding in the past two years and this is appropriate given the significant "indirects" recovered over the years from large CIHR grants awarded to Drs. J. Reading, C. Reading and C. Lalonde. Continued bridge funding is recommended to ensure CAHR is able to capitalize on new emerging funding opportunities.*

OVPR will provide financial assistance to CAHR for 2013-14 at the same level as in 2012-13. However, the level of that bridge funding will be phased out over the next one or two budget years. The Centre will have to work at securing external funding to ensure its long term sustainability.

2. *In order to be more inclusive and share the responsibilities of further developing the centre, in addition to sharing resources, there is a need to expand the PI group to a minimum of five or six researchers. Sharing the responsibilities and resources for the development of research partnerships and grant submissions will strengthen the team and allow the PI's to further enhance their own areas of expertise.*

Expanding the number of researchers actively involved with CAHR should be a major priority for the short term.

3. *Building formal research relationships with First Nations communities is critical to the future of CAHR. Current efforts at knowledge translation have been well received and efforts should continue to formally connect with community to identify opportunities for collaborative research partnerships and projects.*

Building enhanced partnerships with First Nations communities, particularly local communities, should be another priority. A new unit, Research Partnerships and Knowledge Mobilization (RPKM), is being created in the Office of Research Services and will be available to assist CAHR in developing partnerships.

4. *CAHR needs to be better known among the student population, particularly among Indigenous students and others with an interest in Indigenous community or health research. It's a hidden jewel. Expanding the pool of students involved, and providing opportunities for students to also connect their supervisors with CAHR, is needed.*

This is primarily the job of CAHR.

5. *Efforts should be taken by the university and other Centres to share resources in a way that will strengthen opportunities for all Centres with an interest in the well-being of Aboriginal people and communities. Collaborative efforts for large scale grants and projects would be beneficial to all involved and provide sustainability while the CAHR continues to develop and establish itself within the UVic and local and regional community.*

This is an important recommendation which will be addressed in a number of ways. The possibility of research centre collaborations in this area will be discussed by the Council of Centre Directors.

RPKM is available to assist in coordinating partnership initiatives across units. We will also seek guidance from Dr. Michael Hayes, Director of Health Research and Education, to determine how to best integrate activities directed to the well-being of Aboriginal people and communities within the overall health research and educational initiatives at Uvic.

Conclusion and Recommendation

The external review team has provided a positive assessment of CAHR with very constructive suggestions on how it should develop in the future. The Centre addresses an area of critical importance to society, locally, nationally and internationally.

I therefore recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Centre on Aboriginal Health Research (CAHR) for the period June 1, 2013 through May 31, 2018. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

University of Victoria – Centre for Aboriginal Health Research

Five Year Review

February 23, 2013

1.0 Executive Summary

In the five years since it was created, the Centre for Aboriginal Health Research (CAHR) has established a foundation of expertise at the University of Victoria. CAHR has relied primarily on large capacity-building grants from CIHR and MSFHR, and carry-forward from the CIHR-IAPH over the past five years. Unfortunately, the funding programs that supported these grants have either been discontinued (MSFHR) or changed (CIHR). CAHR is part of a large national network group (ARNET and NEAHRs) funded by CIHR that includes two other such Centres in British Columbia (affiliated with either UBC or UNBC), and where the majority of researchers currently engaged in Aboriginal health research collaborate with each other and other international investigators. Unfortunately, this has resulted in relatively limited engagement by CAHR with a wider pool of interdisciplinary researchers at UVic, or in local partnerships with Indigenous communities on Vancouver Island or with regional Health Authorities and government. Activating these local partnerships will be vital for the sustainability of CAHR and will require support and coordination from various offices and processes at UVic designed to promote partnerships and Aboriginal issues as a strategic priority.

However, Aboriginal health remains the most challenging public health issue facing Canadians. New funding opportunities designed to address this problem are emerging and CAHR is ideally positioned to take advantage of these opportunities. It will be necessary to secure new funding through the broader participation of a larger group of UVic faculty, through regional and national “team” type grants in collaboration with similar centres in BC and across Canada, through pursuit of smaller CIHR grants for planning and knowledge translation, through contracts for research support to government, health authorities, and First Nations, and through support from UVic.

The Centre has built a solid, albeit modest, foundation for the research education, training and support of students. The Indigenous students involved with CAHR consider it to be a nurturing harbor for them at UVIC. They have a sense of belonging and cultural safety at the Centre, the importance of which cannot be overstated. CAHR needs to be more well known among the student population, particularly among Indigenous students and others with an interest in Indigenous community or health research. Expanding the pool of students involved, and providing opportunities for students to also connect their supervisors with CAHR, is needed.

The University has recognized its interdisciplinary strength in health research and has indicated the importance of building health research and program capacity at UVic. CAHR is an important contributor to the university’s potential and is a particularly important partner to the young School of Public Health and Social Policy (PHSP) as they build Indigenous themes in their undergraduate and graduate programs.

CAHR has developed good working relationships around particular projects with some other research centres, but this could be expanded and strengthened. There is potential for CAHR to take a coordinating leadership role in Aboriginal research across Centres and across the University.

2.0 Preamble/Background

In 2003, Dr. Jeff Reading relocated the Canadian Institutes of Health Research, Institute of Aboriginal Peoples' Health (CIHR-IAPH) to the University of Victoria (UVic) from the University of Toronto. At the completion of his term as Scientific Director in 2008, he established the Centre for Aboriginal Health Research (CAHR) and was named its Director. The vision was for CAHR to become "a collaborative Aboriginal health research centre recognized for its role in building research, training and knowledge translation capacity to support researchers, Aboriginal communities, policy-makers, health professionals and practitioners; helping to improve the health and well-being of Aboriginal peoples in British Columbia." CAHR benefited from having carry-over funds from CIHR-IAPH as well as significant capacity building grants in its initial years. Drs. Jeff Reading and Chris Lalonde were the initial principal researchers involved and Dr. Charlotte Reading joined them shortly thereafter. In 2012, she was appointed as Interim Director of CAHR. As per University of Victoria policy regarding Research Centres that include faculty from more than one Faculty, an external review was required after five years of CAHR operation. A review team consisting of Dr. John O'Neil, (Professor and Dean, Faculty of Health Sciences, Simon Fraser University), Dr. Catherine Cook, (Associate Professor and Associate Dean, Faculty of Medicine, University of Manitoba), and Dr. Leslie Brown, (Professor and Associate Dean, Faculty of Human and Social Development, University of Victoria) agreed to undertake the review. Dr. O'Neil agreed to Chair the review.

The review took place over two days on January 31 and February 1, 2013. The review team was provided with a detailed self-study document and was able to meet with senior university administrators, the CAHR Director, CAHR faculty and staff, affiliated students and other Centre personnel (itinerary provided as an attachment). All meetings were professionally organized, cordial and very informative. The review team met independently to agree to general observations and recommendations and then drafted this report over the next several weeks. All reviewers had the opportunity to review and edit multiple drafts of this report.

3.0 Review:

Purpose 1 – Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.

In the five years since it was created, CAHR has established a foundation of expertise at the University of Victoria. The three PI's are well known, nationally and internationally recognized researchers within the field of Aboriginal Health. Drs. Jeff and Charlotte Reading are relatively new to UVic and have had a relatively brief time frame to build research relationships on the Island and at the university. CAHR is part of a large national network of similar Centres (ARNET and NEAHRs) funded by CIHR and PHAC which includes two other such Centres in British Columbia (affiliated with either UBC or UNBC), and where the majority of researchers currently engaged in Aboriginal health research collaborate with each other and

other international investigators. While there is opportunity to continue to build local research relationships at UVic through networking and partnering on projects, this is evolving slowly.

The initial focus on building the Centre with a national / international focus and minimal formal research engagement with other faculty and researchers at UVic has resulted in limited local opportunities for collaboration on interdisciplinary research. Collaboration with potential partners in the provincial government has also been slow to develop. The CAHR has been actively engaged in knowledge translation activities at the community level; however, First Nations communities have not yet been widely engaged in the actual research partnerships or research relationships that focus on addressing community priorities.

UVic has identified Aboriginal issues as of strategic importance to the university and is in the process of establishing an Indigenous Academic Advisory Council to aid in guiding the academic work of the university in Indigenous programming, engagement with Indigenous communities and student recruitment and support. There is an opportunity through this Council to work with CAHR to establish relationships with Community members and researchers with an interest in collaborating in Aboriginal Health Research.

Establishing a university wide strategy for university promotion and engagement of CAHR is essential. The strategic priorities could include focused efforts on some or all of the following:

- Develop a communication and awareness plan to raise the profile of CAHR, its current PIs, its interests in expanding the PI group, and its affiliated researchers. Raising awareness of CAHR could involve utilizing other university spaces for its events such as Rounds, Knowledge Translation activities and student training workshops. The Plan could include actively engaging with the Directors of other Centers and the Community leadership to collaborate on specific activities and promote content expertise or knowledge translation opportunities.
- Increase the pool of PI's affiliated with the Centre. Currently, Dr. Charlotte Reading, as the PI who has assumed the role of Interim Director for the Centre, is tasked with administrative duties, student supports, teaching, development and management of KT activities, seeking out research partners and affiliates to strengthen opportunities for successful grant making, and the grant writing. The challenges of accomplishing the goals of the Centre with this level of administrative and teaching responsibility are substantial. In order to be more inclusive and share the responsibilities of further developing the centre, in addition to sharing resources, there is a need to expand the PI group to a minimum of five or six researchers. Sharing the responsibilities and resources for the development of research partnerships and grant submissions will strengthen the team and allow the PI's to further enhance their own areas of expertise.
- Collaborate on strategic priority setting with the Directors of other research centres. UVic has fourteen Centres in all – there is an opportunity for the CAHR Director to work with Directors of other Centres (Aging, Youth and Society, Addictions Research, etc) to share interests in

supporting Aboriginal students, engaging local and regional community and in pursuing interdisciplinary research opportunities. The national networking that has been established by Dr. Charlotte Reading in the area of mental health and addictions, HIV / AIDS and the social determinants of health could be incorporated into interdisciplinary research opportunities in healthy aging and other content areas with the UVic Centres. Efforts by the university and other centres to support the baseline activities of the CAHR through sharing resources will be beneficial to all Centres. Collaborative efforts for large scale grants and projects would be beneficial to all involved and provide sustainability while the CAHR continues to develop and establish itself within the UVic and local and regional community.

- Enhance engagement with First Nations Community. Building formal research relationships with the First Nations community on the island is critical to the future of CAHR. Current efforts at knowledge translation have been well received and efforts should continue to formally connect with community to identify opportunities for collaborative research partnerships and projects.

Purpose 2 – To increase and effectively manage the resources and research support for its members and the wider university community.

CAHR has relied primarily on large capacity-building grants from CIHR and MSFHR, and carry-forward from the CIHR-IAPH over the past five years. These grants were obtained through the collaborative efforts of Drs. Jeff Reading, Chris Lalonde and Charlotte Reading. These grants were also networked to co-investigators at UNBC and UBC and were intended to build research capacity in the Aboriginal community, both at the university and in the community. Unfortunately, the funding programs that supported these grants have either been discontinued (MSFHR) or changed (CIHR). Although it is unlikely these funding programs will return in the same format that sustained CAHR in its early years, funding for Aboriginal health will continue to be a priority at both CIHR and MSFHR, and CAHR is well positioned to take advantage of these opportunities as they roll out over the next few years. In the interim it will be necessary to secure funding through the broader participation of a larger group of UVic faculty as described above, through regional and national “team” type grants in collaboration with similar centres in BC and across Canada, through pursuit of smaller CIHR grants for planning and knowledge translation, through contracts for research support to government, health authorities, and First Nations, and through support from UVic. Specific issues raised in the review are listed below:

- CAHR experienced a precipitous drop in funding in 2012/13 as the large CIHR and MSFHR multi-year grants came to an end. The current AHRNetS grant is also likely to end in 2014. This significant change in funding has significantly impacted the staffing capacity of CAHR in terms of its ability to support students, engage with First Nations communities, and support further grant acquisition. Current modest support from the VPR office needs to continue until CAHR faculty are able to secure new funding from changing opportunities in the external environment.
- First Nations in BC are in the process of assuming responsibility for their own health care through the creation of the First Nations Health Authority. The Vancouver Island Health Authority is also engaged in strengthening research capacity. In both of these instances there

will be a need for support and participation from indigenous researchers and CAHR is ideally positioned to provide this support. The UVic leadership at the VPR and Dean's level should support the CAHR leadership in accessing these opportunities.

- CAHR has relied almost entirely on the grants obtained by Drs. J. Reading, C. Reading and Lalonde, albeit with co-investigators in other units at UVic and across Canada. CAHR needs to build a stronger culture of faculty pooling and sharing resources to support CAHR. It was evident in the review that CAHR faculty affiliates see CAHR as a resource to support their own research activities, but they do not recognize a responsibility to help support CAHR. This is understandable given the large sustaining grants held at CAHR in the past, but going forward, CAHR needs a core group of at least 5 "PI"s who share responsibility for the economic well-being of the Centre. It may be necessary to set out policy that requires collaborators and affiliates who rely on CAHR to build relationships with the Aboriginal community, to contribute from their grants to core support at CAHR.
- UVic support for Aboriginal undergraduate and graduate students could be routed through CAHR as a way to both help sustain the Centre and encourage students to build mentorship relationships with CAHR faculty.
- Although it appears that UVic does not have a policy to share "Indirects" from tri-council grants with Research Centres, this does happen at other universities, and the VPR office might consider a strategic investment in CAHR, given the significant "indirects" recovered over the years from large CIHR grants awarded to Drs. J. Reading, C. Reading and C. Lalonde. The VPR office is currently providing some bridge funding to CAHR and continued bridge funding will be necessary to ensure CAHR is able to capitalize on new emerging funding opportunities.

Purpose 3 – To provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units

The Centre has built a solid, albeit modest, foundation for the research education, training and support of students. The summer institute CAHR offered in collaboration with the School of Public Health and Social Policy is popular and connects students, community members, scholars and leaders. They run a brown bag speaker series and a series of student cafes. The CAHR faculty have taken LE, NONET students and received Canada Summer Jobs funding to provide opportunities for undergraduate students to learn research skills. Scholarship and project funding have enable students to work as research assistants on projects of the principal scholars at CAHR. The Centre appreciates the need to strengthen their connection with First Peoples House and the Office of Indigenous Affairs (and their programs such as LE, NONET) and are planning to utilize student volunteers to enhance this.

The Indigenous students involved with CAHR consider it to be a nurturing harbor for them at UVIC. They have a sense of belonging and cultural safety at the Centre, the importance of which cannot be overstated. Additionally, the students consulted saw the opportunities to be exposed to proposal and grant writing, ethics, research projects, scholarship production, public speaking and national and international scholars as invaluable.

Specific issues raised in the review are:

- The Centre offers tremendous support to students, but the number of students involved is modest. Students often find the Centre through the website, and then because of its welcoming and supportive environment they remain connected. CAHR needs to be more well known among the student population, particularly among Indigenous students and others with an interest in Indigenous community or health research. It's a hidden jewel. Expanding the pool of students involved, and providing opportunities for students to also connect their supervisors with CAHR, is needed. It will be important to maintain the cultural safety of the Centre but this doesn't mean that non-Indigenous students might also be attracted to CAHR.
- CAHR could capitalize on an expansive concept of health in order to broaden student (and faculty) participation in its activities. What CAHR models is good research practice, not just health research practice. The image projected by CAHR could be revised so as to open up the research training and education opportunities to a diverse range of students. (This is not to suggest that it's closed to them now, but CAHR is not branded in a way that might attract a broader range of participants.)
- Currently, a small but growing cohort of students sees the Centre as a resource. Faculty at the Centre and throughout UVic could benefit from knowing about and collaborating on student opportunities in Aboriginal Health. There is a need for greater faculty capacity at the Centre. Some affiliated faculty members recognize that CAHR is a very beneficial support for students and are complimentary of the supports they have received and the benefits to individual research programs. However, it is not clear that the wider UVic faculty community is aware of the opportunities for either seeking out Aboriginal students to work within their research teams, or to refer their students to CAHR as a supportive environment.
- Students connected with CAHR have offered to be mentors through connecting with First Peoples House. In general, First Peoples House may be intimidating for students who are not already connected with it, so having mentors affiliated with the Centre and the First Peoples House could build stronger relationships between the two and strengthen the role of UVic as a welcoming place for Aboriginal (Indigenous) students. This formal relationship between the two could be a component of a strategic approach to enhancing the numbers of students who are affiliated with CAHR.

Purpose 4 – To contribute to the university's strategic educational and research missions and to support synergies between research, teaching and learning.

The University has recognized its interdisciplinary strength in health research and has indicated the prominence of building health research and program capacity at UVIC through the establishment of a university-wide Director of Health Programs. The University is well positioned to take the opportunity to make Aboriginal health research and education a priority. CAHR is an important contributor to the university's potential and is a particularly important partner to the young School of Public Health and Social Policy (PHSP) as they build Indigenous themes in their undergraduate and graduate programs.

CAHR has developed project concepts in areas of cultural safety and competencies for Indigenous public health, evaluation and research. It also has demonstrated skill in community-engaged research. The knowledge and experience of CAHR in these areas holds potential for ongoing and new collaborative community projects and professional education and training.

Specific issues raised in the review are:

- While CAHR has close relations with PHSP, it has not developed significant relationships with other academic units at UVic. There has not, to date, been a structure at UVic that connects Indigenous programs and research and the Indigenous Academic Advisory Council currently being developed under the auspices of the Vice-President Academic may facilitate the Centre being able to build such relationships. In order for CAHR to realize its potential to be a model for Indigenous peoples health, they will need to build partnerships with local and regional Indigenous communities. The opportunity to build on the relationships with communities that other units have established is more possible within an effective university Indigenous Academic Advisory Council.
- PHSP, with the expertise of CAHR, is primed to offer an Aboriginal Health Leadership Certificate Program. This program is community-based and in demand, yet there have not been the funds available for delivery. The UVic leadership at the VPA, VPR and Dean's levels should work to support this initiative, as it is an ideal exemplar for the synergies of research and education in service to Aboriginal communities.
- CAHR has developed good working relationships around particular projects with some other research centres. There is no other centre that currently has an explicit Aboriginal focus, yet many have Aboriginal research interests and projects. There is potential for CAHR to take a coordinating leadership role in Aboriginal research across Centres.

Purpose 5 – To transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.

The transfer and mobilization of knowledge gained through research is an area of strength for the PI's at CAHR. Drs. Charlotte and Jeff Reading and Dr. Chris Lalonde have been active with the Network Environments for Aboriginal Health Research (NEAHRs) and are well connected with the nine NEAHRs nationally. The strategic efforts specific to knowledge mobilization and knowledge translation with the Indigenous community, have been a priority for the NEAHRs and have been an area of expertise for all the PIs. CAHR has engaged in several approaches to knowledge translation and mobilization, including website posting and publications, community workshops and symposia, summer institutes and journal publications. Commitment to knowledge mobilization and translation is maximized by:

- Having a university and faculty commitment to KT and KM,
- A willingness to engage with the larger community (other institutions, Island community and Indigenous community) in meaningful KM that will then drive development of further research partnerships, and

- Engagement with students in offering research and project opportunities that will culminate in KM and KT at the community level.

Tools required for KT and KM will vary but should include information sharing through a variety of mechanisms as well as opportunities for meaningful dialogue on the translation of the knowledge.

While knowledge mobilization can exist as a healthy and vibrant partner relationship between a research team and community; a strong knowledge translation and mobilization approach benefits greatly with strong leadership and commitment from the University in addition to the research team. The Partnerships office at the UVic could be extremely helpful in supporting CAHR in building and strengthening relationships with the Island indigenous community. Relationships with the Indigenous community on the Island would also benefit from an understanding and awareness of the commitment to Indigenous health research at the UVic with CAHR taking a leadership role in developing this partnership. CAHR has begun a process of engagement with Cowichan Tribes and this could be further developed and enhanced. The CAHR has the potential to continue to expand its national and international work, however, this work should be informed by the local Indigenous community on the Island and the mainland. Active consultation with the Island Indigenous community would expand the local community participation and build relationships with potential community partners.

CAHR has engaged in multiple knowledge translation efforts with partners and community on topics such as Water, Global Health, Aboriginal Seniors and Falls; and this has resulted in exposure for CAHR at the provincial and community level, raising awareness of many potential partners in research. CAHR has continued to profile its knowledge translation efforts through its website, newsletters, brown bag lunch sessions and other venues such as student gatherings.

The website is clear and concise, easily accessed and easily connects the user with its intended site or information. CAHR has developed its website to profile its current partnerships, affiliates, projects and knowledge mobilization efforts, and publications. The National Collaborating Centre on Aboriginal Health views CAHR as a key partner in Knowledge Translation. The Summer Institutes held as collaborative efforts with the NCCAH were well attended and rated highly by participants. A link to the NEAHR website is seen as valuable to students who find it extremely informative and helpful on many levels. Participation in student gatherings has provided key knowledge on available scholarships, access to workshops on grant writing, established student networks and provided opportunities for students to connect with researchers.

Students engaging through CAHR have gained information on national opportunities through the NEAHR and have also had opportunities to engage in research that is their career focus. Affiliation with CAHR has provided opportunities for students through the university on projects and research on policy issues that have been viewed by students as key in their career development.

Purpose 6 – To enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

CAHR has established a solid regional, national and international reputation that serves to identify the University of Victoria as a leading institution in the field of Aboriginal health. In addition to providing leadership to several regional and national research capacity-building initiatives; CAHR is linked internationally to similar Centres in Australia, New Zealand and the US. Recent work on safe water, public health, and the social determinants of health have also defined an important niche for the Centre in relationship to other similar Centres across Canada. However, with regards to the Canadian environment, it is important to recognize that many universities in both BC and across Canada have identified Aboriginal health as a strategic research priority and there are at least ten other Centres similar to CAHR located across the country. All of these Centres aspire to be recognized both locally and internationally, and many have achieved similar success with funding, and research and training impact. This distributed capacity is essential in the Canadian context where Aboriginal communities and organizations need to establish local ties with universities and research faculty where trust and respect can be built over long term relationships. It would be a mistake for any of these Centres to aspire to national or international prominence over the others, since the credibility and reputation of all of the Centres rests on these trust relationships with the local community as discussed above. Specific issues raised in the review are listed below:

- Although CAHR has engaged in several important projects with First Nations on Vancouver Island, ongoing reciprocal relationships with Tribal Authorities and communities appear to be limited. CAHR should have “brand recognition” across the island as the “go to” place for support when communities and organizations need health research support. Further work is required to strengthen this local reputation.
- CAHR is a key player in the Canadian Coalition for Global Health (CCGH) and has supported several important initiatives in this area. Although there are other Centres in Canada with similar interests and reputation, CAHR has an opportunity to work with other Canadian Centres, CCGH and international indigenous organizations and communities to provide leadership on this important global issue.
- CAHR’s national and international reputation and activities provide important opportunities for UVic students to experience and understand how local indigenous health concerns are located in a global context. CAHR has an opportunity to work with educational programs in the FHSD and the SPHSP to expand these opportunities.
- CAHR’s reputation positions it well to partner with other regional and national research networks in Canada to take advantage of new CIHR opportunities in patient oriented research (SPOR) and the Pathways initiative. For example, the call for expressions of interest in the SPOR network for adolescent mental health, recently announced by CIHR, is an excellent opportunity for CAHR to partner.

4.0 Comments:

4.1 Other benefits to the university

UVic's strategic plan asserts its commitment to and its unique relationship with First Peoples. CAHR is a visible example of that commitment. The Centre is an important resource for Indigenous students and communities that has yet to capitalize on its potential. Building on the strength of CAHR's research and network affiliations developed under Dr. Jeff Reading's leadership, the new director has the skills to form local and regional relationships with First Nations leadership and communities. CAHR has the opportunity to play a strategic role for UVic in nurturing effective relationships with the new First Nations Health Authority as well as the Vancouver Island Health Authority.

Aboriginal research occurs in several research centres and Faculties at UVic. UVic and CAHR might consider the opportunity for coordinated leadership and support of this research, particularly around broad notions of Aboriginal health. CAHR's participation in the new Indigenous Academic Advisory Council may be the opportunity to explore this potential.

4.2 *The quality of the centre compared to others*

CAHR was successful in gaining support for the establishment of the Centre at the university level at the UVic. Aboriginal Health Research is not only an area of specific expertise for any university, but all other areas of community-oriented research will likely have an Aboriginal component, such as aging, health policy, mental health, etc. Supporting other research centres through the establishment of CAHR is a strategic effort that will build strength for all other Centres at the university, and for the University at large.

Currently, the centres focusing on Aboriginal Health Research across Canada are largely structured around the Network Environments of Aboriginal Health Research (NEAHRs). CIHR funded training and capacity building grants aimed at increasing the numbers of Masters and PhD students (Aboriginal and non-Aboriginal) engaged in Aboriginal Health Research, and then went on to fund grants intended to encourage the development of networks to enhance the teams of researchers, including the students. The CIHR funded NEAHR grants provided fellowship funding supports for students in Masters and PhD programs, funding supports for community based research projects with joint university / community partnerships, and funding support for knowledge translation activities such as community workshops, conference presentations, and other related efforts. This funding has come to a close and is not available in this context in future. The nine NEAHR centers are located at UBC, U of Alberta, U of Saskatchewan, U of Manitoba, U of Toronto, McGill University in Montreal, Dalhousie University in Nova Scotia, University of Ottawa and the Nasiviik Center at the Laval University.

The success of the centres has been variable; however, there were key elements that supported their successful development and sustainability. Centres with established research teams, strong relationships with and between researchers on an interdisciplinary level, established partnerships with the Indigenous communities both locally and regionally, and established relationships of the researchers with government were recognized as key components for sustainability and growth. These strong partnerships and relationships strengthened both grant and project applications and increased the likelihood of achieving a successful outcome in funding.

All national centres have focused on building research partnerships to enhance community based research opportunities through local and provincial relationships with First Nations, Metis and Inuit communities. The relationships with community were critical to the development of a trusting research partnership. Knowledge translation and mobilization of research outcomes of community priorities further enhanced these partnerships. Some of the Centres were developed through a common theme for research. The NEAHR at McGill for example, evolved through the development of a national group of researchers with expertise in the area of mental health, and all research projects were developed through local relationships with the respective faculty members. The McGill Centre has had success in grant applications as a team with expertise in the area of mental health, and specifically in Aboriginal issues in mental health. The Nasiviik Centre at Laval had a primary interest in Arctic environmental research with the Inuit community members and organizations as partners, and this provided opportunities for successful grant applications at many levels in this field of expertise. The remainder of the Centres have had a broader approach to Aboriginal Health research, but all have relied on the strength of partnerships with Indigenous communities, and all have built their networks in the province through interdisciplinary collaboration on research and projects. Dalhousie University with Dr. Charlotte Reading as the lead delivered core material on knowledge translation, the social determinants of health and cultural safety in education. Saskatchewan, Manitoba and Alberta built on their relationships with community to identify community priorities and support the First Nations and Metis in building their own training and research capacity with First Nations and Metis specific approaches. Most of the NEAHR centres have federal and provincial government representatives as Collaborators on the grants, and this has been a key factor in continued awareness of the research environment for Aboriginal health at that level. The team meetings of the PI's, Co-I's and Collaborators provide opportunities for early awareness of potential projects and therefore, potential funding for sustainability for the Centers.

Unfortunately, CAHR is not a member of the AHRNetS network as it does not hold a CIHR NEAHR Grant (historically CIHR funding went to UBC while CAHR received MSFHR funding). However, Dr. Charlotte Reading has held the position of the Chair of the Board of the AHRNetS for the last six years (the AHRNetS is comprised of representatives from all nine NEAHRs) and the AHRNetS is housed at CAHR. As a result, Dr. Reading is in a position to share and build on the knowledge of the Networks. More recently, with the loss of federal funding and subsequent closing of the National Aboriginal Health Organization (NAHO), the AHRNetS, currently housed at CAHR with Dr. Charlotte Reading, was asked to assume the responsibility for the publication of the Journal of Aboriginal Health (now the International Journal of Indigenous Health).

The partnership with the Public Health Agency of Canada's "National Collaborating Centre on Aboriginal Health" (NCCAHA) is also valuable in that it provides opportunities for knowledge translation on multiple fronts. Although the NCCAHA is a national centre, strong relationships have developed with other institutions including federal and provincial government, and First Nations communities. The NCCAHA has been supportive of both CAHR and the AHRNetS through its willingness to provide some funding to CAHR for small projects, collaboration on knowledge translation activities, partnering on the CIPHER program, partnering on funding applications, and participating in CAHR events and activities.

CAHR has some key elements for success and sustainability established. At the University level, the University of Victoria has established its Partnerships Office, its Centre Directors Council and its Aboriginal Council. The University has signaled that Aboriginal Health Research is important to their success and has made commitments to reflect this view. All three entities will allow CAHR to build its faculty, interdisciplinary and Indigenous community relationships to strengthen the approaches to respectful research partnerships and teams, thus increasing the likelihood of successful funding of grant applications. At the Faculty and Centre level, established Councils and committees allow for dialogue; however, CAHR must make the effort to build these interdisciplinary relationships for future research collaborations. Despite the end of CIHR funding for the NEHRs, the established networks will provide opportunities for the PIs at CAHR to build research teams that will reflect national as well as local expertise in specific areas and issues that are relevant to the First Nations communities on the Island. Collaboration with federal and provincial government, and with the regional health authorities, including the First Nations Health Authority will provide opportunities for research projects that will be of benefit for the Island communities and the First Nations in British Columbia.

4.3 Analysis of strengths and weaknesses

CAHR was successful in attracting significant external funding in the early years of its existence, but the flow of resources has declined significantly for reasons beyond the Centre's control. Both CIHR and MSFHR have changed their approach to funding population-based platforms and capacity-building, and CAHR is experiencing the same decline in funding opportunity as other similar Centres across Canada. Although the Centre continues to have reasonable success with smaller project oriented grants, the small group of three PIs (with one on extended leave), places a very high burden on the Interim Director to secure funding for CAHR that will ensure stability in core resources for staff and students. CAHR must build stronger relationships with other Centres and researchers at UVic in order to be sustainable in the long term.

Similarly, CAHR has a strong national and international reputation, but a more limited reputation locally with First Nations and Health Authorities on Vancouver Island. Active cultivation of these relationships will both better integrate CAHR into policy and program knowledge mobilization, as well as new funding opportunities.

CAHR has provided outstanding mentorship opportunities to students, but the volume and diversity of students appears somewhat limited. CAHR should serve as a resource to the broader UVic community as an opportunity to increase the support for Aboriginal students as well as increase opportunities for non-Aboriginal students to better understand the realities on Aboriginal experience.

4.4 How quality and performance could be improved

The review identified several areas where quality and performance could be improved:

- a) The Advisory Board does not seem to be fully engaged with Centre governance and direction. Given the composition of the Board with several out of town members, it meets infrequently. Board composition is also problematic given that three of its members hold leadership positions with national organizations. While the presence of these members adds to the CAHR's reputation, these members are potentially in conflict of interest because they also are responsible for supporting similar Centres across Canada. In the interest of strengthening local relationships on Vancouver Island, the Centre might consider adding members from local First Nations, Health Authorities and other UVic academic units. A more fully engaged local Board would help facilitate the local networking that the Centre needs.
- b) First Nations community participation in the governance and operations of the Centre is not fully developed. In recognition of the potential fatigue experienced by First Nations community members when asked to participate in multiple university-based activities, the Centre should consider working with the UVic VPR Partnerships office and other university Centres to establish a First Nations Advisory Board that would advise all units at UVic with community interests.

4.5 Feasibility of strategic plan

The strategic plan provided to the review team is very consistent with the assessment provided in this review, and with the recommendations and suggestions provided for future growth and sustainability. Clearly, the Interim Director recognizes the challenges and opportunities facing the Centre, and she is well prepared to move the centre in several important strategic directions. Most importantly, the Strategic Plan recognizes the need to strengthen local relationships and networks, both at UVic and in the Vancouver Island community, and this assessment supports strategic investment in this area.

However, the Strategic Planning process could be used as a vehicle for engaging the wider UVic and Island communities as stakeholders in the future of CAHR. It appears that the current Strategic Plan, while consistent with the views expressed in this assessment, was developed mostly by the Centre Director and staff. It may be useful to consider a broader strategic planning process as an early initiative in the first year of a new five year mandate for the Centre.

5.0 Recommendations

- 1.1** The VPR office is currently providing some financial assistance to CAHR in the context of the precipitous drop in CIHR and MSFHR funding in the past two years and this is appropriate given the significant "indirects" recovered over the years from large CIHR grants awarded to Drs. J. Reading, C. Reading and C. Lalonde. Continued bridge funding is recommended to ensure CAHR is able to capitalize on new emerging funding opportunities.
- 1.2** In order to be more inclusive and share the responsibilities of further developing the centre, in addition to sharing resources, there is a need to expand the PI group to a minimum of five or six researchers. Sharing the responsibilities and resources for the development of research partnerships and grant submissions will strengthen the team and allow the PI's to further enhance their own areas of expertise.

- 1.3** Building formal research relationships with First Nations communities is critical to the future of CAHR. Current efforts at knowledge translation have been well received and efforts should continue to formally connect with community to identify opportunities for collaborative research partnerships and projects.
- 1.4** CAHR needs to be better known among the student population, particularly among Indigenous students and others with an interest in Indigenous community or health research. It's a hidden jewel. Expanding the pool of students involved, and providing opportunities for students to also connect their supervisors with CAHR, is needed.
- 1.5** Efforts should be taken by the university and other Centres to share resources in a way that will strengthen opportunities for all Centres with an interest in the well-being of Aboriginal people and communities. Collaborative efforts for large scale grants and projects would be beneficial to all involved and provide sustainability while the CAHR continues to develop and establish itself within the UVic and local and regional community.

University
of Victoria

Senate Committee on University Budget

Date: March 20, 2013

To: Senate

From: Dr. Sikata Banerjee, Chair, Senate Committee on the University Budget

Re: **2012/13 Annual Report**

During the 2012/13 academic year, the Senate Committee on University Budget continued to work with the administration during the early stages of the integrated planning and budget planning processes. The committee met three times:

October 11, 2012
January 22, 2013
March 20, 2013

At the October 11, 2012 meeting, the Vice-President Academic and Provost provided committee members with an overview of the integrated planning process, explaining how it tied the strategic plan into the budget process. The Vice-President Finance and Operations reviewed the 2012/13 budget expenditure allocation report. With respect to the 2013/14 budget, committee members were provided with an update on budget activities taking place and timelines for preparation of the budget. The Vice-President Finance and Operations and the Vice-President Academic and Provost provided information on planned budget cuts and how these were being allocated across the university. In response to questions from committee members, information was provided about structural challenges with the budget, and carry forward funds.

At the January 22, 2013 meeting, the Vice-President Finance and Operations provided a 2013/14 budget update. It was noted that because of some outstanding issues, there was still some uncertainty with respect to the budget. The Vice-President Finance and Operations reviewed the assumptions informing preparation of the budget, and reviewed expected shortfalls for the coming years. The Vice-President Finance and Operations and the Vice-President Academic and Provost provided information on planned and implemented budget cuts. The Vice-President Academic and Provost provided a report on priorities identified in the draft integrated plan and discussed work to be undertaken with respect to some of the priorities.

At the March 20, 2013 meeting, the Vice-President Academic and Provost and the Vice-President Finance and Operations presented the 2013/14 to 2015/16 Planning and Budget Framework. Committee members reviewed revenue and expenses, and engaged in a discussion regarding the anticipated budget shortfall. Priorities for one-time funding were reviewed and a discussion regarding budgets for ancillary services was undertaken. The Vice-President Academic and Provost and the Vice-President Finance and Operations provided information on the impact of budget cuts. In addition to reviewing the budget framework, the Committee received a presentation from the Vice-President Finance and Operations on carry forward funds.

Respectfully submitted,

2012/13 Senate Committee on University Budget

Sikata Banerjee, Humanities (Chair)
Doug Baer, Social Sciences
Neil Burford, Science
Robert Howell, Law
Susan Lewis Hammond, Fine Arts
Cathy McIntyre, Convocation Senator
Ariel Mishkin, Student Senator
David Scoones, Graduate Studies
Kenneth Thornicroft, Business
David Turpin, President
Carrie Andersen (Secretary)



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MEMO

Date: April 16th, 2013
To: Senate
From: Michael Webb
Chair of the Senate Ad Hoc Committee to Consider the Curriculum Process
Re: ***Ad Hoc Committee to Consider the Curriculum Process – draft policy and procedures***

At its April 13, 2012 meeting, Senate approved the creation of an *ad hoc* committee to consider the curriculum process and develop recommendations for improving the curriculum change process. The ad hoc committee's recommendations were approved by Senate in March 2013. Subsequently the ad hoc committee commenced work on drafting revisions to University of Victoria Policy AC1120, *Policy on Calendar Submissions* and its associated procedures. The *Procedures on Curriculum Submissions* that accompany Policy AC1120 required extensive changes to implement the recommendations approved by Senate in March 2013.

Once an initial draft of the revised *Procedures* was created, consultation was undertaken campus-wide to gather and incorporate feedback from user groups. Faculty members and administrative staff responsible for the preparation of Curriculum Submissions were invited to preview the *Procedures* and the draft curriculum submission forms under development by the Office of the Registrar during this time period, at two consultation meetings in March and two more in April. A wide range of units across campus provided feedback during these consultative sessions. The draft *Procedures* also were presented to the Senate Committee on Curriculum at its meeting on March 22, 2013, for discussion and feedback. The Registrar's Office has been fully involved in the process of revising the procedures and has provided invaluable input.

A revised draft of AC1120 *Policy on Calendar Submissions*, including the associated *Procedures*, is attached. Minimal revisions were required to the Policy, and are evident in the attached tracked version. The *Procedures on Curriculum Submissions* accompanying AC1120 *Policy on Calendar Submissions*, on the other hand, has undergone redrafting and revision to the extent that tracking individual changes for the purposes of comparison with the original document is not feasible. Instead, a brief summary of the revision is provided here, and the existing procedures are also attached for information.

Current *Procedures* Document

As members of Senate will recall, the *Procedures* currently in effect is composed of a five-page document accompanied by four Appendices (Appendix A, Course Entry Guidelines for Department Chairs; Appendix B, Calendar Format and Style; Appendix C, General Information – Senate Committee on Curriculum; Appendix D, Frequently Asked Questions)

Revised *Procedures* Document

The *ad hoc* committee felt that, in its current form, the *Procedures* reflect the fragmented fashion in which it was developed and expanded, resulting in an incoherent document that is difficult to navigate. As well, some of the information contained in the *Procedures* is no longer accurate, either because current practice has changed or because the newly-approved committee recommendations render the old information obsolete. In redrafting the *Procedures*, the committee sought to achieve three broad goals.

1. Incorporate the newly-approved curriculum change processes into the document.

As there are significant changes to the curriculum change process (particularly the move to a three-cycle curriculum submission system, the elimination of the distinction between major and minor changes, and the reorganizing of curriculum changes into course-based and program-based categories), this required a complete overhaul of the design of the *Procedures* document.

2. Streamline the *Procedures* so that information is easily accessible to those involved in the process.

The *ad hoc* committee's recommendations to Senate included making information about the curriculum change process easier to access and apply (Report Recommendation #2), and clarifying the responsibilities, membership, and authority of the Faculties, the Senate Committee on Curriculum, the Office of the Registrar, and the Office of the University Secretary (Report Recommendation #9). To implement these recommendations, the *Procedures* document now clearly lays out the curriculum change process chronologically, defines the authority of the various units and groups involved, and clarifies requirements for consultation on curriculum changes that affect other units.

3. Make a clearer distinction between two main types of information related to the curriculum change process.

In revising the *Procedures*, the *ad hoc* committee sought to separate those items involving rules over which Senate has authority from those items that involve technical, formatting, or stylistic rules governing Calendar production.

- i. The former category of items, including rules, processes and procedures that are within the purview of the Senate Committee on Curriculum and which the Committee has authority to invoke, were retained within, moved to, or drafted into the main body of the *Procedures*. Many of these items were formerly located in the Appendices to the *Procedures*, and the committee felt that their importance warranted more prominent placement.

- ii. Material dealing with strictly technical, formatting, or stylistic rules governing Calendar production, many of which were contained in the current Appendix B, have been removed from the *Procedures* altogether. This supporting material will be maintained by the Office of the Registrar and will be made available to users via web-based information including way-finding documents to support users at all stages of the curriculum change process. An additional benefit of removing those technical and formatting requirements from the *Procedures* is that, as requirements for formatting and style change, they can be updated as necessary by the Office of the Registrar without the need for Senate approval.

In summary, the revisions to the *Procedures* accompanying AC1120 are significant and wide-ranging, involving the incorporation of process changes recommended by the *ad hoc* committee in its Report to Senate in March 2013, the reorganization of existing rules and guidelines to improve accessibility, and the removal of material that does not require the approval of Senate. Further explanatory material regarding the nature of, and rationale for, various revisions is provided in the Report and Recommendations to Senate submitted in March 2013.

Recommendation 10 of the *ad hoc* Committee's report approved by Senate in March 2013 specified that: "One year after implementation of the new policy and procedures, the *ad hoc* committee will review the changes to the curriculum change process and provide a report to Senate on their impact and any recommendations for further revision". The *ad hoc* Committee therefore will remain in place in 2013-14 to conduct this review, address any unforeseen issues that arise during the first year of the new policy and procedures, and work with the Office of the Registrar to develop more detailed guidelines for program entries in the Calendar (section 44.00 of the *Procedures*).

Recommended Motion:

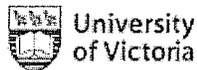
That Senate approve the revised Policy AC1120 *Policy on Calendar Submissions* and the accompanying *Procedures on Curriculum Submissions*, including *Appendix A, Curriculum Submission Timelines and Key System Dates*.

Respectfully submitted,

***Ad Hoc* Committee to Consider the Curriculum Process**

Michael Webb (Chair), faculty member who is a member of Senate
 Tim Haskett, Chair of the Senate Committee on Curriculum
 Tom Tiedje, Dean selected by Dean's Council
 Margot Wilson, Faculty of Graduate Studies
 David McCutcheon, Peter B. Gustavson School of Business
 Kathy Gillis, Faculty of Science
 Catherine Mateer, designated by the Vice-President Academic and Provost
 Lauren Charlton, Registrar
 TBA, staff responsible for production of the university calendar
 Carrie Andersen, Associate University Secretary (secretary)

DRAFT FOR DISCUSSION ONLY



POLICY ON CALENDAR SUBMISSIONS

University Policy No: AC1120
Classification: Academic and Students
Approving authority: Senate
Effective date: May 4, 2013
Supersedes: January 6, 2012
Last Editorial Change: July, 2011
Mandated review: May, 2020

Associated Procedures: Procedures on Curriculum Submissions

PURPOSE

1.00 The University Calendar includes information for undergraduate and graduate students about relevant university policies and procedures, academic policies and regulations, university fees, courses and programs of study. The purpose of this policy is to outline requirements for publishing the University Calendar and the approval mechanism for changes to the University Calendar.

SCOPE

2.00 This policy applies to the information published in the University Calendar.

DEFINITIONS

For the purposes of this policy:

- 3.00 Curriculum Submission is defined in the Procedures on Curriculum Submissions.
4.00 Registrar means the university's Registrar, not the University Secretary, who is the registrar under the University Act.
5.00 University Calendar includes the undergraduate and graduate calendars.

Comment [s1]: Revised: this section no longer includes a definition of "Supplement", and no longer differentiates between major and minor curriculum submissions.

POLICY

- 6.00 Authority Under the University Act, responsibility for academic governance is vested in the Senate.
6.01 Under section 37(1)(n) of the University Act, Senate has the power to provide for the preparation and publication of the University Calendar.
6.02 Under sections 37 and 40(d) of the University Act, Senate has the authority to approve submissions from faculties to make changes to the curriculum.

DRAFT FOR DISCUSSION ONLYContent

- 7.00 The University Calendar will include, but is not limited to:
- 7.01 general university academic policies and regulations approved by Senate on recommendation of the appropriate Senate Committee;
 - 7.02 faculty or division specific academic policies and regulations approved by the faculties or divisions and/or Senate, as appropriate;
 - 7.03 Curriculum Submissions approved by Senate on recommendation of the Senate Committee on Curriculum and the faculties or divisions in accordance with the Procedures on Curriculum Submissions;
 - 7.04 general information for students on matters within the purview of Senate, approved by Senate;
 - 7.05 general information for students approved by the Registrar;
 - 7.06 information about relevant university policies and procedures approved by the appropriate authority;
 - 7.07 fees approved by the Board of Governors or delegate; and
 - 7.08 academic year important dates approved by Senate.
- 8.00 The University Secretary may provide direction about which calendar matters listed in section 7.00 require Senate approval and which matters may be approved by the Registrar or other authority.
- 9.00 The Registrar may make editorial changes to the University Calendar.
- Responsibility to publish
- 10.00 The Registrar, under the authority of the Senate, publishes the official version of the University Calendar three times annually, effective May 1, September 1 and January 1.
- 11.00 The Registrar will take reasonable steps to ensure accuracy of the University Calendar and will archive the University Calendar.
- 12.00 A copy of the current version of the University Calendar will be published on the university website.

Comment [s2]: Revised; no longer differentiates between major and minor curriculum submissions

Comment [s3]: Revised to correct number reference

Comment [s4]: Revised to reflect changes in publication schedule; no longer includes reference to Calendar Supplement.

Comment [s5]: Revised from "may" to "will"

DRAFT FOR DISCUSSION ONLY

AUTHORITIES AND OFFICERS

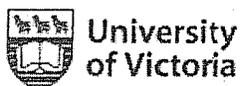
- i) Approving Authority – Senate
- ii) Designated Executive Officer – University Secretary
- iii) Procedural Authority – Senate
- iv) Procedural Officer - Registrar

RELEVANT LEGISLATION

University Act

RELATED POLICIES AND DOCUMENTS

University Calendar



PROCEDURES ON CURRICULUM SUBMISSIONS

Procedural Authority: Senate
Procedural Officer: Registrar

Effective Date: May 4, 2013
Supersedes: July 28, 2011
Last Editorial Change: July, 2011

Parent Policy: Policy on Calendar Submissions (AC1120)

PURPOSE

1.00 The Curriculum Submission process must provide appropriate and timely review, consultation and approval to ensure new and revised curriculum is consistent with University policy, accurate, and understandable. In order to achieve these goals, the Procedures in this document must be followed in both process and form for all Curriculum Submissions.

DEFINITIONS

For the purposes of these procedures:

- 2.00 **Curriculum** means all for-credit academic programs and courses offered by the University, as described in the University Calendar.
- 3.00 **Curriculum Submission** includes the following proposed changes to curriculum: **program changes:** changes to the descriptions and requirements of academic programs; and **course changes:** changes to individual courses, including new courses and course deletions.
- 4.00 **Unit** means the department, school, program, or Faculty responsible for offering a program or course.

AUTHORITY

- Units
- 5.00 Units are responsible for preparing Curriculum Submissions and for submitting them to the appropriate committee for review.
- Faculty Curriculum Committees
- 6.00 Each Faculty other than the Faculty of Graduate Studies will establish a Faculty Curriculum Committee, but may decide whether to have one committee responsible for undergraduate and graduate Curriculum Submissions or to have separate undergraduate and graduate committees.

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- 6.01 Normally, Faculty Curriculum Committees will include faculty members representing each of the Units within the Faculty as voting members, and representatives from the Office of the Registrar and the Faculty's advising office as non-voting members.
- 7.00 Faculty Curriculum Committees have the responsibility to review Curriculum Submissions from Units, and the authority to approve Curriculum Submissions for recommendation to their Faculties.
- 7.01 Faculty Curriculum Committees may revise program and course descriptions to ensure they conform to these procedures and other University policies.
- 7.02 Faculty Curriculum Committees must not recommend for approval any Curriculum Submission until satisfied that appropriate consultations have taken place.

Faculties

- 8.00 Faculties have the responsibility to review Curriculum Submissions recommended by Faculty Curriculum Committees for consistency with Faculty and University policies and strategic goals; and the authority to approve Curriculum Submissions for recommendation to the Senate Committee on Curriculum.
- 9.00 Graduate Curriculum Submissions will be approved by both the line faculty and the Faculty of Graduate Studies.

Senate Committee on Curriculum

- 10.00 The Senate Committee on Curriculum has the responsibility to review Curriculum Submissions in accordance with its terms of reference, and the authority to approve Curriculum Submissions for recommendation to Senate.
- 10.01 The Senate Committee on Curriculum may request revisions to Curriculum Submissions by Faculties in order to comply with University policies, the University Calendar or editorial requirements set out in these procedures.
- 10.02 In cases where requested revisions require consultation between Faculties, the Senate Committee on Curriculum has the authority to approve, reject or modify Curriculum Submissions in cases where the Faculties cannot agree on revisions.

Senate Committee on Planning

- 11.00 Proposals involving the following program-related changes must be approved by the Senate Committee on Planning:
- New undergraduate and graduate programs and degrees, including minor programs and general degrees
 - New certificates, professional certificates and diplomas (undergraduate and graduate)
 - Double or dual degree programs (including programs involving existing degrees)
 - Changes to a program degree or title

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- Significant changes to program focus, content, structure or requirements (e.g., moving from a project-based to a course-based masters)
- Programs involving partnerships or agreements with other institutions
- Any other changes referred by the Senate Committee on Curriculum for the Senate Committee on Planning's decision

11.01 In cases of uncertainty the Associate Vice-President Academic Planning will determine which proposals require submission to the Senate Committee on Planning.

12.00 Curriculum Submissions accompanying proposals requiring approval by the Senate Committee on Planning may be submitted concurrent with, or subsequent to, these proposals. Approval of Curriculum Submissions for new or changed programs not yet approved by the Senate committee on Planning is contingent upon approval of the proposal by the Senate Committee on Planning, Senate, the Board of Governors, and the Provincial Ministry, as required.

Other Senate Committees

13.00 Proposals and Curriculum Submissions submitted to the Senate Committee on Curriculum may also require approval by other Senate committees:

13.01 Changes to academic standards must be approved by the Senate Committee on Academic Standards.

13.02 Changes to regulations for admission, re-registration or transfer must be approved by the Senate Committee on Admission, Re-registration and Transfer

13.03 In case of uncertainty about which Senate committee should review a proposed change, the University Secretary may provide direction.

13.04 Proposals requiring approval by other Senate committees will be referred to those committees as appropriate.

Senate

14.00 Senate has the authority to approve Curriculum Submissions, and normally does so upon recommendation of the Senate Committee on Curriculum.

Administrative Offices

15.00 The Office of the Registrar may make editorial and formatting changes to Curriculum Submissions, under the direction of the Senate Committee on Curriculum.

PROCESSES FOR CURRICULUM SUBMISSIONSCurriculum Approval Cycles

16.00 Changes to Curriculum will be considered and approved by the Senate Committee on Curriculum and Senate three times per year, with approved Curriculum changes taking effect in accordance with Section 34.00 of these procedures. The dates and time frames associated with Cycle 1, Cycle 2 and Cycle 3 are given in Appendix A.

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17.00 Units may choose to submit curriculum changes at any or all of the cycles. Proposed curriculum changes that miss the entry point for one cycle can be submitted into a subsequent cycle, and changes that require revision or further consultation may be resubmitted into a subsequent cycle.

Restrictions on Submissions to Curriculum Change Cycles

18.00 New courses and programs can be initiated for any of the three cycles. Other types of Curriculum changes may only be submitted during certain cycles:

- Changes to regulations regarding academic standing, progression, discipline, and deadlines must be submitted in Cycle 1 or Cycle 2, but not Cycle 3, to avoid changes in these regulations occurring in the middle of Winter Session.
- Changes in program titles must be introduced in Cycles 1 or 2 to avoid problems with transcripts.
- Units considering curriculum changes that involve many courses (e.g., global changes in departmental course abbreviations) should consult with the Office of the Registrar in order to ensure full consideration with respect to timetabling and room booking requirements.

Preparation of Curriculum Submissions.

19.00 Units will prepare Curriculum Submissions in two files:

- One file containing program changes, using the appropriate forms and beginning with a summary page or pages listing changes using categories defined below, in the order in which the changes will appear in the University Calendar;
- One file containing course changes, using the appropriate forms and beginning with a summary page or pages listing changes using categories defined below, in the order in which the changes will appear in the University Calendar.

20.00 Templates for Program Change Forms, Course Change Forms, and summary forms for both types are available from the Office of the Registrar.

21.00 The Faculty of Graduate Studies is responsible for necessary changes to the FGS section of the Graduate Calendar arising from changes to curriculum.

Progression of Approvals

22.00 Curriculum Submissions normally originate at the Unit level.

23.00 Units must notify and consult with the University Libraries, Co-op and Career Services, and other potentially affected Units that may have an interest in, or be affected by a proposed curriculum change, as outlined in Sections 35.0-39.00, Consultation in Preparation of Submissions.

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24.00 Units will submit Curriculum Submissions to their Faculty's Curriculum Committee(s) for approval and recommendation to the Faculty.

24.01 Faculty Curriculum Committees must not recommend for approval any Curriculum Submission until satisfied that appropriate consultations have taken place.

25.00 After review by a Faculty Curriculum Committee, Curriculum Submissions will be forwarded to the Office of the Registrar to be made available online for review by other Units at least one week before the Faculty meeting at which the Curriculum Submissions will be considered.

26.00 Graduate Curriculum Submissions will be submitted by the line-Faculty Curriculum Committee to both the line Faculty and the Faculty of Graduate Studies for approval.

27.00 Curriculum Submissions approved by a Faculty must be submitted by the Faculty to the Office of the Registrar by the following dates: Cycle 1, third Friday in November; Cycle 2, third Friday in February; Cycle 3, third Friday in May.

28.00 After approval at the Faculty level, Curriculum Submissions are considered by the Senate Committee on Curriculum for review and recommendation to Senate according to the following schedule: Cycle 1, early December; Cycle 2, early March; Cycle 3, early June.

29.00 The Senate Committee on Curriculum may require revisions to Curriculum Submissions before recommending them to Senate for approval. All such revisions must be completed no later than the following dates: Cycle 1, the third Friday in December; Cycle 2, the third Friday in March; Cycle 3, the third Friday in June.

Cross-Faculty Interdisciplinary Program Curriculum Submissions

30.00 The Director of the Office of Interdisciplinary Academic Programs, in consultation with each interdisciplinary program overseen by that office, will identify one Faculty as the "lead Faculty" for Curriculum Submissions for that program.

31.00 Curriculum Submissions for cross-faculty interdisciplinary programs must be submitted to the lead Faculty's Curriculum Committee for review and recommendation to its Faculty for approval, and to the Chairs of the Faculty Curriculum Committees of the other participating Faculties.

32.00 The Chairs of Faculty Curriculum Committees other than that of the lead Faculty will determine whether proposed changes are of such a nature to require review and approval by that Faculty as well as by the lead Faculty.

33.00 Curriculum Submissions from interdisciplinary programs must be submitted to the chairs of Faculty Curriculum Committees for all participating Faculties by the following dates: Cycle 1, October 1; Cycle 2, January 5; Cycle 3, April 1.

DRAFT FOR DISCUSSION ONLYEffective Dates of Approved Curriculum Submissions

- 34.00 Upon Senate approval, Curriculum Submissions will be incorporated into the University Calendar as per the following timeline and will be considered effective on that date.
- 34.01 Cycle 1 changes, submitted to the December meetings of the Senate Committee on Curriculum and approved at the February Senate meeting: published in May, effective May 1.
- 34.02 Cycle 2 changes, submitted to the March meetings of the Senate Committee on Curriculum and approved at the May Senate Meeting: published in September, effective September 1.
- 34.03 Cycle 3 changes, submitted to the June meetings of the Senate Committee on Curriculum and approved at the October Senate meeting: published in January, effective January 1.

CONSULTATIONConsultation in Preparation of Submissions

- 35.00 A Unit proposing a Curriculum Submission that other Units may have an interest in, or be affected by, must consult and notify those Units regarding the proposed Curriculum Submission prior to its submission to their Faculty Curriculum Committee.
- 35.01 The Unit proposing the change is responsible for:
- a. identifying other Units that need to be consulted;
 - b. providing information about the proposed Curriculum Submission to the Chair, Director, or Dean responsible for those other Units; and
 - c. providing evidence of consultation to the Faculty and the Senate Committee on Curriculum.
- 36.00 A Unit making a Curriculum Submission in any of the following categories must carry out consultation in accordance with these procedures:
- 36.01 **Cross-listed courses:** A Unit offering a course that is formally cross-listed in the University Calendar must consult with the other Unit(s) prior to the submission to their Faculty Curriculum Committee of any proposed changes to the course. This consultation must ensure that the University Calendar entries are identical (except for the order in which prerequisites or co-requisites are listed).
- 36.02 **Courses used in other programs:** A Unit offering a course listed as part of another Unit's program requirements must consult with the other Unit(s) prior to the submission to their Faculty Curriculum Committee of any proposed changes to the course.
- 36.03 **Courses on topics in which other Units offer courses:** A Unit proposing a new course, or a substantial change in content of an existing course, in an area in

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which another Unit(s) offers courses must consult with the other Unit(s) prior to submission to its Faculty Curriculum Committee. The purpose of this consultation is to ensure Units are aware of others' offerings, to avoid unnecessary duplication, and to ensure courses are listed as "mutually exclusive" where the overlap in course content is substantial. A Unit(s) already offering courses in an area does not have the authority to prevent other Units from proposing a course or courses in that area.

- 36.04 Units should consult with other Units that have any other kind of interest in a proposed course or revisions to course content not included on the list in this section.
- 37.00 In any case in which consultation does not resolve an issue, the issue will be decided by the Faculty Curriculum Committee (if all concerned Units are in the same Faculty) or the Senate Committee on Curriculum (if the concerned Units are in different Faculties).
- 38.00 Libraries: All course-change Curriculum Submissions must be submitted to the Associate University Librarian (Collections) for an assessment of Library implications prior to the Faculty meeting at which the Curriculum Submissions are to be approved.
- 38.01 Faculties must not approve course-change Curriculum Submissions that have not been submitted to the Library for consultation.
- 38.02 The library will communicate directly with any Unit proposing changes for which current holdings are inadequate, and will share that communication with the relevant Faculty Curriculum Committee and the Senate Committee on Curriculum.
- 38.03 The Associate University Librarian will provide each Faculty Curriculum Committee with a list of course-change Curriculum Submissions on which the Library has been consulted.
- 39.00 Co-operative Education Program and Career Services: Units must consult with Co-operative Education Program and Career Services on any program changes affecting co-op programs, and on any changes to courses in which Co-op and Career Services plays a role, before the Faculty meeting at which the changes are to be approved.
- 39.01 Co-operative Education Program and Career Services will consult with any academic Unit affected by changes it initiates to coop programs (including work experience).

Consultation Prior to Approval

- 40.00 To ensure all Units have an opportunity to review Curriculum Submissions before approval, all proposed Curriculum Submissions and summary forms will be posted online at least one week before the Faculty meeting at which the changes are to be approved, for review by relevant university officials including, but not limited to: Deans, Chairs of Faculty Curriculum Committees, other members of the Senate Committee on Curriculum, Associate Deans, Chairs of Departments, Directors of Schools and interdisciplinary academic programs, the Executive Director and program managers in Coop and Career Services, and the Associate University Librarian and subject librarians.

40.01 The Office of the Registrar will make Curriculum Submissions available online and notify all those with access that the Curriculum Submissions are available for review and of the date of the Faculty meeting at which the Curriculum Submissions are to be considered.

RULES FOR PREPARATION OF CURRICULUM SUBMISSIONS

General Rules

41.00 Program changes and Course changes must be separated into separate files using the appropriate forms. Each file will begin with a summary page or pages that list each change and the category of change it represents, using the categories defined in Sections 43.00 and 45.00. Individual changes should be organized in the order in which they would appear in a paper or pdf version of the University Calendar.

42.00 Curriculum change forms should show the existing entry on the left with a ~~stroke through~~ changes to be made; new entry on the right with changes underlined.

Program Changes

43.00 Program changes include:

- a. The creation, reinstatement, discontinuance, or major modification of a program or credential. Any proposal in this category must be submitted to the Senate Committee on Planning after Faculty approval, in accordance with deadlines established and published by that Committee.
- b. A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements.
- c. A change in a listing of specific eligible or elective courses that can be used to meet a program or credential requirement.
- d. A change in the description of a program or credential not involving any change in program or credential requirements.
- e. Other: Any change not included under Section 43.00 as determined by the Chair of the Faculty Curriculum Committee, the Chair of the Senate Committee on Curriculum, or the Chair of the Senate Committee on Planning to be program-related.

44.00 The format, wording, and scope of program-related Curriculum Submissions must be consistent with the University’s academic program policies and guidelines.

DRAFT FOR DISCUSSION ONLYCourse Changes

45.00 Course changes include:

- a. A new or reinstated course, or a change in a course code or number.
- b. A change in course title or description
- c. A change, addition, or deletion of a pre- or co-requisite or an enrolment restriction.
- d. Deletion of a course.
- e. Retention of a course that has not been offered for five years (See Section 46.00, Sunsetting of Courses).
- f. Other course changes including, but not limited to:
 - A change in a mutually-exclusive (MX) designation, sequence credit information, or a cross-listing
 - A change in course unit value, division of a year-long course, or merging of two one-term courses
 - A change in the number or distribution of course contact hours
 - A change in grading structure

Sunsetting of Courses

46.00 Courses listed but not offered for five consecutive years normally will be dropped from the University Calendar. A unit wishing to retain a course not offered for five years must provide a clear rationale to support its retention and commit to offering the course within two academic years. The Senate Committee on Curriculum has the authority to delete such courses from the Calendar if it is not satisfied with the rationale to retain them, as presented by the Faculty.

46.01 The Office of the Registrar will circulate annually a list of all courses due for sunsetting to Departments, Schools, Programs, Curriculum Committee chairs, the University Library, and the University Secretary. Units must include these courses in their Curriculum Submissions in Cycle 1, stating whether each course should be deleted or retained and the rationale for doing so. Normally, retention requires a commitment to offer the course within two calendar years.

Course Codes and Numbering

Course Codes e.g. BIOL, ECON, WS.

47.00 Use no more than four letters for the course code, and normally reference the Unit or program offering the course. Use three numbers for the course number plus a letter as appropriate. The first number indicates the year level:

- 001 to 099 level for university upgrading and some other non-standard courses
- 100 to 400 level for undergraduate courses
- 500 and 600 level for graduate courses
- 700 level for education professional year courses
- 800 level for graduate level co-op work terms

48.00 The use of A & B is appropriate for splitting a course (for example 100 becoming 100A and 100B). Use letters only if the use will be consistent from year to year; otherwise use a new number.

49.00 When multiple topics are offered using an alphabetical sequence associated with the course number (e.g. 490A-D) each individual topic should be listed separately. Multiple topics should not be offered under a "phantom" course number such as 490 which is not an actual course.

Course numbers

50.00 Numbers can normally never be reused unless the course code is changed. Re-using course numbers would result in a duplicate being recorded on the student's academic record when no duplication exists. Changes to course numbers within a particular year level can be allowed only under exceptional circumstances and with the approval of the Senate Committee on Curriculum.

Selecting new course numbers

51.00 A new course number must be selected for any new course. A new course number also should be selected when the changes to the content of an existing course are substantial enough that it is appropriate for a student to be able to get credit for both the original course and the revised course (i.e., that the original and revised course are not mutually exclusive). If the change in content is less substantial than this, the original course number should be retained.

52.00 The *Scheduling History Report Archives* will be used to ensure that new courses are never assigned numbers which have been used. These reports list all courses offered since 1970 by faculty, course and academic session.

Former Course Numbers

53.00 Any time the number of an existing course is changed, the Calendar entry will include a note that the course was "Formerly [old course number]". The term "Formerly [old course number]" remains in place as part of the Calendar entry for 10 years after the change in course number. Since students cannot at any time repeat courses for credit unless specifically stated in the Calendar entry, the old and new course numbers are mutually exclusive and the course entry must include a mutually exclusive statement that is retained even after the "Formerly [old course number]" is deleted after 10 years. NOTE: The 10-year time frame does not apply to prerequisites; a former course number should be referenced as a prerequisite only for as long as the department deems it as beneficial to the student and the department.

COURSE TITLE AND DESCRIPTIONCourse Title

- 54.00 Course titles must accurately and concisely describe the content of the course using formal language suitable for inclusion on official student transcripts. The number of characters in the title normally should not exceed 30, and in no case can exceed 75. Titles with between 31 and 65 characters (inclusive) must be accompanied by a condensed version of no more than 30 characters for display in contexts that cannot accommodate more characters. Promotional terms should be avoided, as should language likely to infringe copyrights and vocabulary (colloquialisms and jargon) which may be temporally and culturally limited. Descriptions such as "(in English)" should be enclosed in parentheses and added after the title. Course titles should not include the instructional method (e.g., face to face, online) or the schedule type (e.g., lecture, seminar).

Course description

- 55.00 Course descriptions must accurately and concisely describe the content of the course. Descriptions are limited to a maximum of 75 words, and shorter entries are encouraged. Phrases should be used rather than sentences. The general aim of the course and the main topics to be considered should be indicated. Promotional language should be avoided.

Sequence Credit

- 56.00 Sequence credit is defined as credit that is given if the courses are taken in one order only (e.g., Course B may be taken after course A, but A may not be taken after credit has been received for B; whereas if credit were never possible for both A and B, then A and B are mutually exclusive). Where credit can only be given when courses are taken in a specific order (sequence), this must be stated specifically in the note for the affected course(s).

Maximum Credit

- 57.00 Students cannot repeat any course for credit unless specifically stated in the University Calendar. Courses designed to allow offerings with variable content that may be repeated for credit must always include the statement "on different topics". Normally where repetition for credit is allowed, a maximum number of units is provided. Once a student has reached any maximum credit limit (whether specifically designated, or by default one enrolment) the student's next registration in the course will appear on the record automatically as Duplicate, with no credit awarded.

Unit Value

- 58.00 Units may be assigned only in multiples of 0.5 except in the case of a 0.75 unit course. Courses that can be offered with variable units must list the range of possible units. When a unit value of an undergraduate course other than a variable unit course changes, a new course number is to be assigned.

Contact Hours

59.00 Contact hours for courses offered in a conventional face-to-face format must be listed, including the number of hours per week for lecture, required laboratory sessions, and required tutorial sessions. Contact hours normally are not listed for online-only courses unless students are required to participate in regularly scheduled online sessions at specific times. In this context, "lecture" refers to any regularly scheduled classroom contact time with the main instructor (or instructors, in team-taught courses), not the pedagogical design of the course. Laboratory or tutorial sessions held within lecture sessions are not listed separately. Normally a one-term 1.5 unit course has three hours of lecture weekly. Contact hours per week are listed in the following format:

of lecture hours per week - # of laboratory hours per week (0 if none) - # of tutorial hours per week (leave blank if none)

Mutually-Exclusive (MX) Designation

60.00 Mutually-exclusive courses are courses for which there is sufficient overlap in content or core course concepts that students may not gain credit for more than one offering of the courses in question. An MX course note must be entered in each course description where a mutually-exclusive course association exists due to course content overlap, to identify clearly for students situations where course overlap will result in credit not being granted for the second course taken.

61.00 An MX course note is always applied when a course is renumbered to ensure a student cannot get credit for the same course under the previous and new course numbers. The existence of a 'Formerly' reference in the course heading does not replace the requirement for an MX Note. MX entries remain permanently even when the course is no longer offered. When a course is deleted, its Mutually Exclusive (MX) designations in other courses are never removed.

62.00 Cross-listed courses must always have an MX note.

63.00 Faculty Curriculum Committees are responsible for determining when the MX designation should be applied to courses in cases where all the courses in question are offered by Units within that Faculty, subject to approval by the Senate Curriculum Committee and Senate.

64.00 The Senate Curriculum Committee is responsible for determining when the MX designation should be applied to courses in cases where the courses in question are offered by more than one Faculty, subject to approval by Senate.

65.00 If an MX refers to courses offered by more than one Unit (either within or across Faculties), the Units must coordinate their MX Calendar entries. Where mutually exclusive entries are added, changed, or deleted and a course from another Unit is referenced in the MX note, the other Unit(s) must be consulted to co-ordinate the change for the same session. The other Unit(s) must include the appropriate addition or change in their course description and curriculum submission.

DRAFT FOR DISCUSSION ONLYPrerequisites, Corequisites, and Enrolment Restrictions

66.00 A **course prerequisite** is another course for which a student must have credit before being permitted to register in the course in question. A student registered in a prerequisite course for one term will be assumed to have met that prerequisite for a course in a later term of that session; if the student subsequently does not get credit for the prerequisite course, he or she will be deregistered from the course for which that course is a prerequisite.

66.01 A course may have more than one prerequisite. A prerequisite statement may also specify the grade or score a student must have achieved in the prerequisite course before being permitted to register in the course in question.

67.00 A **course co-requisite** is another course that must be taken in the same term as the course in question. A course may have more than one co-requisite.

68.00 Another course that must be taken either before, or in the same term as, the course in question will be listed as "prerequisite or co-requisite".

69.00 An **enrolment restriction** is an element of a student's program which determines whether a student will be permitted to register in a particular course. Any enrolment restriction to a course must be specified in the course note. Enrolment restrictions may be based on any or all of the following elements: Faculty, major, year of standing, degree, and/or program. Enrolment restrictions can be applied to all sections of a course or different restrictions can be applied to different sections.

69.01 The University of Victoria's registration system does not permit Units to require a student to meet *either* an enrolment restriction *or* have credit for a prerequisite. Similarly, it is not possible to specify that a student meet *either* one type of enrolment restriction *or* another type of enrolment restriction.

Grading method

70.00 Calendar entries for courses where the standard University percentage and letter grades are used do not need any reference to grading method.

71.00 Calendar entries for courses where a non-standard grading method is used must specify this using the appropriate combination of the following categories specified in the Calendar: INC, COM, N, F, INP. Students registered in a course with an INP grading option have until the end of the winter session following the term in which the course is offered to complete coursework.

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APPENDIX A
Curriculum Submission Timeline and Key System Dates

	Action	Timeframe/Key Dates
Cycle 1	Unit level curriculum planning	Summer
	Engage in Consultation	Prior to consideration by Faculty Curriculum Committee
	Submit Curriculum Submissions to Associate University Librarian and/or Co-op and Career Services as required	Prior to consideration by Faculty Curriculum Committee
	Submit Cross-Faculty Interdisciplinary Program Curriculum Submissions to chair of Faculty Curriculum Committee	October 1
	Submit Curriculum Submissions to Faculty Curriculum Committee(s)	
	Faculty Curriculum Committee meeting(s)	At least two weeks before Faculty meeting at which submission will be approved
	Forward Curriculum Submissions recommended for approval to line Faculty, to Faculty of Grad Studies (if involving graduate curriculum), and to OREG	At least one week before Faculty meeting
	Curriculum Submissions and date of Faculty meeting posted online by OREG for information and review	At least one week before Faculty meeting
	Line Faculty and Faculty of Graduate Studies Approval	No later than second week of November
	Forward Final Docket of Curriculum Submissions, including changes approved at Faculty meeting, to OREG	Third Friday in November
	Senate Committee on Curriculum Meeting	Early December
	SCC-requested revisions completed and returned to OREG	Third Friday in December
	Senate meeting	First Friday in February
	Calendar proofs circulated for review	February

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	Curriculum Submissions published in University Calendar	Published May, effective May 1
	Action	Timeframe/Key Dates
Cycle 2	Unit level curriculum planning	Fall
	Engage in Consultation	Prior to consideration by Faculty Curriculum Committee
	Submit Curriculum Submissions to Associate University Librarian and/or Co-op and Career Services as required	Prior to consideration by Faculty Curriculum Committee
	Submit Cross-Faculty Interdisciplinary Program curriculum Submissions to chair of Faculty Curriculum Committee	January 5
	Submit Curriculum Submissions to Faculty Curriculum Committee(s)	
	Faculty Curriculum Committee meeting(s)	At least two weeks before Faculty meeting at which submission will be approved
	Forward Curriculum Submissions recommended for approval to line Faculty, to Faculty of Grad Studies (if involving graduate curriculum), and to OREG	At least one week before Faculty meeting
	Curriculum Submissions and date of Faculty meeting posted online by OREG for information and review	At least one week before Faculty meeting
	Line Faculty and Faculty of Graduate Studies Approval	No later than second week of February
	Forward Final Docket of Curriculum Submissions, including changes approved at Faculty meeting, to OREG	Third Friday in February
	Senate Committee on Curriculum Meeting	Early March
	SCC-requested revisions completed and returned to OREG	Third Friday in March
	Senate meeting	First Friday in May
Calendar proofs circulated for review	May	
Curriculum Submissions published in University Calendar	Published September, effective September 1	

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Action		Timeframe/Key Dates
Cycle 3	Unit level curriculum planning	Spring
	Engage in Consultation	Prior to consideration by Faculty Curriculum Committee
	Submit Curriculum Submissions to Associate University Librarian and/or Co-op and Career Services as required	Prior to consideration by Faculty Curriculum Committee
	Submit Cross-Faculty Interdisciplinary Program curriculum Submissions to chair of Faculty Curriculum Committee	April 1
	Submit Curriculum Submissions to Faculty Curriculum Committee(s)	
	Faculty Curriculum Committee meeting(s)	At least two weeks before Faculty meeting at which submission will be approved
	Forward Curriculum Submissions recommended for approval to line Faculty, to Faculty of Grad Studies (if involving graduate curriculum), and to OREG	At least one week before Faculty meeting
	Curriculum Submissions and date of Faculty meeting posted online by OREG for information and review	At least one week before Faculty meeting
	Line Faculty and Faculty of Graduate Studies Approval	No later than second week of May
	Forward Final Docket of Curriculum Submissions, including changes approved at Faculty meeting, to OREG	Third Friday in May
	Senate Committee on Curriculum Meeting	Early June
	SCC-requested revisions completed and returned to OREG	Third Friday in June
	Senate meeting	First Friday in October
	Calendar proofs circulated for review	October
Curriculum Submissions published in University	Published January, effective	

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Calendar	January 1
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Current
Procedures on Curriculum Submissions



PROCEDURES ON CURRICULUM SUBMISSIONS

Procedural Authority: Senate **Effective Date:** July 28, 2011
Procedural Officer: Registrar **Supersedes:** December, 2007
Parent Policy: Policy on Calendar Submissions (AC1120) **Last Editorial Change:** July, 2011

1.00 Under section 37 of the *University Act*, Senate has authority to approve submissions made to the calendar.

1.01 Senate will approve Major curriculum submissions upon the recommendation of the Senate Committee on Curriculum.

1.02 Senate has delegated authority to approve Minor curriculum submissions to the Senate Committee on Curriculum.

1.03 Unless otherwise instructed by the Chair of its Faculty Curriculum Committee, each department shall separate its annual submission to the Faculty Curriculum Committee into two sections:

- One containing **Major** items (*for approval by the Faculty, the Senate Committee on Curriculum and Senate*); and,
- One containing **Minor** items (*for approval by the Faculty, the Senate Committee on Curriculum and forwarding to the Office of the Registrar for editorial update*).

2.00 A "**Major**" curriculum item is any one of the following:

2.01 **A new or reinstated course or program, or a change in a course abbreviation** (e.g., GER/GERS). Course descriptions are limited to 75 words. (Curriculum Submission Form – example #1)

Proposals for a new or reinstated programs or major modification to existing programs shall be submitted to the Senate Committee on Planning after faculty approval in accordance with deadlines established and published by the Senate Committee on Planning.

2.02 **A major change in the general aim(s) of a course** by either the addition or deletion of a main area or topic in the course description. (Curriculum Submission Form – example #2)

- 2.03 **A change in course unit value, division of a year-long course, or merging of two semester courses.**
(Curriculum Submission Form – example #3)
- 2.04 **Any change in course number.**
Course numbers cannot be reused. Changes to course numbers may be allowed only when exigent circumstances are provided to the Senate Committee on Curriculum and the Office of the Registrar.
(Curriculum Submission Form – example #4)
- 2.05 **An increase or decrease in the total number of course contact hours.**
(Curriculum Submission Form – example #5)
- 2.06 **The addition, deletion, or change to former course numbers in a “mutually-exclusive” (MX) designation, sequence credit information, or a cross listing.**
(Curriculum Submission Form – example #6)
(See **Appendix A** for definitions)
- 2.07 **A change in grading structure.**
(Curriculum Submission Form – example #7)
- 2.08 **The addition, deletion, or substitution of a prerequisite or co-requisite.**
(Curriculum Submission Form – example #8)
- 2.09 **A change in program requirements.**
(Curriculum Submission Form – example #9)
- 2.10 **Deletion of a course from the calendar, except as provided for under the five year rule.**
(Curriculum Submission Form – example #10)
- 2.11 **The discontinuance of a degree or a program.**
(Curriculum Submission Form – example #11)
- 2.12 **Other.** Any Major change not mentioned under Sections 2.01 through 2.11 and as determined by the Chair of the Faculty Curriculum Committee in consultation with the Chair of the Senate Committee on Curriculum and any accompanying Minor change(s).
- 2.13 Major curriculum submission should also include any associated or accompanying Minor change on the same form.

- 3.00 A "**Minor**" curriculum item is any one of the following
- 3.01 **Editorial changes to the course title** that does not change the general aims of the course by either the addition or deletion of main topics or areas of the course.
(Curriculum Submission Form – example #12)
 - 3.02 **Editorial changes to the course description** that does not change the general aims of the course by either the addition or deletion of main topics or areas of the course.
(Curriculum Submission Form – example #13)
 - 3.03 **Deletion of a course due for sunseting under the five-year rule** (See 10.). (Courses listed but not offered for five consecutive years,) (Curriculum Submission Form – example #14)
 - 3.04 **Retention of a course due for sunseting under the five-year rule** (See 10.). (Courses listed but not offered for five consecutive years,) (Curriculum Submission Form – example #15)
 - 3.05 **Changes to any list of suggested elective courses** for a particular program. (Consultation with other departments required). (Curriculum Submission Form – example #16)
 - 3.06 **Other** - Any Minor change not covered under sections 3.1 through 3.5, and as determined by the Chair of the Faculty Curriculum Committee in consultation with the Chair of the Senate Committee on Curriculum.
- 4.00 Each Department and School offering courses that are formally cross listed in the Calendar, or are listed as part of another department or school's academic program, whether in its own or another faculty, shall consult with those departments and schools prior to submission of any curriculum changes affecting those courses. The department must **provide its Faculty Curriculum Committee with evidence of such consultation.**
- 5.00 Major curriculum items involving course or program additions, deletions, or reinstatements should be submitted to the **University Librarian** for an assessment of library implications, and **evidence of such consultation shall be included with the submission** to the Senate Committee on Curriculum. It is not sufficient to state "none" – a brief statement will be of assistance to the University Librarian. Course deletion and retention under the five-year rule (see sections 3.3 and 3.4) also require consultation with the University Librarian as future acquisitions budgets depend upon up-to-date information regarding course offerings.
- 6.00 A copy of both the "**Major**" and "**Minor**" **SUMMARY sheets**, listing both the Major and Minor curriculum changes shall be distributed by each Faculty to the Dean and Curriculum Committee Chair of every other faculty two weeks prior to the faculty

meeting at which the submission will be considered (***Including the Faculty of Law and the Faculty of Graduate Studies.***)

- 7.00 Faculties must supply the date of their meeting to all other faculties and to the Secretary of the Senate Committee on Curriculum in a timely fashion.

The summary sheet shall include the title of the courses concerned and shall use a standardized format to describe the type of changes proposed, so that the same information is exchanged between faculties. If a Faculty Curriculum Committee or Dean identifies a change that is of interest to that faculty from within another faculty's summary, the matter can be pursued by requesting the actual submission for that item from the appropriate Dean or Curriculum Committee Chair.

Each Faculty will submit to the Secretary of the Senate Committee on Curriculum an electronic and hard copy of both their Major and Minor curriculum forms and summary. Major and Minor submissions must be separated when submitted to the Secretary of the Senate Committee on Curriculum.

- 8.00 The docket for the Senate meeting at which the faculty Major curriculum submissions are to be considered shall include a summary of the Major curriculum items in the submission, with any subsequent corrections indicated by underlining.
- 9.00 Copies of the Major curriculum submissions from faculties are placed on file in the Office of the University Secretary (Secretary of Senate) for perusal by Members of Senate before the Senate meeting at which the submissions are to be considered.
- 10.00 Courses listed but not offered for ***five consecutive years*** should be dropped from the calendar, unless the department concerned undertakes to offer the course within two academic years. *Courses are not retired solely by virtue of the five-year limit. Faculties must respond to circumstances.*
- 10.01 Once a year, the Office of the Registrar will circulate a list of all courses due for sunsetting to departments, schools, programs, curriculum committee chairs, the library, and the University Secretary. Departments, schools, and programs shall then include these courses in their curriculum submissions as Minor changes, stating whether they should be deleted or retained and the rationale for doing so. The Senate Committee on Curriculum has the authority to delete such courses from the Calendar if they are not satisfied with the rationale to retain them, as presented by the faculty.
- 10.02 The following should **not** be deleted when the course entry is deleted;
- *Cross-references to the course in program entries*
 - *Pre-requisite statements*
 - *Former names; or*
 - *Statements about mutually exclusive credit, sequence credit, or other credit information*

11.00 Curriculum changes take effect according to the following timeline:

11.01 Changes that are approved by Senate at the February meeting take effect at the beginning of the Summer Session of that year (May), unless otherwise approved by Senate.

11.02 Changes approved **AFTER** the February Senate meeting normally take effect at the beginning of the Summer Session of the second academic year following the approval. Changes approved after the February Senate meeting that are required to take effect at the beginning of the upcoming Summer Session will be included in the ***Calendar Supplement*** provided the information is received by the secretary of the Senate Committee on Curriculum no later than July 1. Inclusion in the supplement is limited to exigent circumstances only and departments should endeavor to submit all curriculum changes to the deadlines set by the Senate Committee on Curriculum.

Appendix A

Course Entry Guidelines for Departmental Chairs

Introduction

The accuracy and clarity of calendar entries is important to all students, faculty, staff and external users. Omissions and errors may lead to students paying additional fees, delaying graduation and/or appealing regulations.

Departmental Curriculum Chairs should review the "Policy on Calendar Submissions" thoroughly. This policy includes an appendix on formatting course entries - Appendix B: Calendar Format and Style. Also included are - Appendix C: General Information, and Appendix D: Frequently Asked Questions. The purpose of the appendices is to provide for consistency in departmental course entries, to make it easier to follow the calendar and to minimize the possibility of misinterpreting the intent of the department. Scheduling will then transfer docket information into the various fields on the Course Information Files in Banner. This policy and format must be applied to all calendar changes.

Student Systems Support builds the Course Information Files in Banner from the Major and Minor curriculum course changes submitted to Senate and to the Office of the Registrar. Major and Minor curriculum change forms are available at from the Office of the Registrar.

A few important points to bear in mind as you prepare or review your curriculum submission:

1. Major/Minor Forms. Unless otherwise instructed by the faculty curriculum chair, separate the Major and Minor changes into two separate submission groups. These should be numbered sequentially on the bottom right-hand corner. If you have both Major and Minor curriculum changes for the same course, submit the minor changes together with the major on the "Proposed Major Curriculum Change" form. Number your forms sequentially at the bottom right corner within the Major or Minor category. Curriculum change forms should show the existing entry on the left with a ~~stroke through~~ changes to be made; new entry on the right with changes underlined.
2. Course numbers may not be re-used. Re-using course numbers would result in a duplicate being recorded on the student's academic record when no duplication exists. Re-using course numbers would also make tracking of the student's academic record extremely difficult for all those involved, especially the student.

Changes to course numbers can be allowed only when exigent circumstances are accepted by the Office of the Registrar.

3. The Scheduling History Report Archives may be used for assigning course numbers for which no past records exist with student enrollments. These reports list all courses offered since 1970 by faculty, course and academic session.

The Course History Report by Faculty from 1970W to 2007W is available via the Scheduling Web Pages.

Click on the Course Update System (CUS)

- See the files under "Undergraduate CUS History Files"

The course history file may be used:

- To see the sessions a course has been offered
- To see if a course was formerly some other number
- To see if the units or title has changed
- To see when a course split into A/B
- **Most importantly** -- to check curriculum submissions to ensure a course number is not re-used

Undergraduate courses - assistance is available from Student Systems Support, local 8129.

Graduate courses – assistance is available from the Director of Graduate Admissions and Records (local 7975).

4. The term "**formerly**" remains in place as part of a course description for 10 years. Former course names should be retained, since students cannot at any time repeat a course for credit unless stated in the calendar. Former course names are always retained on the course update system. NOTE: The 10-year time frame **does not** apply to prerequisites (a former course number should be referenced as a prerequisite only for as long as the department deems it as beneficial to the student and the department).
5. Mutually exclusive (MX) information is to be entered in all of the calendar entries for the referenced course(s) where the course number changed requires the addition of a "formerly" reference or where overlap with another course exists. The MX note is intended to clearly identify course overlap when credit will be granted for only one course. If the MX is interdepartmental, departments should coordinate their MX calendar entries. Cross-listed courses should have an MX note to cover duplicate credit. MX entries remain permanently even when the course is no longer offered. *Please refer to Appendix B, (Mutually exclusive credit) for correct formatting.*
6. Sequence credit: if credit can only be given when courses are taken in a specific order (sequence), it is important this be stated specifically in the course description note fields in all courses involved (see Policy AC1120 Appendix A: Calendar Format

and Style "Sequence credit"). *Please also refer to Appendix B, (Sequence credit) for correct formatting.*

7. Maximum credit: Students cannot at any time repeat a course for credit unless stated in the calendar. Maximum credit calendar entries should follow the format given in Policy AC1120 Appendix A: Calendar Format and Style "Other Credit Information". Once a student has reached the maximum credit limit, the student's next registration in the course will be recorded automatically as a 'duplicate'.
8. Grading: include any special grading in the curriculum submission. See the Undergraduate Calendar and Graduate Calendar for a table of the official grading system approved by Senate.
9. Prerequisite information, such as a specific course or courses which may also require a specific grade, etc. is different from an enrolment restriction (e.g. "standing in year three") as outlined at:

<http://registrar.uvic.ca/undergrad/scheduling/sche/CurriculumInformation.html>
(under Registration Requirements)

It is important to be aware of the inability to use "or restrictions" between both prerequisite and enrolment requirement types and between different enrolment requirement types: e.g. "course XXX and year three standing", "Major in Sociology or year three standing". Please review the information and ask for clarification through the Scheduling Clerk, if necessary.

10. Sunsetting: Courses not offered for 5 years are to be removed from the calendar and a minor curriculum change form is required. If the course is to be retained, there must be provided a clear rationale supporting this retention (for example: intend to offer the course next (winter) session). Please refer to the list entitled "*Courses Not Offered for 5 Years*" - distributed annually in mid March for the Winter Session starting in the following year. (Copies are available by calling Scheduling at 8127). **Graduate** courses may remain in the calendar for longer than 5 years whether offered or not.
11. **Special Fees:** Courses with special fee units are listed in the Fee section of the Calendar.



University
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Appendix B

Calendar Format and Style

Senate has given Faculty Curriculum Committees the authority to request revisions to the course entries if these entries do not conform to the revised policy. The Office of the Registrar and Enrolment Services has been authorized by Senate to recommend to Senate, after appropriate consultation, changes to ensure clarity and consistency and the deletion of sections that do not conform to the substance of the calendar. This includes the deletion of statements in departmental entries that are judged to be recruiting statements rather than basic information.

Who Can I Call for Help?

For assistance with the **Policy on Calendar Submissions** or **format**:

Bernard LaVie (blavie@uvic.ca) at (250) 479-9936

Liliane Morgan (lmorgan@uvic.ca), at (250) 721-8471.

For assistance with questions on **course numbering**, and the **formatting of course entries**:

Undergraduate: Kim Wurban (wurban@uvic.ca) at (250) 721-8127

Graduate: Angela Katahan (akatahan@uvic.ca) at (250) 721-7975.

Faculty and Department Entries

Please consult the current calendar for examples of faculty and department calendar entry organization. In most cases, the sequence of information is as follows:

- Faculty listings
- Programs offered
- Co-operative education program cross-reference
- Admission requirements
- Program requirements
- Course index

Combined Program Entries

*Course listings for **Combined Programs** must be listed in the identical order in each department entry. The order should be alphabetic.*

(Minor change)

Biological Listing:

Combined Major Program in Biology and Earth Sciences

First Year

BIOL 190A, 190B	3.0
CHEM 101, 102	3.0
EOS 110, 120	3.0
MATH 100, 101	3.0
PHYS 112 or 102	3.0

Total: 15.0

Earth and Ocean Science's Listing:

Combined Major in Biology and Earth Sciences

First Year

BIOL 190A or 210, 190B or 220	3.0
CHEM 101, 102	3.0
EOS 110, 120	3.0
MATH 100, 101	3.0
PHYS 112 or 102	3.0
Total:	15.0

Program Requirement Listings

*All listings of program requirements must include a unit requirement total.
(Minor change)*

Example

BIOL 190A, 190B	3.0
CHEM 101, 102	3.0
EOS 110, 120	3.0
MATH 100, 101	3.0
PHYS 112 or 102	3.0
Total:	15.0

Common Course Abbreviation Listing

Courses with the same course abbreviation are to be listed on the same line, where possible. (Minor change)

Example

CHEM 101, 102, 150	4.5
--------------------	-----

Re-positioning of Information

Where information is being re-positioned in the calendar entry, not deleted or changed, it should be indicated with a strike-through and an underline to indicate the change in order of the information. (Minor change)

Course Entries

Any change to a course entry that may affect program or course entries in another academic unit *requires prior consultation with the other unit.*

Course entry changes must be shown by underlining the change on the proposed curriculum change form.

The sequence of information in course entries is as follows:

- Course abbreviation and number
- Unit value(s) or range
- Terms and hours to be offered
- Former course number(s)
- Cross-listed course

- Course title
- Course description
- Section topic(s)
- Section description
- More than once
- Course advice
- Mutually exclusive credit
- Sequence credit

Sequence credit is defined as credit that is given if the courses are taken in one order only (e.g., Course B may be taken after course A, but A may not be taken after credit has been received for B; whereas if credit were never possible for both A and B, then A and B are mutually exclusive).

- Other credit information
- Pre- and/or co-requisites
- Grading
- Course advice

Course abbreviation and number

Use no more than four letters for the course abbreviation. Use three numbers for the course number plus a letter as appropriate. The first number indicates the year level

- 01 to 099 level for university upgrading courses,
- 100 to 400 level for undergraduate courses
- 500 and 600 level for graduate courses
- 700 level for education professional year courses
- 800 level for co-op work terms

The use of A/B is appropriate for splitting a course (for example 100 becoming 100A and 100B). Use letters only if the use will be consistent from year to year; otherwise use a new number. Since students cannot at any time repeat courses for credit unless stated in the calendar, do not reuse course numbers.

Undergraduate courses - assistance is available from Student Systems Support, local 8127.

Graduate courses – assistance is available from the Director of Graduate Admissions and Records (local 7975).

Unit value(s)

Units may be assigned only in multiples of 0.5 except in the case of a 0.75 unit course.

If variable units are possible, use a dash to separate the unit values

(e.g., 1.5-3.0, indicating 1.5, 2.0, 2.5 or 3.0 units of credit are possible for the same term).

If either one value or another is possible but not both, use "or" to separate the unit values

(e.g., 1.5 or 3.0).

When a unit value of a course changes, a new course number is to be assigned

(This applies to undergraduate courses only; it does not apply to variable unit courses or repeatable courses).

Hours

Show hours as: (Lecture-Lab-Tutorial). For example:

- (3-0) = 3 hours lecture per week.
- (2-1) = 2 hours lecture, 1-hour lab per week.
- (3-0-1) = 3 hours lecture, 1-hour tutorial per week.

Former course number(s)

Where the content of a course has not been changed, but the number has, both numbers must be indicated for 10 years. In addition, mutually exclusive or sequence credit information must be included.

*Unless otherwise stated, students cannot at any time repeat courses for credit (a computer record is maintained for deleted courses, including deleted "formerly" entries). For this reason, mutually exclusive and sequence credit references must be retained in the calendar. (See **Scheduling History Report Archives**)*

Cross-listed course

Whenever a cross-listed course is added, changed or deleted, the other department must be consulted to coordinate the same calendar change for the same session (*if one course is deleted, consider adding a mutually exclusive entry*).

Course title

Course titles must be brief. Important — descriptions such as "(in English)" should be enclosed in parentheses and added after the title.

Course description

- New and revised course descriptions should be stated briefly.
- Phrases should be used rather than sentences.
- The general aim of the course and the main topic(s) to be considered should be indicated.
- **Course descriptions are limited to 75 words** or 8 (calendar) column lines exclusive of notes. Current course descriptions exceeding this limit must be rewritten to conform to the limit.

Section topic(s)

Where content varies from year to year in a course, or from section to section within a session, a brief section topic(s) will be required.

Section descriptions

Section descriptions for new course entries should be shown as part of the curriculum submission process and should be as brief as possible.

Mutually exclusive credit

Where mutually exclusive entries are added, changed, or deleted and a course from another department is referenced in the M/X note, the other department(s) must be consulted to co-ordinate the change for the same session. The other department(s) must include the appropriate addition/change in their course description/curriculum submission.

Standard Format

The first number listed is always that of the current course, regardless of numerical order; thereafter, ascending numerical order is followed.

- A. To be used when two courses are mutually exclusive to one another and when only one of the two courses may receive credit.**

Example: Credit will be granted for only one of 107 and 169.

- B. To be used when two courses are mutually exclusive to one another, if the course was taken either during a certain session or in the same topic; then only one of the courses may receive credit.**

Example: Credit will be granted for only one of 414, 400D if 400D taken prior to 1989-90

Example: Credit will be granted for only one of 415, 350 if 350 taken in the same topic.

- C. To be used when more than two courses are mutually exclusive to one another and only two courses within the series of courses may receive credit.**

Example: Credit will be granted for only two of 262A, 262B, 262C.

- D. To be used when two courses carrying 1.5 units each have been combined and offered as one course carrying 1.5 or 3.0 units. A slight difference in the standard format is required to take into account previous course numbering and credit recognition.**

Example: Credit will be granted for only one of 350, 316, 350A and B.

Non Standard Format

In certain situations, the standard format will require modification to take into account anomalous situations or special sequence issues; in these cases, the

appropriate Records Officer in undergraduate or graduate records should be contacted to discuss the appropriate wording.

Example A: Credit will not be granted for both 202 and any of 200, 201 or 205. If all of 202, 200 and 201 are taken, credit will be given for only 200 and 201.

Example B: Not open for credit to students registered in or with credit in any of 133, 200, 202, 205, 233A or 240.

Other credit information

May be taken more than once for credit

When a course may be taken more than once for credit either state the maximum number of units permitted or state that there is no maximum.

- to a maximum of _____ units of credit
- normally to a maximum of _____ units of credit
- in different topics/fields
- at the discretion of department
- with permission of department

There is no maximum on the number of units of credit permitted in topics courses provided different topics are taken unless specified.

- **Students may not obtain credit for more than ____ units of ____.**
- **No credit limit.**

Course advice

Special advice to students, including enrolment limits or registration restrictions, concurrent registration and permission for registration. Where the class size is to be limited, apart from room capacity consideration, this fact must be indicated together with criteria for entry into the course.

Pre- and/or co-requisites

Be specific whenever possible (for example, use "4.5 units from 100, 149, 200, 251, or 252" instead of "4.5 units of introductory language courses" Reference to pre-requisite courses that no longer are offered may be retired/removed at the discretion of the department).

Grading

Specific grading must be indicated if one or more of the following applies: COM, INP, INC.

Punctuation, spelling and formatting

See the University Style Guide for spelling protocols such as 'program', 'adviser', 'enrolment', 'inquiries', etc.

Parentheses, comma and semicolons can change the intent of prerequisite,

mutually exclusive, sequence credit or other credit information. For example, the following lines have different interpretations:

- Any of 120, 130 or 140 or equivalent and a grade of A in 160 or 180.
- Any of 120, ((130 or 140) or equivalent); a grade of A in 160 or 180.
- (Any of 120, 130 or 140) or equivalent and a grade of A in 160 or 180.

A **comma** or **semicolon** will normally* be interpreted as an:

- "and" if followed by an "and," or
- "or" if followed by an "or."

Example: 120, 130, 140, and 150 will be interpreted as 120 and 130 and 140 and 150.

Similarly: 120, 130, 140 or 150 will be interpreted as 120 or 130 or 140 or 150 (not as [120, 130, 140) or (150]).

*"Normally" is used here since all interpretations are subject to the context in which the punctuation is used.

The use of the **virgule (/)** can be ambiguous in some contexts.

Please replace the virgule with the word "and" or "or," as appropriate (e.g., "100A and 100B" instead of "100A/100B").

Undergraduate Course Entry Samples

1. **Sample:** *course abbreviation, course number, credit value, lecture hours course title, course description.*

ENGL 369 **Units: 1.5** **Hours: 3-0**
Milton: Major Poetry and Selected Prose
 A study of Paradise Lost, Samson Agonistes, and other poems and prose.

2. **Sample:** *former course number, and mutually exclusive credit.*

GRS 200 **Units: 1.5** **Hours: 3-0**
Formerly: CLAS 200
Greek and Roman Mythology
 A study of Greek and Roman myths, in the context of the culture and thought of Greece and Rome. Literary and artistic sources will be used to establish and analyze the nature and function of myths in these cultures. Topics include the gods, heroes, local myths, political and cultural uses of myths, and the origins of the influence of Greek and Roman myths on European culture.
Note: Credit will be granted for only one of 200, CLAS 200.
Prerequisites: None; 100 recommended.

3. *Sample prerequisite, lecture, and lab.*

BIOL 225 **Units: 1.5** **Hours: 3-3**

Cell Structure and Function

An introduction to the study of structure/function relationships at the cellular level. Evolution of cells, structural components of cells, cellular compartmentalization, energy conservation, cell signalling, cell growth, and cellular mechanisms of plant and animal development.

Note: Credit will not be given for both 225 and 200.

Prerequisites: Biology 11 and 12, or 150A and B, and second-year standing.

4. *Sample: cross-listed course, use of (in English), and course advice.*

SLAV 374 **Units: 3** **Hours: 3-0**

Also: HIST 374

Imperial Russia, 1689-1917 (In English)

A history of Russia from Peter the Great to the fall of the monarchy. The course traces the response of the Russian state and Russian society to changing national needs and the challenge of the West. Through reports and discussions, emphasis will be given to periods of rapid change.

Note: Students are strongly advised to complete an introductory course in history before undertaking this advanced course.

5. *Sample: grading.*

ED-P 798 **Units: 3.0**

Student Teaching Practicum

Placement from January through April in one or more secondary schools for supervised teaching practice.

Prerequisites: Successful completion of pre-practicum term.

Grading: INC, COM, N, F, INP

6. *Sample: sequence credit.*

ECON 100 **Units: 1.5 formerly 3** **Hours: 3-0**

The Canadian Economy - Problems and Policies

A discussion of some of the important issues in economic decision making in both private and public sectors of the Canadian economy with an introduction to the basic concepts of economic analysis.

Note: Not open to students currently registered in 103 or 104, or with credit in 103 or 104.

Note: Students wishing to proceed into the Commerce program at the University of British Columbia are advised to take 103/104 in their first year.

7. **Sample:** *credit range, section topics, or other credit information.*

HIST 358 Units: **1.5 or 3** Hours: **3-0**

Topics in Canadian History

An intensive study of selected aspects of Canadian history.

A01: Observers Observed: Anthropologists & First Nations in BC, 1880-1940

A02: The Inuit: from Traditional Society to the Nunavut

A03: Cultural Encounters and Colonialism in Canadian Travel Literature, 1500s to 1880s

Note: *May be taken more than once with the permission of the Chair to a maximum of 9 units.*

Graduate Course Entry Samples

MICR 523 Units: **1.5**

Also: FORB 523

Molecular Biotechnology

This course is designed to provide an introduction to recent advances in molecular biotechnology. The following topics will be addressed: recombinant DNA technology, genetic engineering; vectors for genetic transformation, direct gene transfer via liposomes, electroporations, microinjection of DNA, specific examples of transgenics, protein engineering; targeting, import and export of chimeric proteins in cells and organelles, monoclonal antibodies, antisense RNA, industrial enzyme production. This course will consist of formal lectures with written and oral presentations by the students on selected topics. Seminars will be presented by visiting speakers, and several faculty members will contribute to the course in their area of expertise.

Note: Credit cannot be obtained for both MICR 405 and FORB/MICR 523.

HA 598 Units: **3.0**

Research Paper

An extended research paper of approx. 10,000 words that will also be presented to a public audience.

Note: Required for M.A. students who elect Option B.

Grading: INP, COM, N, or F

MUS 540 Units: **0.5 or 1** Hours: **0-1**

Individual Tuition

Lessons in instrument or voice.

Note: *Approval of the student's Supervisory Committee and permission of the School are required.*



Appendix C

General Information – Senate Committee on Curriculum

The Senate Committee on Curriculum with authority from the University of Victoria Senate scrutinizes and authorizes all proposed program and course submissions before the formal submission to Senate.

The committee is comprised of the Chair (appointed by Senate), the faculty curriculum chair representatives (appointed by each faculty), the Chair of the Senate Committee on Academic Standards, a UVSS representative, representatives from the Office of the Registrar and Enrolment Services and the Calendar Editor. Occasionally, guests may be invited to attend meetings if the Chair feels that it would be beneficial to have their expertise available when discussing a certain curriculum submission.

*The committee meets bi-annually, in April and in January. The **April** meeting is primarily an information meeting for all new and returning Faculty Curriculum Committee representatives, to advise them of the process involved and to answer any questions that may be raised concerning how to complete the curriculum forms, along with the submission and approval process.*

As the Faculty of Graduate Studies must approve all graduate submissions before they are submitted to the Senate Committee on Curriculum, their deadline for graduate submissions is earlier, usually the third Friday of October. All graduate curriculum submissions are then submitted as a whole to the Senate Committee on Curriculum as the Faculty of Graduate Studies' submission.

All faculty submissions must include a summary sheet (both hard-copy and electronic file or DVD disk) and must be delivered to the Secretary of the Senate Committee on Curriculum, in the Office of the Registrar and Enrolment Services, University Centre, Room A111 no later than the third Friday in November.

(IMPORTANT: It would be very helpful to the committee if faculty curriculum chairs could forward their curriculum submissions as soon as their faculties approve them.)

*At the **January** Senate Committee on Curriculum meeting all curriculum change forms (both Major and Minor) are assessed thoroughly by the committee. Members are requested to review the change forms, in particular their own faculty's submission, before the meeting. At this meeting, proposed changes are approved, rejected or returned to the individual faculties with instructions to amend the particular submission in order to comply with Senate guidelines. The revised form(s) must then be forwarded electronically, along with a hard copy, to the Secretary of the Senate Committee on Curriculum. The Secretary will then forward the curriculum changes for inclusion in the yearly submission to Senate.*

Upon Senate approval, the curriculum changes will be effective September 1 of the following Winter Session and will be incorporated into the upcoming print and on-line Calendars. If the submission is to be effective for the upcoming Summer Session, the effective date must be stated on the change form as May 1 (see 11.1 – Curriculum changes take effect according to the following timeline).



Appendix D

Frequently Asked Questions

How do we handle a proposal for a new program or a major modification to an existing program?

This should be submitted to the Senate Committee on Planning after faculty approval in accordance with deadlines established and published by the Senate Committee on Planning.

How long do we need to keep the "Formerly" notation with the course description?

It can be removed after 10 years. (The mutually exclusive (MX) note, however, must remain forever as part of the course description.)

How long do we need to keep the MX (mutually exclusive) notation with the course description?

The MX designation must always remain, unless the course has changed to the point where there no longer is significant overlap.

How should a faculty's Major and Minor submissions be organized for submission to the Senate Committee on Curriculum?

The Major and Minor changes should be separated into the two groups. The contents of each group are to be listed in the order they appear in the current calendar. Number the group pages sequentially in the bottom right-hand corner.

(Note: Individual Faculty Curriculum Committees may choose to organize their materials differently for their own review.)

How do we list changes on the Curriculum Change form?

On the left side - list current description/information and ~~strike-out~~ all the information that is being deleted.

On the right side - list proposed description/information and underline all the information that is being added or changed.

NOTE: Unless these guidelines are followed consistently, the change forms are extremely difficult to read. Submissions that do not follow these guidelines will be sent back to their departments for correction.

If a course is removed because it has not been offered for at least five years (sunsetting), can we revive the course in the future and use the same number?

Yes, by submitting a Major curriculum change form

Can the course number of a course removed under the sunsetting clause be used for another new course?

No, a course number cannot be reused for a new course. It can only be reused if the previously deleted course is reinstated

Is proof of consultation with the library, and any affected department or faculty, required with the curriculum submissions?

Yes, proof of consultation (memo, e-mail, etc.) from the library, and any affected department or faculty **is required** for **ALL** major and minor changes involving course or program additions, deletions, or reinstatements.

What form(s) do we use if we are submitting a change for a course which includes both a Major and Minor curriculum change?

Use a Major curriculum change form, and in addition to the indicating the Major change involved, also mark an (x) on the "other" square and indicate "Minor" and the type of Minor change.

Where can I find the on-line Major and Minor Curriculum Forms along with the Major and Minor Summary Sheets?

The forms have been revised. Please use the forms located on the Office of the Registrar's website.

For additional, more in-depth information, see Numbers 4 through 11.3 of Policy AC1120 - Policy on Calendar Submissions.

Revised November 2007
Appendix revised November 2007



University
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MEMO

Date: 17 April 2013
To: Members of Senate
From: David H. Turpin
President and Vice-Chancellor 
Re: 2012 Policy Review Annual Report

The Policy on University Policies and Procedures (GV0100) calls for the President to report annually to the Board of Governors and the Senate on university policies developed and reviewed during the year. The 2012 Policy Review Annual Report captures university policy activities and accomplishments in 2012 and outlines current policy activities and priorities for 2013. Information about university policies is available on the University Secretary's website at www.uvic.ca/universitysecretary/policies.

MOTION:

THAT the Senate receive, for information, the 2012 Policy Review Annual Report.

Attachment: 2012 Policy Review Annual Report.



Date: April 17, 2013
To: Members of the Board of Governors and Senate
From: Dr. David Turpin, President
Re: 2012 Policy Review Annual Report

1. Introduction

The university's Policy on University Policies and Procedures (GV0100) was approved by Senate and the Board of Governors in order to establish a consistent framework for the development and review of university policies and procedures. The goal in implementing the policy framework is to create and maintain a collection of user-friendly policies and procedures that is current and relevant to the needs of the university community.

This report responds to the requirement in the Policy on University Policies and Procedures to report annually to Senate and the Board of Governors on the development and review of university policies and procedures. The Policy states:

The President will report annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended.

The report also identifies university policy related priorities for 2013/2014.

2. Update on the Implementation of the Policy Framework

Overall, the university continued its progress in 2012 in implementing the university policy framework. The responsibility for drafting of new policies and the revising of existing policies has been assumed by the president's office or individual vice-presidents' offices. The University Secretary's office continues to coordinate policy development and ensures new policies and policy changes are consistent with the Policy on University Policies and Procedures.

Table 1 provides an update on the progress since this framework was adopted in late 2007.

Table 1: Progress since the Adoption of the University Policy Framework

- 71 policies have been reviewed and amended while 55 policies have been rescinded; 10 new policies and 27 new procedures have been developed and implemented;
- there has been an overall reduction in the number of university policies from approximately 200 to 146 through rescinding, relocation and consolidation efforts; 31 policies were re-assigned to new approving authorities based on current portfolios and responsibilities;
- major university policy projects were completed developing new and substantially revising existing research, information management, and decanal appointment policies and procedures;
- a new university policy website was implemented providing a variety of policy resources and more convenient options to locate relevant policies and procedures;
- a new functional classification system was implemented;
- a cyclical policy review schedule for all policies and procedures was adopted to track targeted review dates and to ensure regular review and updates occur; and
- new tools, resources and templates were developed to assist with policy development and reviews including: policy development and review checklists; policy writing tips; standardized approval forms; and policy consultation and implementation plan templates.

3. Summary of 2012 Policy Activities

(a) *New Policies and Procedures Developed or Under Development*

In 2012, the following new university policies and procedures were adopted or were under development:

ADOPTED

Policy or Procedure	Purpose and Rationale for Development
1. Information Security Policy - Payment Card Acceptance Procedures (IM7800)	Approved addition of procedures under existing policy.

UNDER DEVELOPMENT

Policy or Procedure	Purpose and Rationale for Development
1. Booking of University Facilities or Space for Secondary Purposes (NEW : BP3700)	Under development
2. Communication Policy (NEW)	Under development
3. Partnership Agreements with External Educational Institutions (NEW)	Under development
4. Poster and Banner Policy/Guidelines (NEW)	Under development
5. Research Funding Management and Financial Accountability (NEW)	Under development

(b) *Revised Policies and Procedures*

In 2012, the following university policies and procedures were revised:

Policy or Procedure	Summary of Amendments
1. Policy on Calendar Submissions (AC1120)	Revisions approved January 2012
2. Responding to the Death of a Student (AC1215)	Revisions approved May 2012
3. Policy on Scholarly Integrity – Researchers not subject to the Framework Agreement (AC1105(A))	Revisions approved December 2012
4. Policy on Scholarly Integrity – Pursuant to the Framework Agreement (AC1105(B))	Revisions approved December 2012
5. Liquor Policy (and Associated Procedures) (AD2400)	Revisions approved May 2012
6. Building Usage (BP3105)	Minor editorial revisions approved January 2012

Policy or Procedure	Summary of Amendments
7. Hospitality Expenditure Policy (FM5600)	Revisions approved September 2012
8. Acceptable Use of Electronic Information Resources (IM7200)	Revisions approved June 2012
9. Research Involving Humans (RH8105)	Revisions approved September 2012
10. Environmental Health and Safety (SS9200)	Revisions approved March 2012

(c) *Rescinded Policies and Procedures*

In 2012, the university rescinded the following policies and procedures that no longer met the university policy standard or had been superseded by other policies or documents.

Policy or Procedure	Rationale for Rescinding
1. Identity Management Policy (IM7205)	Rescinded - superseded by the subsequently implemented privacy policies and information security policy approved by Board (June 2012) and effective July 1, 2012
2. Emergency Response Policy (SS9100)	Rescinded – consolidated into the Environmental Health and Safety Policy (SS9200) approved by Board (June 2012) and effective July 1, 2012
3. Hazardous Materials Policy (SS9400)	Rescinded – consolidated into the Environmental Health and Safety Policy (SS9200) approved by Board (June 2012) and effective July 1, 2012

(d) *Policies with Transferred Approving Authority*

In 2012, the approval authority for the following policies was transferred based on current organizational responsibilities.

Policy or Procedure	Former Approving Authority	New Approving Authority
1. Printing and Duplicating Services (FM5520)	VP Finance & Operations	VP Academic & Provost
2. Photocopy and Fax Services (AD2530)	VP Finance & Operations	VP Academic & Provost

4. University Policy Goals and Priorities for 2013

(a) *Finalize University Policies Currently Under Review – brought forward from 2011 and 2012*

Policy or Procedure	Status
1. Academic Program Review (AC1145)	Targeted for completion in Fall 2013
2. Teaching and Organization of Courses and Programs (AC1150)	Targeted for completion in Spring 2014
3. Accommodation for Students on Days of Religious Observance (AC1210)	Targeted for completion in Fall 2014
4. Ethical Assessment of the Institutional Quality of Programs and Services (AD2205)	Targeted for completion in 2013
5. Motor Vehicle Pool (AD2315)	Targeted for completion in June 2013
6. Building Usage Policy (BP3105)	Targeted for completion in June 2013
7. Policy Relating to the Use of Hallways and Corridors (BP3110)	Targeted for completion in June 2013
8. Exterior Signs Policy (BP3115)	Targeted for completion in June 2013
9. Interior Signs Policy (BP3120)	Targeted for completion in June 2013
10. Furniture Policy (BP3130)	Targeted for completion in June 2013

Policy or Procedure	Status
<p>11. University Facility and Space Booking policies:</p> <ul style="list-style-type: none"> (a) External Bookings of University Space (BP3400) (b) Use of University Facilities of Academic Departments by External Organizations (BP3405) (c) University Centre Foyer Booking (BP3410) (d) University Centre A180 Booking (BP3415) (e) Operation of the Cadboro Commons Building (BP3420) (f) Booking Policy - Residence & Food Facilities (BP3425) (g) Booking of Physical Education, Athletics and Recreational Facilities (BP3430) (h) University Centre Auditorium: General Use & Booking (BP3435) 	Under review as part of project to review university's booking policies - targeted for completion in 2013
<p>12. Policies related to student residences</p> <ul style="list-style-type: none"> (a) Student Residences Policy (BP3500) (b) Operation of Family Housing Policy (BP3505) (c) Residence Services - Budget Policy (FM5515) 	Targeted for completion in Spring 2013
<p>13. Signing Authority (FM5100)</p>	Targeted for completion in 2013
<p>14. Short Term Investment Policy (FM5200)</p>	Targeted for completion in September 2013
<p>15. Liability Insurance Policy (FM5300)</p>	Targeted for completion in April 2013
<p>16. Procedures for Appointment, Review and Re-Appointment of Associate Deans (consolidation) (NEW)</p>	Targeted for completion in December 2013
<p>17. Intellectual Property (GV0215)</p>	Targeted completion in Spring 2015

Policy or Procedure	Status
18. Statement of Policy Regarding Deans of Faculties (GV0660)	Targeted completion in December 2013
19. Procedures for the Appointment of Chairs of Departments or Divisions (GV0700)	Targeted for completion in November 2013
20. Professional Development Expenses Excluded Management Staff (HR6400)	Targeted for completion in Fall 2013
21. Prevention of Violence in the Workplace (SS9120)	Targeted for completion in December 2013

(b) *Finalize Other University Policies Currently Under Review – completion date in 2013*

Policy or Procedure	Status
1. Procedures – Policy on Calendar Submissions (AC1120)	Targeted for completion in May 2013
2. Procedures for Academic Accommodation and Access for Graduate Students (AC1205)	Targeted for completion in Fall 2013
3. Public Communications Policy for Program/Service Interruptions (AD2305)	Targeted for rescinding in 2013
4. Art Museum and University of Victoria Art Collections Policy (formerly called the Maltwood Art Museum and Gallery) (BP3300)	Targeted for completion in 2013
5. Fundraising and Gift Acceptance Policy (formerly called the Donations and Fundraising Policy) (ER4105)	Targeted for completion in May 2013
6. Social Responsibility and UVic Investments Policy (FM5215)	Targeted for rescinding in September 2013
7. Determination of Employment Relationship (HR6325)	Targeted for completion in December 2013

Policy or Procedure	Status
8. Distribution of News and Information Publications on Campus (IM7400)	Under review as part of the project to review the university's communication policies
9. Research or Teaching Involving Animals (RH8110)	Targeted for completion in December 2013
10. Bomb Threats (SS9110)	Targeted for rescinding in 2013

(c) *New Policy priorities/projects in 2013*

Policy or Procedure	Status
1. Naming of Facilities and Physical Assets (BP3100)	Targeted for completion in May 2013
2. Indirect Costs of Research (FM5400)	Editorial updates – targeted for completion in December 2013
3. Research Policy (RH8100)	Editorial updates – targeted for completion in December 2013
4. External Research Funding Agreements Policy and Procedures (RH8200)	Editorial updates – targeted for completion in December 2013

(d) *Other Policy Related Priorities*

Other university policy-related priorities for 2013 include:

- continue to identify and rescind or relocate university policies and procedures that no longer meet the university policy standard;
- continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated;
- *document assessment of policies related to employment systems will take place in the course of the employment system review currently scheduled for 2012-2013; and*
- review and update of privacy, records management and security policies and procedures in light of the recent Office of the Information Privacy Commissioner's report and the ongoing external review and internal assessment.