The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 5, 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

2. MINUTES
   a. March 1, 2013 [SEN-APR 5/13-1]
      
      Motion: 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.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR
   a. Public perceptions on university autonomy and accountability
   b. Update on the Implementation of the Strategic Plan
   c. President’s Report

5. CORRESPONDENCE
   a. Planning and Priorities Committee – Dr. David Turpin, Chair

      Motion: That Senate receive the 2012/2013 annual report of the Planning and Priorities Committee for information.
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards - Dr. Annalee Lepp, Chair

i. New and Revised Awards

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:

- 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

ACTION

b. Senate Committee on Learning and Teaching – Dr. Gweneth Doane, Chair

i. 2012/2013 Annual Report

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

ACTION

ACTION

ACTION

ACTION

ACTION

ACTION

ACTION

ACTION

c. Senate Committee on Planning - Dr. Catherine Mateer, Chair

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

Motion: 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.
7. PROPOSALS AND REPORTS FROM FACULTIES

8. OTHER BUSINESS

   a. Report on Procedures for the Appointment of the President  
      \textit{SEN-APR 5/13-6}  
      INFORMATION

   b. Fundraising and Gift Acceptance Policy (ER4105)  
      \textit{SEN-APR 5/13-7}  
      INFORMATION

9. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on March 1, 2013 at 3:30 p.m. in the Senate and Board Chambers, University Centre, room A180.

1. APPROVAL OF THE AGENDA

Motion: (L. van Luven/J. Wood)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

Motion: (F. Diacu/P. Bell)
That the minutes of the open session of the meeting of the Senate held on February 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. Update on Carry Forward

Dr. Turpin provided an update on carry forward funds, explaining that carry forward funds are one part of the university’s reserve funds. He described how carry forward funds are held and allocated. Dr. Turpin reviewed the intended uses for carry forward funds, as identified by departments across campus. He also provided an overview of where carry forward funds are located and how they are distributed across portfolios. Dr. Turpin noted that the majority of carry forward funds are allocated for employee obligations and academic purposes, including financial aid, research support, and curriculum and program development.

There were no questions from members of Senate.

b. President’s Report

With regard to provincial matters, Dr. Turpin reported on the provincial budget released on February 19, 2013.
Regarding municipal matters, Dr. Turpin reported meeting with a number of mayors and councils around the region. He said that, in collaboration with the Capital Regional District, an event titled “A New Leaf: Turning to Our Region’s Future” was held on February 21 and 22, 2013. The event provided an opportunity to consider the potential impact of demographic change in our region.

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

- there were upcoming elections for faculty members-at-large to Senate, and for students to Senate and the Board of Governors;
- the site preparation was underway for the Centre for Athletics, Recreation and Special Abilities;
- the university’s new “Engaging with Our Neighbours” framework was now available online;
- on February 19, 2013, the university was pleased to announce a $500,000 donation from Vancouver-based resource firm Goldcorp Inc. to support the Peter B. Gustavson School of Business’s Centre for Social and Sustainable Innovation;
- for the second year in a row, the University of Victoria was named one of Canada’s Best Diversity Employers;
- IdeaFest 2013 begins on Monday, March 4, 2013 and will feature two weeks of panels, workshops, exhibits, lectures, screenings and tours;
- the Jamie Cassels Undergraduate Research Awards Research Fair will take place on Wednesday, March 6, 2013; and
- the university was deeply saddened by the loss of UVic student Georgia Klap on February 16, 2013.

Dr. Turpin offered congratulations and thanks to the organizers of recent events on campus, including:

- Alumni week held from February 3 – 9, 2013;
- the Vikes annual “Shoot for the Cure” held on February 16, 2013;
- Special Convocations and President’s Distinguished Lectures for Dr. George Dyson and Dr. Anne Michaels; and
- Connect-U held on February 20 and 21, 2013.

Regarding awards and honours at the university, Dr. Turpin reported that:

- School of Music Professor Emeritus Ian McDougall’s 2012 album *The Very Thought of You* has been nominated for a 2013 Juno Award;
- a number of former UVic students also drew Juno nominations, including Hannah Georgas, Japandroids members Brian King and David Prowse, Scot McFadyen, and Clifton Murray of The Tenors;
- the Victoria Leadership Awards were held on February 25, 2013. This year’s recipients of the University of Victoria Community Leadership Award were UVic Professor Emeritus David Lai and Dr. Ana Maria Peredo, Professor in the Gustavson School of Business; and
- this year’s Leadership Victoria Vancity Youth Award went to UVic Social Sciences alumna Rupinder Prihar.
5. CORRESPONDENCE

a. Advisory Committee on Academic Accommodation and Access for Students with Disabilities

i. Annual Report

Dr. Serra suggested that the report include more information about co-op work terms, particularly with respect to how the university supports students on work terms to ensure required accommodations are in place. She raised a concern that the necessary supports are not always in place. Mr. Dunsdon acknowledged that this information was not in the report, but noted that the Resource Centre for Students with Disabilities works with Co-op and Career Services to provide support to students. He said he would raise Dr. Serra’s concern with the advisory committee and include information in the next report to Senate.

Motion: (D. Greschner/P. Keller)
That Senate receive the 2012-2013 annual report of the Advisory Committee on Academic Accommodation and Access for Students with Disabilities for information.

CARRIED

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Creation of New WE Registration Status

In response to a question from Dr. Purkis, Ms. Charlton reviewed changes to the proposal made as a result of consultations.

Dr. Harrington commented that the proposal was not clear with respect to when the WE registration status would be used instead of a drop. Ms. Charlton responded that it was intended that use of the WE registration status would be the norm.

Ms. Charlton suggested a friendly amendment to the wording for the graduate and undergraduate grading scales in the academic calendar. She proposed that the calendar entries read “course registration or grade”. Her amendment was accepted.

Motion: (T. Haskett/D. Capson)
That Senate approve the proposal to create a WE registration status, as set out in the proposal from the Senate Committee on Academic Standards dated February 12, 2013, effective May 1, 2013.

CARRIED
ii. Proposed Revisions to the Policy on Academic Integrity

Dr. Banerjee asked that the policy be clarified to indicate that in the Faculties of Humanities, Science and Social Sciences, the deans’ designate may be the Associate Dean Academic Advising. Dr. Turpin said this clarification would be included.

Dr. Harrington noted a discrepancy in the policy with respect to access to records by Chairs of departments. Ms. Andersen noted that an editorial clarification was required in the section of the policy regarding access to records. Dr. Baer asked if it was still the case that Chairs would not have access to information in a student’s record until after a determination had been made regarding a specific violation. Dr. Turpin confirmed that Dr. Baer’s understanding was correct.

Motion: (B. Smith/G. Van Gyn)
That Senate approve revised Policy on Academic Integrity, effective May 1, 2013.

CARRIED

Motion: (B. Smith/R. Burke)
That Senate approve the revisions to the section of the academic calendar entitled “Course Outline Requirement”, as set out in the attached document, effective May 1, 2013.

CARRIED

b. Senate Committee on Admission, Re-registration and Transfer

i. Faculty of Engineering – Proposed Changes to Admission Requirement

Motion: (T. Tiedje/R. Tremblay)
That Senate approve that the minimum secondary school graduation average required for admission to the Bachelor of Engineering and Software Engineering programs be increased to 73% from the current 70%, effective May 1, 2013.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Motion: (A. Lepp/J. Wood)
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:

- Fred Whitehouse National Association of Federal Retirees Scholarship (new)*
- Annual Giving Student Caller Scholarship (new)
- London Drugs Foundation Graduate Scholarship (new)
- Victoria Bar Association Bursary (revised)*
• Allen P. James Scholarship (new)*
• Gwen Lock Scholarship for Women (new)
• Anne McLaughlin Bursary in Leadership Studies (revised)*
• Audrey May McCormick Scholarship (new)*
• Lorene Kennedy Field Course Award (new)*
• Founders Committee Graduation Award in Law in Honour of Allan Cox, Hamish Gow and Robert Hutchinson (revised)*
• Pemberton Holmes Entrance Scholarship in Honour of Davine Burton (new)*

*Administered by the University of Victoria Foundation

CARRIED

d. Senate Committee on Planning

i. Proposal for a Master of Arts – Indigenous Communities Counselling

Motion: (M. Kennedy/D. Capson)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a program leading to a degree of MA Indigenous Communities Counselling to be offered by the Faculty of Education and the Faculty of Graduate Studies, as described in the document entitled “Master of Arts - Indigenous Communities Counselling”, dated February 12, 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. A start date will be determined after consultation with the Registrar. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

CARRIED

ii. Proposal for Minor in History in Art

Motion: (L. van Luven/J. Wood)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in History in Art to be offered by the Faculty of Fine Arts, as described in the document “Proposal for Minor in History in Art”, dated February 13, 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

iii. Proposal for a Joint BSN Degree Program

Dr. Mateer reviewed the proposal and provided some information on the background. Dr. Purkis provided details on the partnership with Camosun College. She hoped that formalizing the partnership would enable the institutions to work in a more collaborative fashion. Dr. Purkis said
she also hoped that the implementation of more stringent admission requirements would help Camosun address some challenges regarding student attrition.

Dr. Mateer commented on the change to the degree parchment being proposed, noting that approval to add the Camosun crest was being requested as part of the proposal.

Dr. Mateer noted that the university was undertaking development of a university policy to address partnership agreements with other institutions. She reviewed some of the consultation that would be undertaken before the policy was presented to Senate for approval.

**Motion:** (M. Purkis/G. Van Gyn)
That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of the Camosun College – University of Victoria Nursing Degree Partnership (CVNDP) Program to be offered by the Faculty of Human and Social Development, in partnership with Camosun College, Department of Nursing, as described in the document entitled “Establishment of a Joint Degree Nursing Program”, dated February 12, 2013.

CARRIED

iv. **Discontinuation of Professional Specialization Certificate in Cultural Sector Leadership**

**Motion:** (M. Purkis/D. Greschner)
That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Professional Specialization Certificate in Cultural Sector Leadership.

CARRIED

e. **Ad hoc Senate Committee to Consider the Curriculum Process**

i. **Final Report and Recommendations Regarding the Curriculum Process**

**Motion:** (T. Haskett/P. Bell)
That Senate approve:

i) the recommendations of the *Ad Hoc Senate Committee to Consider the Curriculum Process* set out in the attached document, and

ii) the steps proposed by the *Ad Hoc Senate Committee to Consider the Curriculum Process* to implement these recommendations.

CARRIED

7. **PROPOSALS AND REPORTS FROM FACULTIES**

There were none.
8. OTHER BUSINESS

a. Transition to Online Course Experience Survey

Dr. Tremblay reviewed the background and the consultation regarding transitioning to online delivery of the course experience survey. Dr. Mateer reviewed the details of the proposal. She commented on why the current system is no longer sustainable and identified some concerns with transitioning to online delivery. With respect to concerns regarding response rates, Dr. Mateer acknowledged that a decrease in response rates was expected upon implementation of online delivery; however, she noted that other institutions had reported an increase in the quality of responses.

In response to a question, Dr. Mateer said details regarding how long students would have to respond to an online survey had not yet been determined. She acknowledged that there were a number of logistical issues that required careful consideration.

Dr. Smith raised a concern regarding the impact of online responses on mean scores and wondered if the university should consider moving to a trimmed mean, whereby the top and bottom five percent of scores would be dropped.

Ms. Watson asked what that expected decrease in response rates was. Dr. Mateer anticipated that response rates might drop from the current 70-75 percent to 45-60 percent. In response to a further question from Ms. Watson, Dr. Mateer said it might be possible for the course experience survey to be delivered via the course management system. Ms. Watson asked if it would be possible to implement mid-term assessment, noting that the literature indicated that response rates were higher when students thought their response would have an impact. Dr. Mateer said it might be possible for an online system to be made available for this purpose.

Dr. Burke stressed the importance of qualitative data, noting that it would be important to ensure that the format for an online course experience survey allowed for written comments. Dr. Mateer agreed and added that the specifications developed for an online system would include the ability to include additional questions.

Dr. Archibald expressed a concern on behalf of his faculty regarding the impact on response rates. He hoped the university would not only monitor response rates but implement strategies to ensure response rates are as high as possible.

In response to a question, Dr. Mateer confirmed there would be no changes to the form when online delivery was implemented.

Dr. Banerjee commented that, in her experience, it is most effective to carve out time in class for students to complete the course experience survey. She expressed concern that students who do not have electronic devices in class might not fill out the survey on their own time. Dr. Mateer acknowledged that this was one of the causes for a decrease in response rates. Dr. Banerjee asked if the university would be providing computers or other devices to assist with this challenge. Dr. Tiedje commented that the ability to complete the survey using smartphones would help address this issue.
In response to a question from Mr. Bell, Dr. Mateer said the transition to online delivery would most likely be a mandatory change.

Dr. Purkis commented on the online course experience surveys delivered by the Faculty of Human and Social Development, noting that instructors who develop strategies to get responses have good response rates. She added that the faculty also relied on peer evaluations and other information to supplement the feedback received from students.

Dr. Aragon asked if students would have one opportunity to complete the course experience survey or if they would be able to revise their responses. Concerns were expressed about the ability to revise responses. Dr. Mateer said that, at least upon implementation, online delivery of the course experience survey would mirror the current format.

Dr. Tremblay thanked members of Senate for their feedback. She said she would report back to Senate as next steps were taken.

Dr. Turpin reminded members of Senate of the Joint Senate Board Retreat being held the following day.

There being no other business the meeting was adjourned at 4:39 p.m.
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 Brun
dean, Peter B. Gustavson School of Business: Saif Klein
Dean of Education: Ted Riecken
Dean of Engineering: Thomas Tiedje
Dean of Continuing Studies: Maureen McDonald
Acting Dean of Fine Arts: Lynne Van Luen
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 Bengston

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: Neneta Serra (30/6/13)
Yang Shi (30/6/14)
FINE: Patricia Kostek (30/6/15)
Jan Wood (30/6/13)
GRAD: Annalee Lepp (30/6/13)
Jan Wood (30/6/14)
HUMA: 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 (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 Foster (HUMS)
David Hamilton (ENGR)
Emilie Henriksen (FINE ARTS)
Nicole Jaci (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 (EDUC)

Members Elected by the Convocation – Section 35 (2) (i)
Nav Bassi (31/12/14)
Brenda 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:
Francie Smith (30/6/15)
Continuing Sessional: Alicia Ulysses (30/6/14)

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
Date: 20 March 2013

To: Senate

From: David H. Turpin, CM, PhD, FRSC
President and Vice-Chancellor
Chair, Planning and Priorities Committee

Re: 2012-2013 Annual Report from the Planning and Priorities Committee

The Planning and Priorities Committee met on 16 January 2013. The agenda included an update on initiatives underway with respect to the implementation of the Strategic Plan approved in 2012. Special focus was given to the Objectives related to co-operative education and experiential learning, since that was the chosen theme for the 2013 Joint Senate Board Retreat.

As in previous years, more detailed reporting on implementation of the Strategic Plan will be in the form of Part I of the Integrated Planning and Budget Framework document that will be presented to the Board of Governors and then made available to members of the Planning and Priorities Committee and to the Senate in the spring.

2012-13 Planning and Priorities Committee Members

David Turpin (Chair)
Sikata Banerjee
Peter Bell
Howard Brunt
Carmen Charette
Gweneth Doane
Julia Eastman (Secretary)
Reuven Gordon
Gayle Gorrill
David Foster
Nicole Iaci
Annalee Lepp
Andrea McKenzie
Garry Sagert
Reeta Tremblay
Geraldine Van Gyn
Frank van Veggel
Ruth Young

Resource persons
Ludgard De Decker
Tony Eder
Bruce Kilpatrick
Catherine Mateer
Grace Wong Sneddon
MEMORANDUM

TO: Secretary of Senate
University Secretary’s Office

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

British Columbia Association of Social Workers Prize* (Revised)

A prize of $250 is awarded to an academically outstanding undergraduate student who has completed the first year of the program in the School of Social Work. Students must be Student Members of BCASW in good standing to be eligible.

Chapter AJ PEO Sisterhood Scholarship (New)

A scholarship of $1000 is awarded to an academically outstanding undergraduate female student in a teacher education program in the Faculty of Education who has an interest in special needs children.

W.R. (Bill) Gordon Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate 3rd or 4th year students in a Major or Honours program in the Department of Mathematics & Statistics, either solely or in conjunction with other academic departments. Students must have made a significant contribution to one or more aspects of university life through involvement in areas such as student athletic programs, student affairs or service on university bodies or committees. Applications must be submitted to the Student Awards and Financial Aid Office via their online application by May 31st and must be accompanied by a letter or resume describing their contributions.
Ten Mile Fine Arts Student Assistance Fund (New)

This fund is intended to provide assistance to undergraduate and graduate students, either domestic or international, in the Faculty of Fine Arts of at least $1,000 each, who have demonstrated financial need. Students may inquire about their eligibility for this fund with Student Awards and Financial Aid throughout the academic year.

Eve Egoyan Exploratory Music Scholarship (New)

A scholarship is awarded to an inquisitive student in the School of Music for taking an exploratory approach to music, by hearing their instrument in unique ways or by collaborating with other artists. The scholarship will be awarded to an academically outstanding graduate or undergraduate student who is a Composition Major, a Sonic Lab Ensemble member, registered in the Seminar in Contemporary Composition and Performance or the Seminar in Performance of New Music, or participating in any similar course or area in the School of Music. The School of Music must confirm eligibility. In the case of a graduate award, selection will be made by the Graduate Awards Committee upon the recommendation of the School of Music. In the case of an undergraduate award, selection will be made by the Senate Committee on Awards upon recommendation by the School of Music.

Student Ambassador Scholarship (New)

A scholarship of $1,000 is awarded to an academically outstanding undergraduate or graduate student who is a current UVic Student Ambassador in the Alumni Relations Office. Applications may be obtained from the Alumni Relations Office and must be submitted to them by April 30th.

Jamie Chien-Ming Wu Award for Achievement in Biomedical Engineering* (NEW)

One or more scholarships are awarded to academically outstanding 3rd year undergraduate students pursing the electrical stream within the Biomedical Engineering Program who have the most improved GPA from the previous year.

Best Graduate Report in Dispute Resolution Award (NEW)

A scholarship of $500 is awarded to an outstanding graduate student in the Dispute Resolution Program who is deemed to have written the best graduate report. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.

Signature:

Lori Nolt

2012/2013 Senate Committee on Awards
Dr. A. Lepp (Chair), Ms. L. Nolt (Secretary), Dr. A. Baniasadi, 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
Senate Committee on Learning and Teaching

Date: March 20, 2013

To: Senate

From: Dr. Gweneth Doane, Chair, Senate Committee on Learning and Teaching

Re: 2012-13 Annual Report


The Senate Committee on Learning and Teaching has considered a number of issues over the course of the year. The committee has worked closely with the Learning and Teaching Centre to provide feedback on matters brought forward by the Centre’s Director, and has received a regular report from the Learning and Teaching Centre on its activities and initiatives.

Breadth Requirements – Strategic Plan – Objective 12(c)

When the Strategic Plan was approved at the January 6, 2012 Senate meeting, a question was raised about the issue of breadth requirements in response to objective 12 and key strategy 12(c) in the plan. Based on the discussion that followed at Senate, the Senate Committee on Agenda and Governance referred the task of looking at breadth requirements to the Senate Committee on Learning and Teaching.

The Senate Committee on Learning and Teaching engaged in an initial discussion regarding breadth requirements at its September 2012 meeting. It also received a report regarding a quality exercise being undertaken by the Office of the Vice-President Academic and Provost. After discussion, committee members agreed to postpone detailed consideration of breadth requirements until the exercise was complete. At its November 2012 meeting, the committee reviewed feedback from the Senate Committee on Agenda and Governance regarding its decision to postpone consideration of the issue. After careful consideration, the Senate Committee on Learning and Teaching agreed to continue conducting background research on the issue, but to postpone detailed consideration until preliminary results of the quality exercise were available.

At its January 2013 meeting, the Senate Committee on Learning and Teaching received a preliminary verbal report regarding the quality exercise being undertaken by the Office of the Vice-President Academic and Provost. The committee engaged in an in depth discussion regarding the meaning of breadth requirements and how specific requirements might be implemented across campus. Committee members agreed to focus their initial discussions on learning outcomes, rather than on the development of specific breadth requirements.
At its March 2013 meeting, the Senate Committee on Learning and Teaching reviewed a proposal to merge consideration of breadth requirements with development of a university statement regarding learning and teaching.

University of Victoria Learning and Teaching Statement

During its discussion of guidelines for the evaluation of teaching presented in October 2012, the Senate Committee on Learning and Teaching agreed that it would be useful to articulate what the university means by excellence in teaching. A sub-committee was established to consider this question.

At its January 2013 meeting, the Senate Committee on Learning and Teaching reviewed a draft teaching statement. There was general support for the statement and the learning outcomes identified in it. Committee members suggested revisions and additions to the statement, which were subsequently considered by the sub-committee.

At its March 2013 meeting, the Senate Committee on Learning and Teaching reviewed a proposal to merge consideration of breadth requirements with development of a university statement regarding learning and teaching. The statement, proposed for inclusion in the academic calendar, would focus not only on expectations for teaching, but would outline the learning outcomes students at the university can expect to achieve. The committee reviewed a series of proposed consultations to proceed with development of the statement on learning and teaching.

Guidelines for the Evaluation of Teaching

In October 2012, the Senate Committee on Learning and Teaching reviewed guidelines for the evaluation of teaching presented by the Associate Vice-President Academic Planning and the Director of the Learning and Teaching Centre. Committee members expressed support for the guidelines, which were based on best practices and current research. Committee members agreed that, although use of the guidelines was not required, they should be widely communicated and faculties and departments should be encouraged to use them. The guidelines are online at http://www.ltc.uvic.ca/servicesprograms/documents/UVic_teaching_guidelines_Final_Oct_8_09.pdf.

Declaration of Major Program

At its September 2012 meeting, the Senate Committee on Learning and Teaching reviewed a proposal from the Associate Vice-President Academic Planning regarding a move to declaration of major programs to better support student retention and success. Committee members expressed support for the development a detailed proposal on this issue.

Educational Technology Review

In February 2013, the Senate Committee on Learning and Teaching received a report from the Associate Vice-President Academic Planning regarding the educational technology review carried out by the university. In addition to providing feedback on the review, committee members discussed the role of the Senate Committee on Learning and Teaching in considering issues related to educational technology.
Report from CES Advisory Committee

At its November 2012 meeting, the Senate Committee on Learning and Teaching received a regular report from the Course Experience Survey (CES) Advisory Committee. Reports from the CES Advisory Committee are provided to the Senate Committee on Learning and Teaching twice each year. The report provided information on the number of surveys conducted, risks associated with the current process, and movement to online delivery of the CES.

Course Experience Survey – online delivery

In February 2013, the Senate Committee on Learning and Teaching reviewed a proposal to move to online delivery of the Course Experience Survey. Committee members expressed support for moving forward with the proposal.

Policy on Academic Integrity

At its January 2013 meeting, the Senate Committee on Learning and Teaching reviewed the draft Policy on Academic Integrity and provided feedback to the Senate Committee on Academic Standards.

Teaching Assistant (TA) Evaluation Discussion and Formative Feedback Publications

At the November 2012 meeting, the Senate Committee on Learning and Teaching reviewed two publications – Formative Feedback for Teaching Assistants (TAs) at UVic, and The Instructor’s Guide to Working with TAs 2012-2013. In 2011/2012, the Senate Committee on Learning and Teaching discussed the possibility of evaluating teaching assistants using an instrument especially designed for them and processed using the same approach as the Course Experience Survey. It was determined that the current system was already at capacity and discussions focused instead on taking a pro-active approach to providing formative professional development feedback to teaching assistants. The Senate Committee on Learning and Teaching reviewed drafts of the publications in 2011/2012. The publications are online at http://www.ltc.uvic.ca/servicesprograms/taprod/index.php.

All of which is respectfully submitted,

2012-13 Senate Committee on Learning and Teaching

Gweneth Doane (Chair), Graduate Studies
Conrad Alexandrowicz, Fine Arts
Jami Aragon, Social Sciences
Rustom Bhiladvala, Engineering
Erin Campbell, Fine Arts
Teresa Dawson, Director, Learning and Teaching Centre
Andrew Fortune, Student Senator
David Foster, UVSS Representative
Mauricio Garcia-Barrera, Social Sciences
Jane Gair, Medical Sciences
Valerie Gonzales, Alumni Association
Justin Harrison, Acting Teaching and Learning Librarian
Dallas Hermanson, GSS Representative
Robert Howell, Law
Nicole Iaci, Student Senator
Mark Laidlaw, Science
Catherine Mateer, Vice-President Academic Planning
Norah McRae, Cooperative Education and Career Services
Laura Parisi, Humanities
Rebecca Raworth, McPherson Library
Heather Ranson, Peter B. Gustavson School of Business
Ted Riecken, Dean, Education
Lewis Rhodes, UVSS Representative
Kate Seaborne, Continuing Studies
Debra Sheets, Human and Social Development
Rosa Stewart, Humanities
Paul Stokes, Chief Information Officer
Carrie Andersen, Associate University Secretary (Secretary)
MEMO

University of Victoria

Date: March 14, 2013
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Copy: Dr. John Archibald, Dean, Faculty of Humanities
Dr. Saul Klein, Dean, Faculty of Business

Re: Undergraduate Certificate in Language and Cultural Proficiency: Chinese, French, German, Italian, Japanese, Russian, Spanish

At its meeting of 13 March 2013, the Senate Committee on Planning discussed the proposal for an Undergraduate Certificate in Language and Cultural Proficiency: Chinese, French, German, Italian, Japanese, Russian, Spanish 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 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.

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

Undergraduate Certificate in Language and Cultural Proficiency: Chinese, French, German, Italian, Japanese, Russian, Spanish

Faculty of Humanities

Complete, February 18, 2013

Executive Summary:

Four academic units in the Faculty of Humanities—French, Germanic and Slavic Studies, Hispanic and Italian Studies, and Pacific and Asian Studies—jointly propose the creation of Certificates in Language and Cultural Proficiency in each of their departments. The exact name of the Certificate will depend on which language forms the focus of the student’s program of study. For example, in the Department of French, the name will be Certificate of Language and Cultural Proficiency: French. In Pacific and Asian Studies, for example, it will be Certificate of Language and Cultural Proficiency: Japanese, or Certificate of Language and Cultural Proficiency: Chinese. The anticipated start dates of these programs is September, 2013.

The purpose of this proposal is directly to actualise several of the goals of the University of Victoria Strategic plan, by enhancing the training in language, cultural proficiency and global citizenship which various units at the University of Victoria are able to offer to their students. We will achieve this goal and actualise the Strategic Plan by formulating, from existing courses and faculty expertise, certificate programs focused on language and cultural skills within the Faculty of Humanities. These certificate programs are more compact and can be completed more quickly than many of the Minors offered in the Faculty, and so present an opportunity for more students to expand their knowledge of non-English languages and world cultures, in preparation, for example, for international exchanges, co-op work terms, and so on.

The proposal brings definite value to the university community, while being in line with the aims of the University of Victoria’s Strategic Plan. It permits concrete actualisation of many of the aspects of this plan in regards to increasing the internationalisation of the university, without requiring the establishment of new administrative units or the hiring of new faculty members.

1. Identification of new program:

1.1 Name: Undergraduate Certificates in Language and Cultural Proficiency

1.2 Academic Units offering the program:

- Department of French
- Department of Germanic and Slavic Studies
- Department of Hispanic and Italian Studies
- Department of Pacific and Asian Studies
1.3 Anticipated start date:

* September, 2013

1.4 Contact:

* Timothy Iles, Associate Professor, Department of Pacific and Asian Studies, 6237, timiles@uvic.ca

2. History and Context:

This proposal grows from discussions between the Peter B. Gustavson School of Business and various units within the Faculty of Humanities. The School of Business has identified both a need and an opportunity to enhance the education of their students through preparatory study in international communication, in advance of students’ participation in co-op or exchange programs. In turn, the Faculty of Humanities has identified an opportunity to enhance its current outstanding contributions to the internationalisation component of the University of Victoria’s Strategic Plan, by facilitating student involvement in our existing non-English language, narrative, history, and culture courses. Discussions between the School of Business and Faculty of Humanities have been positive and fruitful, leading to the realisation that existing courses and faculty members in Humanities could provide benefit to not only students of the School of Business, but indeed to the entire UVic community.

Currently, units within the Faculty of Humanities offer language- and cultural-sensitivity training in a variety of national contexts, from Europe to Latin America to Asia. We offer courses on the histories, literatures, theatres, cinemas, philosophies, and languages of these diverse regions, and prepare our students for both graduate study and international careers in a global context. This existing expertise affords us an excellent starting-point to offer focused programs to students from other programs and units on campus who, for a variety of reasons, may not be able to participate in Majors or Minors within the Faculty of Humanities. Additionally, those other programs and units rightly focus on areas of education that, while being in a position to benefit greatly from an international component, may not in themselves provide this aspect to their students. This proposal aims to bring together expertise in the Faculty of Humanities and other academic units, which could benefit from greater international contextualisation. The primary benefit of this certificate is the focused nature of study within a compact unit value, to accommodate students who have limited flexibility within the 60 units of their primary undergraduate programs.

3. Aims, Goals, and Objectives:

3.1 Distinctive characteristics

The distinctive feature of the certificate in this proposal is that students will be able potentially to complete these options within the limited time-frame of their first two years at the University of Victoria, by utilising 10.5 of their 30 lower-level units in a cohesive way towards a focused goal. This opportunity is more manageable than a Minor, in that upper-level units need not form a part of the requirement.
The proposal does not duplicate existing offerings; rather, it utilises existing courses and capacity in the Faculty of Humanities to create new, distinct ways of packaging 100- and 200-level courses (with the possibility of including upper-level courses) beyond the frameworks of current Minors. The four academic units in the Faculty of Humanities cooperating in this proposal each provide courses which will form the core of the offerings in the certificate in each unit. The units also have sufficient faculty to mount these courses, and to meet the anticipated demand.

3.2 Anticipated contribution to the strategic plans of departments, faculties, and the University

The objective of the certificate is to add value to students’ chosen academic programs by providing an opportunity to develop non-English language skills and cultural sensitivity in an international context, as a supplement to a Major or Minor field of study. While Minors are traditionally a valuable and valid approach to secondary fields, often, existing Major programs have particular requirements that can limit a student’s ability to explore non-program opportunities. The unit-value of the certificate is 10.5—potentially considerably less than a Minor, while still affording students meaningful exposure to ways of speaking, thinking, and living internationally. This is consonant with the goals of the University of Victoria’s Strategic Plan, as well as the goals of the Faculty of Humanities, which are to provide education in a wide range of issues relevant to the creation of a global citizenry.

From the University Strategic Plan, page 29:

The University of Victoria is committed to fostering global understanding by all students, faculty and staff. There is a broad consensus that a global perspective is fundamental to a university’s functioning, identity and achievement of excellence. We must build on our tradition of excellence in internationalisation across our research, teaching, academic support and civic engagement activities. Building capacity at home and abroad, we will reach out and attract more students from around the world, encourage our students to participate in international exchanges and co-op placements, and further internationalise our curriculum to support our students’ development of as global citizens.

This proposal operates in direct concert with this stated objective, by providing students with excellent language training opportunities, as well as course work which will enhance their sensitivity to the values, beliefs, and practices of people from a diverse range of countries and regions. Participants in this program will have demonstrable abilities in communication skills, consisting not only of linguistic proficiency, but also cultural proficiency and knowledge gained through focused and relevant course materials.

Further, this proposal capitalises on existing student and university initiatives to enhance internationalisation at the University of Victoria, also consonant with the goals of the Strategic Plan (page 30):

“Objective 20: To further enhance internationalisation of the university through student and faculty recruitment and mobility, research partnerships, internationalisation of the curriculum and experiential learning.”
This proposal will facilitate student participation in the various events and activities at the International Commons, newly opened in McPherson Library, and already a popular and vibrant location of student-driven, student-focused language and cultural exchange.

The immediate benefits of this proposal are apparent through consideration of some of the structural impediments to the objectives of the Strategic Plan currently existing at the University of Victoria. Using the Peter B. Gustavson School of Business as an example, students in the third and fourth year have a fixed program structure with little room for exploration of other academic paths or non-English languages, cultures, or ways of conceiving of the function of commerce in contemporary societies. In contrast, those same students in their first and second years have considerable freedom in their non-program course options. This proposal permits such students to capitalise on the relative openness of their first two years at UVic to enhance their primary area of study, and so also enhance their future career potential.

3.3 Target audience, student and labour market demand

Our target market is existing undergraduate students from the campus-wide community. Again, using the Peter B. Gustavson School of Business as an example, potentially up to three hundred students per year enter the School, and so may pursue this certificate program in the Faculty of Humanities. The four units in the Faculty of Humanities proposing this program have every intention of accepting students from every faculty. Extending this to a campus-wide demographic, the potential market for these programs is sustainable, substantial, and practical.

4. Admission Requirements:

Admission requirements are those of the various undergraduate schools and faculties at the University of Victoria. Because non-English language training constitutes a significant component of the programs in this proposal, and some students may arrive with a certain degree of language ability, there are various options for placement at diverse levels, ranging from 100-level introductory courses, to more advanced opportunities. Most of the courses available to this proposal do not have prerequisites; of those that do, the prerequisites themselves are also available as components of the programs here.

5. Areas of Specialisation and Evidence of Adequate Faculty Complement

Each of the four units in the Faculty of Humanities currently offers courses which will form the components of these programs. In this regard, there are no immediate faculty implications. Additionally, as the intention is to utilise existing courses, there are no immediate requirements to introduce new courses. However, given that some of the 100-level language courses in some of the units (such as PAAS 110, 111, 130, and 131, covering Chinese and Japanese in the Department of Pacific and Asian Studies, for example) are intensive, 3.0-unit courses, there may be opportunities in the future to create 1.5-unit introductory language courses, depending on demand. At present, however, there are no plans to create new courses.

One of the anticipated outcomes of the creation of these programs is the strengthening of, and increased enrollments in, some offerings which are currently under-utilised. We view this as a positive opportunity.
6. Curriculum Design:

The components and unit-values of the offerings in each of the four cooperating units will parallel one another, while retaining the distinct qualities of each unit. The aim is to provide both cultural and intercultural educational opportunities, contributing to the global citizenship of participating students. The components of the Certificate are as follow (for applicable courses and curriculum plans in specific departments, please see the Appendix, below):

A. Certificate: 10.5 units total (up to 3.0 units may be transfer credit from another institution).

- 6.0 units of a single language (for example, Chinese, French, German, Italian, Japanese, Russian, or Spanish or new languages as the Faculty grows) at a level suitable to the student’s ability, and may include courses specifically for business communication.

- 4.5 units of courses related to the cultural and intercultural proficiency of the area of the single language (these may include additional language units). 1.5 units of these must be a course common to all students in the certificate which each academic unit will identify as such.

6.1 Schedule of course delivery:

All courses which constitute these three options are currently and consistently available in the four academic units involved. The regularity of the offerings insures that students will be able to complete all requirements in a timely and effective manner.

6.2 Delivery methods:

The courses which constitute the three options are available as lectures, language courses, and seminars at a variety of levels, and incorporating a variety of pedagogical methodologies appropriate to the nature of the course.

6.3 Linkages between learning outcomes and curriculum design:

Each of the various courses has specific learning outcomes, which build together to create a coherent program in language training, cultural sensitivity, and global citizenship.

6.4 Use and purpose of practica, Co-op, or work terms:

The purpose of these programs is to prepare students for participation in practica, international exchanges, Co-ops, etc. As such, practica, etc, do not form a component of these programs, but instead, a potential next step upon completion.

6.5 Residency requirements and anticipated times to completion:

While there are no online components of the various courses which constitute these programs, there is no specific residency requirement, beyond that which is usual for undergraduates at the University of Victoria. Students will normally complete the various components of these programs within two years (typically their lower-level, i.e., first and second years, at UVic).
6.6 Policies on student evaluation:

These are detailed in the course syllabi and policies of the various academic units involved.

7. Enrollment plan

The programs in this proposal are open to undergraduate students from the general University community; the Faculty of Humanities has existing capacity to incorporate new students. Using the Peter B. Gustavson School of Business as an example, these programs may attract up to three hundred students per year. Courses begin in the Winter Session, First and Second Terms, as well as the Summer Session.

8. Plans for on-going assessment of program success

Enrollments which students specifically identify as pertaining to the Certificate provide a mechanism whereby we may evaluate the success of these programs.

Appendices

Appendix 1: Timeline and Important Dates

Appendix 1.1

Date of receipt of Departmental Approval:

• French: February 12, 2013
• Germanic and Slavonic Studies: February 12, 2013
• Hispanic and Italian Studies: February 14, 2013
• Pacific and Asian Studies: February 12, 2013

Date of Receipt of Faculty Approval:

• February 15, 2013

Date of Receipt of Senate Committee on Planning Approval:

• March 13, 2013 (anticipated)

Date of Receipt of Senate Approval:

• April 5, 2013 (anticipated)
Appendix 2: Eligible Courses and Curricula by Department

Appendix 2.1 French

Certificate of Language and Cultural Proficiency: French

Total number of units: 10.5 units (up to 3.0 units may be transfer credit from another institution).

- 6.0 units of French language at a level suitable to the student’s ability.

- 3 units of courses related to cultural and intercultural proficiency (these may include additional French language).

- FRAN 265: French Connections (formerly FRAN 165)

—FRAN 265: French Connections (currently FRAN 165- changes have been sent already and approved to change numbering) **Units: 1.5 Hours: 3-0**

Various aspects of French today as seen through such media as television, comics, song, radio and the Internet.

Note: French Immersion to Grade 10 or the ability to understand spoken and written French.

Language courses

Courses at the 100 level (selected according to student’s previous knowledge of French)

—FRAN 100: Introduction to French **Units: 3.0 Hours: 6-1**

Intensive spoken and written French.

**Notes:** - Intended for beginners. Next course in sequence: 120.
- Credit will be granted for only one of 100, FREN 100, 102, 103, 105.
- Not open to students with French 11 or equivalent in the last three years. Not open to students with French 12.

**Formerly:** FREN 100

—FRAN 120: Elementary French. **Units: 3.0 Hours: 6-1**

Elementary French. Instruction in written and oral French including a review of the future and the conditional. Regular oral practice and short written assignments.

**Notes:** - Credit will be granted for only one of 120, FREN 106, 107, 160.
- Normal entry point for students with French 11. Not open to students with French 12 in the last three years, or French Immersion to Grade 7.

Prerequisites: 100, FREN 100, or permission of the department.
Formerly: FREN 160, 106, 107

—FRAN 150: Elementary Oral French   Units: 1.5 Hours: 3-1
Develops listening comprehension. Oral expression practiced in lab. Introduces students to varied oral discourses.
Notes: - Intended for students with French 12, 120 or equivalent. May be taken concurrently with 160.
- Credit will be granted for only one of 150, FREN 150.
- Not open to students with three years of French immersion at any time, francophone students, or students who have spent at least one year in a francophone environment.
Formerly: FREN 150

—FRAN 160: Words in Context   Units: 1.5 Hours: 3-1
Expands vocabulary through the exploration of authentic oral and written texts, dictionaries and electronic resource materials. Oral practice in class and extra practice online.
Note: Normal entry point for students with French 12. Not open for credit to students with FREN 155, 181, 182, or immersion beyond Grade 9.
Prerequisites: 120, FREN 107, or permission of the department.
Formerly: part of FREN 155, 181 and 182

—FRAN 180: Intermediate French (Intensive)   Units: 3.0 Hours: 3-2
Development of skills in French with emphasis on writing. Hybrid delivery composed of in-class writing workshops and online follow-up exercises.
Notes: - Normal entry point for student with French Immersion to Grade 10 or higher.
- Credit will be granted for only one of 180, FREN 175, 180, 181, 182, 190, 195.
Prerequisites: 160 or permission of the department.

Courses at the 200 level

—FRAN 200: Introduction to French Linguistics   Units: 1.5 Hours: 3-0
The subject matter of linguistics as it relates to the French language. Overview of word and sentence structures and meaning.
Notes: - Credit will be granted for only one of 200, FREN 202, 202A, 202B.
- Previous course in sequence: 180. Next course in sequence: 275. May be taken concurrently with other 200-level courses including 275.
Prerequisites: 180 or equivalent, or placement by the department.

—FRAN 220: French Phonetics   Units: 1.5 Hours: 3-0
The theory and practice of French pronunciation, corrective phonetics, phonetic transcription, intonation, accentuation, syllabification, elision and liaison; training in reading aloud. Individual practice in the CALL Centre will be assigned. For francophone students, a research paper will be substituted for the
oral examination.

**Note:** Credit will be granted for only one of 220, FREN 220. Enrolment limited.

**Prerequisites:** One of 180, FREN 175, 181, 182, 185, 190, 195.

**Formerly:** FREN 220

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**FRAN 275: Writing in French I**  
Units: 1.5 Hours: 3-0

Practice of writing in a variety of forms and the study of relevant models.

**Note:** Credit will be granted for only one of 275, FREN 292, 295.

**Pre- or corequisites:** 200

**Formerly:** part of FREN 292, 295

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Courses at the 300 and 400 levels

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**FRAN 350: Advanced Oral French**  
Units: 1.5 Hours: 4-0

Increase of oral proficiency in French and development of comprehension of oral and written French.

**Notes:**  
- Credit will be granted for only one of 350, FREN 350.  
- Required for a concentration in French in the Faculty of Education.  
- Not open to francophone students and normally not open to students who have spent at least one year in a francophone environment. Enrolment limited.

**Prerequisites:** A minimum grade of C+ in 275 or equivalent skill in French.

**Formerly:** FREN 350

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**FRAN 375: Writing in French II**  
Units: 1.5 Hours: 3-0

Written exercises in vocabulary and grammar, comparative stylistics, compositions.

**Note:** Credit will be granted for only one of 375, FREN 302, 302A. Students with the FREN courses are directed to 393 or 400.

**Prerequisites:** A minimum grade of C+ in 275 or equivalent skill in French.

**Formerly:** FREN 302A

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**FRAN 406: Studies in Translation**  
Units: 1.5 Hours: 3-0

A comparative study of the characteristics of French and English expression and how they pertain to the problems of translation; practice in translation from either English to French or French to English.

**Notes:**  
- Credit will be granted for only one of 406, FREN 426, 426A, 426B (if taken in the same topic).  
- May be taken for credit more than once in different topics with permission of the department to a maximum of 3 units.

**Prerequisites:** A grade of B or higher in 375 or equivalent. Satisfaction of the University English requirement.

**Formerly:** FREN 426, 426A, 426B

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Culture and intercultural courses

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**FRAN 280: Literary Texts I**  
Units: 1.5 Hours: 3-0

A selection of major texts written in French from different traditions, times and genres, illustrating the
changing notion of literariness.
Note: Credit will be granted for only one of 280 and any of FREN 286, 287, 288. Students with one of these FREN courses should take 290.
Prerequisites: 180 or equivalent.

—FRAN 325: Studies in the Cultures of the French-speaking World (in English) Units: 1.5 Hours: 3-0
Study of cultures in the French-speaking world using a variety of sources.
Note: May be taken more than once for credit in different topics with permission of the department to a maximum of 3 units.

—FRAN 335: Studies in Cinema and Literature of the French-Speaking World (in English) Units: 1.5 Hours: 3-0
Cinema and the relationship of cinema with literature and culture in the French-speaking world.
Notes: - Credit will be granted for only one of 335.

—FRAN 340: Studies in the Literatures or Language of the French-Speaking World (in English) Units: 1.5 Hours: 3-0
Literature or Language of the French-speaking world.
Note: May be taken more than once for credit in different topics with permission of the department to a maximum of 3 units.
Prerequisites: Third-year standing. Students writing their assignments in French must have a minimum of C+ in 275 or equivalent skill in French.

—FRAN 360: French Field School Seminar Units: 1.5-3.0
An advanced, field-based exploration of the literatures, cultures and expressive forms in the French-speaking world. Areas of investigation may, depending on the year, be selected in Europe, North America, Africa or the Caribbean. An additional field trip fee may be applied.
Note: May be taken more than once in different topics with permission of the department to a maximum of 6 units.
Prerequisites: Permission of the department.
Grading: COM, N, F.

—FRAN 470: Studies in Culture, Literature or Language of the French-Speaking World Units: 1.5 Hours: 3-0
Occasional offerings devoted to the culture, literature, or language of the French-speaking world. May include genre, thematic, or cross-cultural topics.
Notes: - Credit will be granted for only one of 470, (FREN 488F, 488G, 488H, 488I if taken in the same topic).
- May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units.
Prerequisites: A minimum grade of C+ in 275; 290; or permission of the department.

Appendix 2.2 Germanic and Slavic Studies
Appendix 2.2.1 Certificate of Language and Cultural Proficiency: German

Total number of units: 10.5

6 units of German language courses at a level suitable to the student’s ability.

4.5 units of courses related to cultural and intercultural proficiency (these may include additional German language courses).

The only required course for the certificate is the Germanic Studies Foundation Course (GMST 100).

—GMST 100 Introduction to Germanic Cultures
Provides a general overview of major themes and pivotal turning points in German, Austrian and Swiss history, literature and culture. Using a broad interdisciplinary approach, introduces great works of fiction, art, music and film that have shaped German-speaking cultures from the Middle Ages to the present. (1.5 units)

For the 6 units of German language courses, we recommend the following 1st- and 2nd year courses. Students who already have German language skills should talk to the Germanic Studies Undergraduate Advisor and can be placed at any level with the Department’s permission.

—GMST 101 Beginning German I
Introduction for students with no previous knowledge of German. Facilitates learning and retention of vocabulary, effective communication in everyday interaction and the use of fundamental structures of grammar. Acquisition of a basic understanding of German and ability to read, write, speak and comprehend German at the beginner’s level. Provides an introduction to the culture of German-speaking countries. (1.5 units)

—GMST 102 Beginning German II
For students with limited previous knowledge of German who wish to acquire a better command of the spoken and written language, learn about German-speaking culture and acquire more advanced skills in daily interactions. Acquisition of a basic understanding of German and ability to read, write, speak and comprehend German at the advanced beginner’s level. (1.5 units)

—GMST 105 Business German
An introduction covering topics such as business travel, the workplace, cultural conventions of German-speaking people and written and oral communication conventions in the business context.

—GMST 201 Intermediate German I
Grammatical features and vocabulary and how to use them in sentences and texts. Further insights into the culture of German-speaking countries. Acquisition of an understanding of German that enables reading, writing, speaking and comprehension of German at the intermediate level. (1.5 units)

—GMST 202 Intermediate German II
Grammatical features and vocabulary and how to use them in sentences and texts. Exploration of the culture of German-speaking countries. Acquisition of an understanding of German that enables reading, writing, speaking and comprehension of German at the advanced intermediate level. (1.5 units)

For the remaining three units of courses related to cultural and intercultural proficiency, we recommend the following:

—GMST 165 Major Figures of German-Speaking Cultures
An introduction to and overview of German-speaking figures from past and present, and an investigation into their role in shaping the arts and culture of their respective nations. Figures may include Hermann, Siegfried, Hildegard von Bingen, the Grimms, Nietzsche, Marx, Freud, Riefenstahl, Brecht, Wolf and Grass. (1.5 units)

—GMST 261 Trends in Contemporary Germany, Switzerland and Austria
Explores political, social and cultural developments in Germany, Switzerland and Austria after 1989. Topics may include the East-West divide in post-unification Germany, Berlin’s memorial landscape, the future of multiculturalism in Switzerland and Austria’s national identity in the New Europe. (1.5 units)

Students can also take upper-level language and culture courses taught in German if they receive Departmental permission.

—GMST 301 Intercultural Explorations (in German)
An intercultural approach to more complex syntactic structures. Emphasizes the four main skills of reading, writing, speaking and listening in order to produce and understand written and oral texts. (1.5 units)

—GMST 302 Intercultural Diversity (in German)
Uses an intercultural approach to learn more complex semantic structures. Emphasizes the use of synonyms, idioms, phrases and dialects and using them effectively in written and oral texts. Exploration of differences and cultural diversities in German-speaking regions and countries.

—GMST 401 Popular Culture (in German)
Explores popular cultural trends in German-speaking countries with emphasis on music, film, television, and cultural traditions in terms of their historical development and contemporary significance. All four language skills are developed and practiced so that students can effectively discuss and analyze the material in German. (1.5 units)

—GMST 402 Film (in German)
Explores the cinematic representation of social, political, and cultural issues and the social and cultural impact of film in a given historical context. All four language skills are developed and practiced so that students can effectively discuss and analyze the material in German. (1.5 units)

—GMST 405 Reading German
An introduction to German language and culture by means of comprehension through a process of deciphering texts. Understanding of the grammatical structures underlying German language in order to
be able to read texts in German. Texts are examples of the cultural history of Germany from the 1950s to the present. (1.5 units)

Other culture courses taught in English

—GMST 180 Myths, Fairy Tales, and Fantasy Fiction
An introductory survey of Germanic mythology, Medieval heroic epics, Romantic gothic tale, the fairy tales of the Brothers Grimm and contemporary fantasy fiction and their adaptations in opera and film. Topics include the heroic quest, the fantastic and sorcery and witches. Emphasis on the mythical narrative structure and on the cultural significance of specific myths and tales. (1.5 units)

—GMST 262 Fin-de-Siècle Vienna (1890-1914)
An examination of art, architecture, music, literature, philosophy, and scientific thought in Vienna around 1900 with a special focus on gender, sexuality, ethnic diversity, and Jewish culture. (1.5 units)

—GMST 265 German Rebels
An exploration of the 20th-century German figures who resisted and rebelled against social, political and cultural repression from the Weimar period to the present. (1.5 units)

—GMST 280 Masterpieces of Literature
A study of representative works of poetry, drama and prose by renowned German-speaking authors. (1.5 units)

—GMST 350 A Short History of German Film
An overview of German film-making from the early days of expressionism up to the New German Cinema. Films may include: The Cabinet of Dr. Caligari, Metropolis, M, The Murderers Are Among Us, Ali: Fear Eats the Soul. (1.5 units)

—GMST 351 The New German Cinema
A study of major accomplishments of the New German Cinema (1962-1982). Considers film as both a narrative form and a means of reflecting social concerns. (1.5 units)

—GMST 352 Recent Film
An introduction to German films after unification, dealing with topics such as the two Germanies, literature and film, the role of history, and (re)presentation in a postmodern world. (1.5 units)

—GMST 353 Literature and Film of the Holocaust and “Third Reich”
Focus on Nazi popular culture and entertainment films and an exploration of a variety of Holocaust narratives that emerged during the Second World War and its aftermath. (1.5 units)

—GMST 355 German Expressionism (1910-1933)
A multi-media exploration of a pivotal cultural movement that spanned the visual arts, filmmaking, architecture, music and literature. (1.5 units)

—GMST 360 Cultural Studies Approaches to Literature and Film
An overview of cultural studies approaches to literature and film. Students will analyze 20th- and 21st-century literature and film from a broad range of historical and cultural contexts. (1.5 units)

—GMST 362 The Two Germanies
A comparative study of daily life and culture in the formerly divided Germany (1949-1989) and how art, literature, music, and film defined and distinguished the two countries. (1.5 units)

—GMST 365 Marx, Nietzsche, Freud
An introduction to three of the most significant German-speaking figures to shape the twentieth century in the realms of politics, philosophy and psychoanalysis, and how their thoughts influenced developments in art and literature. (1.5 units)

—GMST 380 Heroism and Romance from the Middle Ages to Romanticism
A survey of heroic narratives and tales with an emphasis on the link between the heroic and romance. Focus on the hero, the quest, love, gender and heroism, the prominence of anti-heroes in modern narratives. May include such texts as The Song of the Nibelungs, Parcival, Tristan, Kudrun, Wilhelm Meister, Hyperion. (1.5 units)

—GMST 381 The Roaring 20s
A study of cultural and intellectual thought during the Weimar Republic in Germany and the First Austrian Republic, with a special emphasis on the newly-emerging medium of film. (1.5 units)

—GMST 382 Modern Crime Fiction
An exploration of major works of modern and contemporary German, Austrian and Swiss crime fiction. Emphasis on crime and mystery novels as a critical commentary on society and politics. (1.5 units)

—GMST 450 Major Filmmakers
A study of the films of one major filmmaker from a German-speaking country, whose impact on cinema as an art form has been wide-ranging and international in scope. Directors may include Fritz Lang, Leni Riefenstahl and contemporary directors. (1.5 units)

—GMST 453 After-Images of the Holocaust in Text and Film
Examines how writers, filmmakers, and visual artists attempt to come to terms with the legacy of the National socialist regime while portraying the after-effects of the Holocaust for the second and third generations in Germany, Israel, the United States and Canada. (1.5 units)

—GMST 454 A Cultural History of Vampires in Literature and Film
A study of literary and cinematic vampires in historical context. Without focusing exclusively on German literature and film, this course follows the vampire myth and its various guises from classicism to postmodernism in novels and films. (1.5 units)

—GMST 460 Multi-Cultural and Transnational Studies
An examination of contemporary German, Austrian and Swiss writers and filmmakers with a so-called “migratory background.” Addresses current political debates on multiculturalism and citizenship laws. (1.5 units)

—GMST 461 Metropolis Berlin
A multi-media investigation into how the cultural and artistic landscape of the capital Berlin is represented in and through the literature and film from the 19th to the 21st century. (1.5 units)

—GMST 462 Recent Literature
A study of contemporary German-speaking authors who have achieved international recognition. Addresses the role of writers as public intellectuals in society. (1.5 units)

—GMST 480 Major Writers
Study of one or more German-speaking authors in terms of theme, genre, or cultural context. May include Lessing, Goethe, Schiller, Kleist, Mann, Kafka, Weiss, Wolf and Grass. (1.5 units)

—GMST 481 The Age of Goethe
An exploration of the rich literary and cultural diversity of the period from the 1750s to the 1830s. Examines major works by Goethe, Schiller, and the Romantics, the rise of women’s literature and the notion of the dilettante author, the salon culture of Weimar and Berlin and hybrid genres such as the diary, the letter, and the fragment. (1.5 units)

—GMST 482 Romanticism
Rooted firmly in German Idealism, this artistic movement spanned the four decades from the 1790s to the 1830s. It explored new realms of the imagination, turning to myth, fairy-tale, fantasy, and dream. Giving due attention to philosophy, art and music, this course studies works by authors such as Tieck, Novalis, Brentano, E.T.A. Hoffmann and the Schlegels, and probes the diversity of their poetry and prose. (1.5 units)

—GMST 483 Madness in Literature and Culture
Representations of madness in 19th and 20th century German literature against the backdrop of the Enlightenment ideals of rationality, science, human nature, art, and civilization. Examines both the glorification of madness as an artistic ideal as well as the social forces at play in different periods to generate normative ideas of gender, sexuality, culture, morality by way of labelling marginal social elements as mad. (1.5 units)

—GMST 488 Performing German Drama
Combining theatre history with performance, develops a dramaturgical concept for a German play and mounts a German language production at the end of the semester. Taught in English, performed in German. (1.5 units)

—GMST 489 Holocaust Field School Project
Exploration and analysis of the ways in which the Holocaust has become “memorialized” in Central Europe, focusing on memorial sites, museums, and monuments of the Holocaust. The course will begin at the University of Victoria and will include three weeks of study and travel in Central Europe. (3.0 units)

Appendix 2.2.2 Certificate of Language and Cultural Proficiency: Russian

Total number of units: 10.5
6 units of Russian language courses at a level suitable to the student’s ability.

4.5 units of courses related to cultural and intercultural proficiency (these may include additional Russian language courses).

The only required course for the certificate is the Russian Studies Foundation Course (SLST 100).

—SLST 100 Introduction to Russian Society and Culture
Introduction to Russian society and culture from earliest times to the present. Explores Russian historical ties to other Slavic cultures, Asia and Europe. Discussion of the Russian national character as a cultural phenomenon by examining its geographical, historical and political sources. (1.5 units)
For the 6 units of Russian language courses, we recommend the following 1st- and 2nd year courses. Students who already have Russian language skills should talk to the Slavic Studies Undergraduate Advisor and can be placed at any level with the Department’s permission.

—SLST 101 Beginning Russian I
For students with no previous knowledge of Russian. Covers the basics of Russian grammar, reading and conversation at the beginner’s level resulting in an ability to communicate in selected typical situations. Introduction to various aspects of everyday Russian life and culture through the language. (1.5 units)

—SLST 102 Beginning Russian II
Continuation of the development of basic reading, writing and conversational skills. Introduction to various aspects of everyday Russian life and culture through the language. (1.5 units)

—SLST 201 Intermediate Russian I
Expands and enhances spoken and written knowledge and skills. Grammatical features, vocabulary, sentence structure and insight into Russian life and culture. (1.5 units)

—SLST 202 Intermediate Russian II
Furthers knowledge of grammar and vocabulary at the intermediate level with continued to reading, writing, listening and speaking in Russian while learning about Russian life and culture. (1.5 units)

For the remaining three units of courses related to cultural and intercultural proficiency, we recommend the following:

—SLST 160 The Culture of the Russian Revolution
An exploration of the literature, film and art produced by the revolution that shook the world. Introduction to Russia’s rich contribution to the modern world culture and an investigation of the experiments of the Russian avant-garde. (1.5 units)

—SLST 360 Major Figures of Russian Culture and History
An overview of the most influential people in Russian culture and history, such as Peter the Great, Catherine the Great, Lenin, Gorbachev, Putin, Lomonosov, Tchaikovsky, Pushkin, Tolstoy and Solzhenitsyn. Discussion of the role of the individual in the development of a nation. (1.5 units)

—SLST 364 Eastern Europe through Western Eyes
A study of Western literary and cinematic representations of Eastern Europe, as well as Eastern European cultural reactions to these. Focus on the period from the 18th century to the present, with special attention to the 20th-century mass culture and the redefinition of the European “East” in the wake of Communism’s collapse. (1.5 units)

Students can also take upper-level language and culture courses taught in Russian if they received Departmental permission.

—SLST 203 Pronunciation and Colloquial Russian
Focuses on Russian pronunciation, phonetics and intonation as well as colloquial language. Aims to build a foundation for confidence in spoken Russian. Proverbs and sayings, tongue-twisters, nursery rhymes, songs and cartoons provide an insight into Russian popular culture. (1.5 units)

—SLST 301 Advanced Russian
For advanced-to-intermediate students of Russian. Focus on understanding advanced grammar features and developing communication skills while learning about Russian literature and culture. (1.5 units)

—SLST 303 Russian Popular Culture (in Russian)
For advanced-intermediate students of Russian. Focus on improving mastery of the spoken language and comprehension and study of Russian popular culture in the original language. (1.5 units)

—SLST 401 Advanced Russian Practice
For advanced students of Russian. Stress written composition, translation and stylistic analysis, and focuses on enhancing reading skills. (1.5 units)

—SLST 403 Topics in Russian Culture, Literature, Film (in Russian)
Designed for advanced students of Russian. Focus on conversational fluency, comprehension and written composition. (1.5 units)

Other culture courses taught in English

—SLST 262 Stalinism
A survey of social processes and cultural life in the Soviet Union under Stalin (1922-1953). Combines a historical study of Stalinism with an introduction to the literature, films, and visual art of the period. (1.5 units)

—SLST 350 Introduction to Russian Film
An introduction to Russian Film Art of the 20th century. (1.5 units)

—SLST 351 Forbidden Books, Forbidden Films
A study of selected works of Russian literature and film which have been banned, censored and prohibited, from the Imperial to the Soviet period. (1.5 units)

—SLST 361 Imperial Russia, 1689-1917
A history of Russian Empire from Peter the Great to the fall of the monarchy. Traces Russia’s response to the challenge of the West, with special attention to political reforms, social transformation, and
cultural change. Discussion of whether Late Imperial Russia was history’s dead end or a promise cut short by revolutionary violence. (1.5 units)

—SLST 380 Love and Sex in Russian Literature, Culture and Film
An exploration of patriotic, erotic, and family love through the lens of masterpieces of Russian literature and film. (1.5 units)

—SLST 450 Cold War on Film
A study of the enemy’s image in Soviet and Western films of the Cold War era. Analysis of films and related literary and political texts tracing the cultural construction of Cold War animosity from 1945 to the recent renewal of geopolitical rivalry between Russia and the West. (1.5 units)

—SLST 452 Fantasy and Science Fiction in Russia
A survey of Russian fantasy and science fiction. Introduction to the best Russian authors of the genre, their works and to films that foreground Science Fiction and fantasy plots. Discussion of the historical background of twentieth-century Russia in relation to the development of the genre. (1.5 units)

—SLST 460 History and Memory in Eastern European Cultures
A study of the construction of historical memory through literary and artistic representations of the past in several Eastern European nations. Focus on the role of historical novels in the cultural work of modern nationalism and cinematic treatment of the 20th-century wars and ethnic conflicts. (1.5 units)

—SLST 480 Tolstoy and the Age of Anna Karenina
The major works of Tolstoy, studied against the background of his life and times, with a special emphasis on the novel Anna Karenina and its many film adaptations. (1.5 units)

—SLST 481 Existence and Anxiety in Dostoevsky
The major works of Dostoevsky, studied against the background of his life and times. (1.5 units)

—SLST 482 Nikolai Gogol/Mykola Hohol
Gogol’s life and times in the context of the Ukrainian and Russian cultural traditions complemented by the analysis of his literary works including Evenings on a Farm near Dikanka, Taras Bulba, The Inspector General and Dead Souls, as well as some film adaptations of the above. (1.5 units)

Appendix 2.3 Hispanic and Italian Studies

Appendix 2.3.1 Certificate of Language and Cultural Proficiency: Italian

3.0 UNITS FROM:

—ITAL 100A - Beginners’ Italian I Units: 1.5, Hours: 3-0
Focuses on the acquisition of basic skills of pronunciation, reading, writing, and conversation. Includes instruction in essential points of grammar, basic syntax, and vocabulary for daily interaction. Note: Credit will be granted for only one of 100A, 100, 149. Priority will be given to students in first- and second-year. Formerly: first half of 100
—ITAL 100B - Beginners' Italian II  Units: 1.5, Hours: 3-0
A continuation of 100A. Emphasis will continue to be placed on the acquisition of basic skills. Vocabulary and grammatical concepts will be expanded.
Note: Credit will be granted for only one of 100B, 100, 149.
Formerly: second half of 100
Prerequisites: 100A or permission of the department.

OR

—ITAL 149 - Beginners' Italian  Units: 3.0, Hours: 6-0
Intensive Italian language instruction for beginning language students. Equivalent to 100A/100B.
Note: Credit will be granted for only one of 149, 100, 100A, 100B.

3.0 UNITS FROM:

—ITAL 250A - Review of Grammar and Conversation I  Units: 1.5, Hours: 3-0
Intensive review of grammatical concepts and structures presented in 100A and 100B and acquisition of composition and translation skills. Readings will be taken from significant Italian authors.
Note: Credit will be granted for only one of 250A, 200.
Formerly: first half of 200
Prerequisites: 100B, or 149, or permission of the department.

—ITAL 250B - Review of Grammar and Conversation II  Units: 1.5, Hours: 3-0
A continuation of 250A. Review of grammatical concepts and structures introduced in 100A and 100B as well as on the expansion and consolidation of skills acquired in 250A. Readings will be taken from significant Italian authors.
Note: Credit will be granted for only one of 250B, 200.
Formerly: second half of 200
Prerequisites: 250A.

REQUIRED CORE COURSE: 1.5 UNITS FROM ONE OF:

—ITAL 203 - Italy: Fact and Fiction (in English)  Units: 1.5, Hours: 3-0
Explores the appeal of Italy worldwide by analyzing images of Italian culture in novels, travel writing, journalism, autobiography and films. Italian as well as non-Italian writers and filmmakers to be considered; emphasis on 20th and 21st centuries.

OR

—ITAL 273 - Italian Renaissance (in English)  Units: 1.5, Hours: 3-0
An interdisciplinary approach to the Italian Renaissance, including such key figures as Lorenzi de'Medici, Leonardo da Vinci, Niccolò Machiavelli, Lucrezia Borgia, Michelangelo Buonarrotti and Vittoria Colonna.

Note: Credit will be granted for only one of 273, 370B, 473.

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3.0 UNITS FROM TWO OF:

—ITAL 306 - Italian Culture (in English) Units: 1.5, Hours: 3-0
An introduction to artistic, intellectual, social and political trends in Italy from Medieval times to Italy in the new Europe of the 21st century, using the cultural history of three cities in particular to illustrate them: Florence, Venice and Rome. Specific reference will be made to Medieval and Renaissance Italy as a centre of culture in Europe, the Risorgimento, the Fascist regime and the Italian miracle of the post-war period.
Prerequisites: Second-year standing.

OR

—ITAL 470 - Dante's Divine Comedy (in English) Units: 1.5, formerly 3, Hours: 3-0
A study of all three parts of the Divine Comedy: the Inferno, the Purgatorio, and the Paradiso, and their relationship to Courtly Love, mythology, theology, and medieval thought in general.
Note: Credit will be granted for only one of 470, 403.
Formerly: 403
Prerequisites: Second-year standing.

OR

—ITAL 472A - Boccaccio's Decameron (in English) Units: 1.5, Hours: 3-0
A study of the human comedy Boccaccio creates in his Decameron and its relationship with the changing world of late medieval Italy.
Note: Credit will be granted for only one of 472A, 472.
Formerly: half of 472
Prerequisites: Second-year standing.

OR

—ITAL 472B - Francis Petrarch: His Life as Literature (in English) Units: 1.5, Hours: 3-0
The life of Petrarch seen through his literary works. The primary focus will be on Petrarch's Canzoniere and his Letters, within the context of political turbulence in Italy and Avignon.
Note: Credit will be granted for only one of 472B, 472.
Formerly: half of 472
Prerequisites: Second-year standing.
—MEST 300 - Unity and Diversity in the Mediterranean (in English) Units: 1.5, Hours: 3-0
Explores a theme in a variety of geographical contexts from the Paleolithic era to the twenty-first century, allowing students to consider the continuities and discontinuities within the region across time and space.
Note: May be taken more than once for credit in different topics with permission of the department.
Prerequisites: Second-year standing.

OR

—MEST 308 - Fascism and Authoritarianism in the Mediterranean (in English) Units: 1.5, Hours: 3-0
An exploration of the development of fascism and authoritarianism in Italy, Spain, Croatia and Turkey, comparing and contrasting the regimes of Mussolini, Franco and Pavelic to the nationalist state of Kemal Atatiirk. Some attention is given to authoritarian and fascist movements elsewhere in the Mediterranean.
Prerequisites: Second-year standing.

OR

—MEST 310 - The Portrayal of the Family in Mediterranean Culture (In English) Units: 1.5, Hours: 3-0
The significance of the family examined through its portrayals in the culture, religion, literature and art of Spain and Italy. Topics may include "Portrayals of Motherhood," "Portrayals of the Paterfamilias," "Portrayals of Childhood," "The Church Family," "The Family and Beyond." 
Note: May be taken more than once for credit in different topics with permission of the department.
Prerequisites: Second-year standing.

OR

—MEST 320 - Topics in Mediterranean Studies Units: 1.5, Hours: 3-0
An exploration of different aspects of the Mediterranean region comprising literary, historical, artistic and media analyses of its rich cultural heritage. Themes examined may include: migration, cultural encounters, religious traditions, travel narratives, Orientalism, warfare, sexuality, conflict.
Note: May be taken more than once for credit in different topics with permission of the department.
Prerequisites: Second-year standing.

Appendix 2.3.2 Certificate of Language and Cultural Proficiency: Spanish

3.0 UNITS FROM:

—SPAN 100A - Beginners' Spanish I Units: 1.5, Hours: 3-0
Focuses on the acquisition of basic skills of pronunciation, reading, writing and conversation. Includes instruction in essential points of grammar, basic syntax, and vocabulary for daily interaction.
Note: Credit will be granted for only one of 100A, 100, 149. Not open to students with credit in Spanish 12. Priority will be given to first- or second-year students.
Formerly: first half of 100
—SPAN 100B - Beginners' Spanish II Units: 1.5, Hours: 3-0
A continuation of 100A. Emphasis on the acquisition of basic skills. Vocabulary and grammatical concepts will be expanded.
Note: Credit will be granted for only one of 100B, 100, 149. Not open to students with credit in Spanish 12.
Formerly: second half of 100
Prerequisites: 100A or permission of the department.

OR

—SPAN 149 - Beginners' Spanish Units: 3.0, Hours: 6-0
Intensive Spanish language instruction for beginning language students. Equivalent to 100A/B.
Note: Credit will be granted for only one of 149, 100, 100A, 100B. Not open to students with credit in Spanish 12.

3.0 UNITS FROM:

—SPAN 250A - Review of Grammar and Conversation I Units: 1.5, Hours: 3-0
Intensive review of grammatical concepts and structures presented in 100A and 100B and the acquisition of composition and translation skills. Readings may be taken from significant Spanish and Spanish American authors.
Note: Credit will be granted for only one of 250A, 249, 250. Students who intend to do Major or Honours work in Hispanic Studies should take this course in the second year; may also be taken as an elective.
Formerly: first half of 250
Prerequisites: 100B or 149, or Spanish 12, or permission of the department.

—SPAN 250B - Review of Grammar and Conversation II Units: 1.5, Hours: 3-0
A continuation of 250A. Review of grammatical concepts and structures introduced in 100A and 100B as well as on the expansion and consolidation of skills acquired in 250A. Readings may be taken from significant Spanish and Spanish American authors.
Note: Credit will be granted for only one of 250B, 249, 250. Students who intend to do Major or Honours work in Hispanic Studies should take this course in the second year. May also be taken as an elective.
Formerly: second half of 250
Prerequisites: 250A.

OR

—SPAN 249 - Review of Grammar and Conversation Units: 3.0, Hours: 6-0
Intensive Spanish language instruction for intermediate language students. Equivalent to 250A/B.
Note: Credit will be granted for only one of 249, 250, 250A, 250B.
Prerequisites: 100B or 149 or Spanish 12; or permission of the department.
1.5 UNITS:

—SPAN 270 - Introduction to the Literature of Spain and Spanish America  Units: 1.5, Hours: 3-0
A study of selections from major authors of Spain and Spanish America in the genres of narrative, drama and poetry. Introduction to basic techniques of literary criticism.
Notes: Credit will be granted for only one of 270, 260, 280 (if 280 taken for 6 units).
Formerly: part of 260
Corequisites: 250B.

1.5 UNITS: REQUIRED CORE COURSE: ANY ONE OF SPANISH 185, 208A, 208B OR 209 (see below):

1.5 UNITS FROM:

—SPAN 185 - Film in the Hispanic World (in English)  Units: 1.5, Hours: 3-0
An introductory study of Spanish and Latin American film and its relationship to social and historical contexts.

OR

—SPAN 208A - Spanish Culture (in English)  Units: 1.5, Hours: 3-0
An overview of the culture of Spain. Consideration of the artistic, literary, intellectual, social and political trends in Spain from pre-Roman times to the present.
Note: Credit will be granted for only one of 208A, 306.
Formerly: 306

OR

—SPAN 208B - Latin American Culture (in English)  Units: 1.5, Hours: 3-0
An overview of the cultures of Spanish America and Brazil. Consideration of the artistic, literary, intellectual, social and political trends in Latin America from pre-Columbian times to the present.
Note: Credit will be granted for only one of 208B, 307. Not open to students with credit in 280.
Formerly: 307

OR

—SPAN 209 - Famous, Infamous and Unsung Hispanics Cultural Icons (in English)  Units: 1.5, Hours: 3-0
Study of important figures in Hispanic culture. May include Miguel de Cervantes, Hernán Cortés, La Malinche, the Virgin of Guadalupe, Simón Bolívar, Federico García Lorca, Francisco Franco, La Pasionaria, Evita Perón, Ché Guevara, Fidel Castro, Jorge Luis Borges, Frida Kahlo, Isabel Allende, Rosa Montero and Pedro Almodóvar.
Prerequisites: Second-year standing.

OR

—MEST 300 - Unity and Diversity in the Mediterranean (in English)  Units: 1.5 , Hours: 3-0
Explores a theme in a variety of geographical contexts from the Paleolithic era to the twenty-first century, allowing students to consider the continuities and discontinuities within the region across time and space.
Note: May be taken more than once for credit in different topics with permission of the department.
Prerequisites: Second-year standing.

OR

—MEST 308 - Fascism and Authoritarianism in the Mediterranean (in English)  Units: 1.5 , Hours: 3-0
An exploration of the development of fascism and authoritarianism in Italy, Spain, Croatia and Turkey, comparing and contrasting the regimes of Mussolini, Franco and Pavelic to the nationalist state of Kemal Atatürk. Some attention is given to authoritarian and fascist movements elsewhere in the Mediterranean.
Prerequisites: Second-year standing.

OR

—MEST 310 - The Portrayal of the Family in Mediterranean Culture (in English)  Units: 1.5 , Hours: 3-0
The significance of the family examined through its portrayals in the culture, religion, literature and art of Spain and Italy. Topics may include "Portrayals of Motherhood," "Portrayals of the Paterfamilias," "Portrayals of Childhood," "The Church Family," "The Family and Beyond."
Note: May be taken more than once for credit in different topics with permission of the department.
Prerequisites: Second-year standing.

OR

—MEST 320 - Topics in Mediterranean Studies  Units: 1.5, Hours: 3-0
An exploration of different aspects of the Mediterranean region comprising literary, historical, artistic and media analyses of its rich cultural heritage. Themes examined may include: migration, cultural encounters, religious traditions, travel narratives, Orientalism, warfare, sexuality, conflict.
Note: May be taken more than once for credit in different topics with permission of the department.
Prerequisites: Second-year standing.

Appendix 2.4 Pacific and Asian Studies

Appendix 2.4.1 Certificate in Language and Cultural Proficiency: Chinese

6.0 units of language, chosen from:
—PAAS 110 Intensive Beginner Modern Chinese I Units: 3.0, Hours: 6-1
Intensive Chinese language instruction for beginning language students.

—PAAS 111 Intensive Beginner Modern Chinese II Units: 3.0, Hours: 6-1
Continuation of 110 for those students who intend to practise their listening comprehension, speaking and reading abilities, and writing skills on a more advanced level.

Prerequisites: Normally a minimum final grade of B in 110 or CHIN 149 or equivalent.

—PAAS 210 Intermediate Modern Chinese I Units: 1.5, Hours: 3-1
A sequel to 111. Primary emphasis on reading and translation of texts in modern Chinese in both standard and simplified characters. Introduction of elements of the classical language as used in modern writing. Attention also to listening, speaking and/or writing skills.

Prerequisites: Normally a minimum final grade of B in 111 or CHIN 150 or equivalent.

—PAAS 211 Intermediate Modern Chinese II Units: 1.5, Hours: 3-1
A continuation of 210, with increasing emphasis placed on acquiring new vocabulary and developing reading skills. Students will also have the opportunity to make more advanced classroom presentations and present longer written assignments in Chinese.

Prerequisites: Normally a minimum final grade of B in 210 or CHIN 249A.

—PAAS 212 Elementary Mandarin for Speakers of Other Chinese Languages Units: 1.5, Hours: 3-0
Trains speakers of non-Mandarin forms of Chinese (e.g., Cantonese) in the sounds of Mandarin Chinese. Students will learn the pinyin romanization system; concentration will be on listening and speaking. Characters will be introduced in both full and simplified variants.

Prerequisites: Knowledge of a non-Mandarin form of Chinese and permission of the department.

—PAAS 310 Advanced Readings in Modern Chinese I Units: 1.5, Hours: 3-0
A sequel to 211. Reading and discussion of materials in Modern Chinese at a more advanced level. Opportunity will be provided for practice in conversation.

Prerequisites: Normally a minimum final grade of B in 211 or CHIN 249B or 249 or equivalent.
—PAAS 311 Advanced Readings in Modern Chinese II Units: 1.5, Hours: 3-0

A continuation of 310. In addition to studying the class textbooks, students will be exposed to written Chinese in a number of styles drawn from newspapers, journals and books from Mainland China and Taiwan, and selected Internet sites.

Prerequisites: Normally a minimum final grade of B in 310 or CHIN 349A or equivalent.

—PAAS 312 Classical Chinese Prose Units: 1.5, Hours: 3-0

Introduces the key features of grammar, syntax and usage of literary Chinese, employing intensive study of a set of readings in the language. Readings will be of literary texts ranging from pre-Han to the Song dynasty.

Prerequisites: Non-native speakers: a minimum grade of B in 211 or CHIN 249B or 249. Open to native speakers without prerequisite.

—PAAS 313 Intermediate Mandarin for Speakers of Other Chinese Languages Units: 1.5, Hours: 3-0

A sequel to 212. Continues instruction in the sounds of Mandarin Chinese, and adds the reading and writing of Chinese characters. Concentration will be on oral presentation, reading comprehension and composition skills.

Prerequisites: Minimum grade of B in 212 or CHIN 220 or permission of the department.

—PAAS 410 Advanced Mandarin for Native Speakers of Chinese Units: 3.0, Hours: 3-0

Intended for literate speakers of Chinese. Reading and discussion from the Chinese literary and cultural traditions.

Note: Credit will be granted for only one of 410, CHIN 420 (if taken in the same topic). Not open to non-native speakers. May be taken more than once in different topics to a maximum of 6 units with permission of the Chinese Program Adviser.

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

—PAAS 411 Directed Readings in Chinese Language Units: 1.5 or 3.0

Extensive readings chosen in consultation with the instructor.
Prerequisites: A minimum grade of A- in 311 or CHIN 349B or 349 (for non-native speakers) or permission of the department.

4.5 units of culturally-specific courses, chosen from (students may also choose additional language courses from the above list. Note: all students must complete PAAS 151, Aspects of Chinese Culture II):

—PAAS 150 Aspects of Chinese Culture I Units: 1.5, Hours: 3-0

An introduction to the history and culture of China from earliest times to the mid-19th century. Philosophy, religion, art and literature will be the most important areas of discussion. Relevant political, economic, social and educational traditions will be introduced as well.

—PAAS 151 Aspects of Chinese Culture II Units: 1.5, Hours: 3-0

A survey of Chinese culture from the mid-19th century to the present. Contemporary culture patterns will be placed in traditional perspective, while relevant political, economic and social contexts will also be considered. Emphasizing the effects of modern events on cultural life, particularly literature, the arts, religion and education system.

—PAAS 250 Engendering China Units: 1.5, Hours: 3-0

Examines the history of China through gender roles and ideologies in the late imperial and modern periods, exploring women's experiences in the family, education, labour and revolution. Analyzes how gendered notions of identity and morality helped create and shape important social and political structures.

—PAAS 279 Introduction to the Chinese Language and Linguistics Units: 1.5, Hours: 3-0

The synchronic and diachronic descriptions of Chinese. Subjects covered may include phonology, morphology, syntax, semantics, historical changes, poetics, dialecology, orthography, the sociolinguistic and psycholinguistic aspects of Chinese, the relationship between the Chinese language, thought, culture, and the history of Chinese linguistics.

—PAAS 353 Survey of Classical Chinese Literature Units: 1.5, Hours: 3-0

Introduces major topics and masterpieces in classical Chinese literature from earliest times to the Qing Dynasty (1644-1911). Readings are in both Chinese and English. Basic knowledge of Chinese language is required.

Prerequisites: Non-native speakers: a minimum grade of B+ in 211 or CHIN 249B, or permission of the department.
Prerequisites: Open to native speakers without prerequisites.

—PAAS 354 Masterworks of Chinese Fiction Units: 1.5, Hours: 3-0

A selection from the Chinese tradition of fiction and theatre, with a focus on the great novels, short stories and dramas of the Ming (1368-1644) and Qing (1644-1911) dynasties. Studies Western and Chinese views of this literature, including introductions and commentaries for the novels. Readings are in English; Chinese versions of all primary texts, and secondary texts where applicable, are available.

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

—PAAS 355 Modern Chinese Literature and Society 1900-1949 in English Units: 1.5, Hours: 3-0

A historical overview, followed by a study of selected works of fiction, poetry, drama, memoir, film, and popular song from late Qing and Republican (1911-1949) China, a time of political turmoil and intellectual and cultural innovation. Supplementary readings in social and political history and literary criticism. Chinese versions of primary texts and secondary texts where applicable, may be available.

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

—PAAS 356 The Literature of the People's Republic of China 1949 to the Present in English Units: 1.5, Hours: 3-0

A study of Chinese literary texts created in a range of forms and styles during the period of communist rule, with an emphasis on the years since the death of Mao and the end of the Cultural Revolution (1976 to the present). Chinese versions of all primary texts and secondary texts may be available.

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

—PAAS 357 Chinese Cinema from Text to Screen Units: 1.5, Hours: 3-0

Explores Chinese filmmakers' adaptations of pre-modern, modern and contemporary works of literature for the screen. Examples are taken from republican, Mao-era and reform-era film, and may include selections from Taiwan and Hong Kong directors.

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

—PAAS 358 Screening the Nation: Nationalism, Ideology, and Politics in Chinese Cinema Units: 1.5, Hours: 3-0
Provides a theoretical and thematic framework for the analysis of films from Mainland China from the 1930s to the present.

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

Appendix 2.4.2 Certificate in Language and Cultural Proficiency: Japanese

6.0 units of language, chosen from:

—PAAS 130 Introductory Japanese I Units: 3.0, Hours: 6-1

Japanese language instruction for beginning language students. Development of basic language skills, including listening comprehension, speaking, reading and writing, through lectures, class discussions, tutorials for conversation practice, laboratory sessions, and other activities.

—PAAS 131 Introductory Japanese II Units: 3.0, Hours: 6-1

Continuation of 130 for those students who intend to practise their listening comprehension, speaking and reading abilities, and writing skills on a more advanced level.

Prerequisites: A minimum grade of B in 130 or JAPA 149 or equivalent.

—PAAS 230 Intermediate Japanese I Units: 3.0, Hours: 6-0-1

A continuation of 131, aimed at a balanced development of listening, speaking, reading, and writing skills. Classes offer practice in listening comprehension, conversation, reading, translation, and composition.

Prerequisites: A minimum grade of B in 131, or JAPA 150 or equivalent, or permission of the department.

—PAAS 235 Supplementary Japanese Units: 1.5, Hours: 3-0

Intended for students who require supplementary practice in grammar, speaking, listening, reading and writing before going on to 300-level and higher Japanese language courses.

Prerequisites: A minimum grade of B- in 230 or JAPA 249, or permission of the department.

—PAAS 330 Professional Japanese Units: 1.5, Hours: 3-0
A continuation of 230, offering further development of language skills. Focuses primarily on reading and writing, for students who want to gain fundamental competence in the Japanese language in preparation for advanced academic or career goals. Classes conducted in Japanese.

Prerequisites: A minimum grade of B+ in 230 or 235 or JAPA 249, or permission of the department.

—PAAS 331 Advanced Readings in Japanese I Units: 1.5, Hours: 3-0

Readings in modern Japanese, designed to broaden students' acquaintance with the Japanese writing system, expand their working vocabulary and provide a firmer grounding to their general knowledge of the language. Course content may vary from year to year.

Prerequisites: A minimum grade of B+ in one of 330, 336, JAPA 250, 311, or permission of the department.

—PAAS 332 Advanced Readings in Japanese II Units: 1.5, Hours: 3-0

A continuation of 331 for students who wish to expand their working vocabulary and develop their skills in reading modern Japanese. Course content may vary from year to year.

Prerequisites: A minimum grade of B+ in one of 330, 336, JAPA 250, 311, or permission of the department.

—PAAS 333 Advanced Comprehension and Conversation in Japanese Units: 1.5, Hours: 3-0

An advanced course designed to develop knowledge of practical Japanese through listening and speaking practice.

Prerequisites: A minimum grade of B+ in one of 330, 336, JAPA 250, 311, or permission of the department.

—PAAS 334 Advanced Composition in Japanese Units: 1.5, Hours: 3-0

An advanced course designed to develop knowledge of written Japanese through practical writing practice.

Prerequisites: A minimum grade of B+ in one of 330, 336, JAPA 250, 311, or permission of the department.

—PAAS 336 Japanese through Popular Culture Units: 1.5, Hours: 3-0

Prerequisites: A minimum grade of B+ in one of 230, 235, JAPA 249, or permission of the department.

—PAAS 430 Seminar in Modern Japanese Literature Units: 1.5, Hours: 3-0

Intended for advanced students prepared to read literary texts in modern Japanese. Course content may include contemporary fiction, drama and/or poetry, and may vary from year to year. May be taken by native speakers.

Pre- or corequisites: 332 or JAPA 313 or equivalent; or a minimum grade of A- in 331 or JAPA 312 plus enrolment in 334; or permission of the department.

—PAAS 432 Directed Readings in Japanese Units: 1.5 or 3.0

Designed for advanced students prepared to read extensively in Japanese. Readings will be assigned by the instructor in consultation with the participating students.

Pre- or corequisites: 332 or JAPA 313 or equivalent level of language competence; minimum grade of A- in 331 or JAPA 312 plus enrolment in 332 or permission of the department.

4.5 units of culturally-specific courses, chosen from (students may also choose additional language courses from the above list. Note: all students must complete PAAS 181, Modern Japanese Culture):

—PAAS 180 Premodern Japanese Culture Units: 1.5, Hours: 3-0

Surveys Japan’s cultural past from earliest times to the mid-19th century. Emphasizes the outstanding developments of each epoch, especially in the areas of literature, drama, philosophy and religion, and the visual arts. No knowledge of Japanese language is required.

—PAAS 181 Modern Japanese Culture Units: 1.5, Hours: 3-0

Survey of Japanese culture from the mid-19th century to the present. Developments in literature, film, technology, ethnicity, religion, consumerism, manga and anime will be considered in their historical and social contexts. No knowledge of Japanese language is required.

—PAAS 289 Introduction to the Japanese Language and Linguistics Units: 1.5, Hours: 3-0

Introduces the synchronic and diachronic descriptions of Japanese; subjects covered may include: phonology, morphology, syntax, semantics, historical changes, poetics, dialectology, orthography, the

—PAAS 386 Premodern Japanese Literature in Translation Units: 1.5, Hours: 3-0

Surveys through materials in English translation Japanese literature from the earliest times to the eve of the Meiji Restoration. Major literary trends will be examined including poetry, literary diaries, zuihitsu, Noh drama, puppet theatre and popular fiction.

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

—PAAS 388 Modern Japanese Literature in Translation Units: 1.5, Hours: 3-0

Surveys through selected English translations Japanese literature from the Meiji Restoration to the present day. Focuses on thematic and stylistic developments of various genres of Japanese literature, and covers such authors as Natsume Soseki, Mori Ogai, Kawabata Yasunari, Oe Kenzaburo, Mishima Yukio and Murakami Haruki.

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

—PAAS 393 Humanism in Japanese Cinema to 1960 Units: 1.5, Hours: 3-0

Examines the philosophies underlying the films of representative directors from the pre-war years up to 1960.

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

—PAAS 394 Pre-modern Japanese Theatre Units: 1.5, Hours: 3-0

Surveys Japanese theatre history from earliest times until the nineteenth century. Introduction to the major forms, styles and theory of traditional Japanese theatre, including no, kyōgen, bunraku and kabuki.

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

—PAAS 399 Sociolinguistic Issues in Japanese Units: 1.5, Hours: 3-0

Examines the Japanese language in its social context. A wide range of sociolinguistic topics will be covered, including non-verbal communication and types of Japanese spoken outside of Japan. Attention
will be given to linguistic, dialectal, and stylistic variation in speech communities, and to sociolinguistic considerations such as class, gender, and social setting.

Prerequisites: Second-year standing.
20 February 2013

To: Catherine Caws, Chair, Department of French
Peter Götz, Chair, Department of Germanic & Slavic Studies
Lloyd Howard, Chair, Department of Hispanic & Italian Studies
Richard King, Interim Chair, Department of Pacific & Asian Studies
Katy Mateer, Associate vice-President, Academic Planning
Hiroko Noro, Chair, Department of Pacific & Asian Studies

From: John Archibald, Dean of Humanities

Re: Certificate in Language and Cultural Proficiency

I am writing this letter in support of the creation of a new Certificate in Language and Cultural Proficiency which was recently endorsed by Humanities at a Faculty Council meeting. First of all, I would like to acknowledge and thank the departments concerned for moving with alacrity on the development of this proposal. I think the new Certificate is admirable on a number of fronts. Let me begin generally. One of the hallmarks of liberal arts education is to expand the horizons of as many students as possible. This certificate will expose many students to the language and cultures of different geographic regions. Such exposure will do much to enhance understanding of our global environment. We prepare students to go on to many different pursuits - an understanding of another language and another culture is indispensable in today's world. Secondly, we are proud to foster interdisciplinarity at the program level insofar as we are hoping that this certificate will be appealing to students whose majors are outside of the Faculty of Humanities. We know that students of Business are interested in this program as it will enhance their ability to study abroad and potentially work abroad. The Faculty is also in the process of developing a breadth requirement which we hope will see students in other Faculties taking Humanities courses (we are, of course, willing to consider the same kind of requirement on our students). We hope that the development of this Certificate can be seen as an example which encourages cross-faculty study and collaboration. Finally, I think that the introduction of this type of credential (beyond the major and minor) is a worthwhile initiative that will benefit both our departments and the university at large. Studying in our language and culture courses is a wonderful experience, and we want as many students as possible to avail themselves of this resource. Once again, I congratulate the designers of this certificate, thank the Dean of the
Gustavson School of Business for his support, and reiterate my full support for the creation of this new, innovative and valuable program.

Yours sincerely,

[Signature]

Dr. John Archibald
Dean of Humanities
DATE: February 19, 2013

TO: Catherine Caws, Chair, Department of French
Peter Golz, Chair, Department of Germanic and Slavic
Lloyd Howard, Chair of Hispanic and Italian
Tim Iles, Pacific and Asian Studies
Hiroko Noro, Chair of Pacific and Asian Studies

FROM Saul Klein, Dean, Gustavson School of Business

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

This proposal has been developed in consultation between the faculty of Humanities and the Gustavson School of Business and it has our strong support. Based on our commitment to internationalization in all of our academic programs, we see the opportunity for students to deepen their language and cultural proficiency as extremely beneficial. More than 70% of our undergraduate students spend a term on an exchange with one of our partner universities, all based in non-English speaking countries. To the extent that students begin their exchange terms with a more solid grounding, their experience abroad will be even richer and more transformational. This proposed program will provide our students with such a grounding.

The Gustavson School has adopted the slogan “The World looks Different from Here” as a key descriptor of our approach to education. We want our educational experience to open students’ minds to the outside world and provide them with the skills to function effectively in an increasingly inter-connected, international environment. To do so, we focus on the development of a global mindset that is built on understanding the global context, developing capabilities from international experiences and internalizing the lessons. Language and culture are the key building blocks upon which such a mindset is built.
The Gustavson School has also identified the value of cross-functional and interdisciplinary integration as an important element in our strategy. This proposal will help to enhance collaboration with the Faculty of Humanities and opens the door for future initiatives.

In sum, I strongly support this proposal and thank you all for your efforts in putting it together.

CC
John Archibald, Dean of Humanities
Katy Mateer, AVP Academic Planning
Teresa Dawson, Director, LTC
Vivien Corwin, Director, BCom Program, Gustavson School
AR Elangovan, Director of International Programs, Gustavson School
MEMO

Date: February 27, 2013

To: Prof. Catherine Caws, Chair, Department of French
   Prof. Peter Golz, Chair, Department of Germanic and Slavic
   Prof. Lloyd Howard, Chair of Hispanic and Italian
   Prof. Tim Iles, Pacific and Asian Studies
   Prof. Hiroko Noro, Chair of Pacific and Asian Studies

From: Prof. A.R Elangovan, Director of International Programs, Gustavson School
      Prof. Vivien Corwin, Director, BCom Program, Gustavson School

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

We are pleased to add to the support already voiced for this proposal by our Dean, Prof. Saul Klein.

Our BCom program has been designed to have our students spend their first two years of university taking courses outside of Business. This is a deliberate choice: our goal is to graduate Business students who are curious, who have a broad grounding in arts or sciences, and who have a solid appreciation for the role that business can play in the context of broader social and global issues. Our fundamental belief is that better global citizens will make for better global business leaders, and so the first two years of University represent an important phase to build a broad-based educational foundation and knowledge about different cultures and global contexts. The Undergraduate Languages Certificate is an excellent idea and it offers an opportunity for our students to build their capacity to think differently and globally in an appealing and purposeful way.

We are also confident that this Language Proposal will be attractive to our business students because it builds on their predisposition to study internationally. In recent interviews with our third year students, we discovered that the majority of them had made the decision to go on
international exchange even before they entered the program. So they arrive at UVic with a desire to think and learn globally, and this Certificate Program offers a clear and attractive path to satisfying that desire.

We are excited about this innovative proposal and very pleased that our students will soon be able to benefit from such a useful and integrated approach to learning about global languages and culture. Our gratitude goes to all of those involved in putting together such a thoughtful and comprehensive program.

CC  Dr. John Archibald, Dean of Humanities
     Dr. Katy Mateer, AVP Academic Planning
     Dr. Teresa Dawson, Director, LTC
     Dr. Saul Klein, Dean of Business, Gustavson School

2
A Presidential Search Committee was struck in May of 2012 to search for a successor to Dr. David Turpin, who had announced that he would step down as President at the end of June 2013.

After a seven month search, the Committee recommended the appointment of Prof. Jamie Cassels of the Faculty of Law as our university’s next President. The Committee’s unanimous recommendation that he be appointed for a 5-year term beginning July 1, 2013 was unanimously approved by the Board of Governors in December 2012.

As called for by the university’s Procedures for the Search, Appointment or Reappointment of the President and Vice-Chancellor (Policy GV0300) (“the Procedures”), the Committee reconvened after the appointment had been made to evaluate the search process. We are pleased to report the results of this to Senate and the Board of Governors.

On the whole, Committee members thought that the process and procedures worked very well. They enabled the Committee: to obtain, through broad consultation, very valuable input concerning the opportunities and challenges facing UVic and the qualities and experience needed in the next President; to recruit an excellent field of candidates; to assess their qualifications and experience relative to the candidate profile and criteria in a rigorous manner; and thereby to arrive at an excellent recommendation.

Revision of one section of the Procedures is recommended. Section 13.05 currently states that:

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, Administrative Directors and others as deemed appropriate by the Committee.

The term “Administrative Directors” first appeared in the Presidential search procedures in the mid-1990s. Since then, titles have changed. The Committee determined that the closest current-day parallel consists of the university’s Associate Vice-Presidents. Since the Chief Information Officer is considered to be equivalent to an Associate Vice-President and is
included in meetings of that group, he was invited to join them in meeting with short-listed candidates. Likewise, given the status of the University Librarian, it was decided to invite him to join the Deans in this.

Section 13.05 gives presidential search committees discretion to invite individuals other than those in the positions named to meet with short-listed candidates. The reason for doing so is to obtain input that will assist the Committee in assessing the candidates’ suitability for the position, not to accommodate people’s natural desire to meet with them. Members of this Committee deem it fully appropriate that future committees also have such discretion, however, we believe that it is critical that this discretion be exercised in a way that does not compromise confidentiality or turn a process that is already very full and intense for candidates into an onerous one.

The Committee recommends that section 13.05 be revised 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, Administrative Directors, Associate Vice-Presidents and Chief Information Officer, and any others as 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.

Finally, the Committee wishes to draw the attention of Senate and the Board to the matter of Indigenous participation in the search process.

As noted above, the Committee consulted broadly at the outset of the search about the opportunities and challenges facing UVic and what is needed in the next President. Indigenous members of the campus community were amongst those who provided input.

Later in the process, meetings with short-listed candidates were held in First Peoples House. The co-chairs of First Peoples House welcomed and met with the candidates and provided input to the Committee.

At its last meeting, Committee members grappled with the question of whether, in addition to input obtained through means such as the above, there should be Indigenous representation on future search committees. Some Committee members advocated that there be a seat on the committee for an Indigenous person. How such a seat would be filled – e.g. through an election or through selection by a pertinent student, faculty or staff group – was discussed but not resolved. Others echoed the view that an Indigenous perspective on the committee is desirable but suggested it be achieved through existing election and appointment processes, as envisaged by section 3.00 of the Procedures, which states that “[w]hen establishing the Appointment Committee, constituencies should encourage a diverse representation from the university community including women, persons with disabilities, visible minorities, Aboriginal
peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.” Given that consensus was lacking, the Committee is reporting on its discussion, rather than making a recommendation on this matter.

In concluding this report to Senate and the Board, I would like to thank, on behalf of the entire Search Committee, all those who provided input into this vitally important process. The dedication of members of this community to UVic and its future was evident throughout.
Attached for your information is the revised Fundraising and Gift Acceptance Policy (ER4105) which will be submitted to the Board of Governors (BOG) for approval at its May 2013 meeting. While Senate approval is not required, your feedback on the revised policy is appreciated before this matter proceeds to the Board.

Please note that this policy and its associated procedures are in addition to and do not substitute for the approval requirements in other university policies such as Student Awards Policy (AC1130), Naming of Facilities and Physical Assets (BP3100), Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100), External Research Funding Agreements (RH8200), and Establishment and Review of Research Centres (RH8300).

The proposed revisions ensure gifts to the university are reviewed in a consistent and efficient manner by the appropriate parties. In addition to the revised policy, new associated procedures are proposed and are attached for information and context.

The development of these policy revisions included a review of peer institutions and industry best practices, a gap analysis and consultation with representatives from the VP offices, the Alumni Association Executive, the Equity and Human Rights Office, Deans’ Council, Research Centre Directors and with the AVP Research Operations and AVP Research.

The key high-level elements of the original policy (approved December 2009) remain in this new version, but additional language has been added to address the following policy gaps that were identified:

- explicit reference to the act of “gift acceptance” and a definition of “gift”
- further definition of scope: does not include sponsorship or non-philanthropic grants or contributions
- a statement that pre-approval for gifts may be required as set out in the procedures
- dollar value levels set for gift acceptance by Board of Governors, President and Vice-Presidents
- ability to delegate gift acceptance for gifts below a specific level
- reminder that the fundraising and gift acceptance policy is in addition to the policies referenced above
- a statement that the university does not provide legal, accounting, tax or financial advice to donors
- a statement that the university will not act as executor or trustee
- statements explaining that the university may change the use of a gift, refund or refuse a gift
- statement that gift agreements may be created between the university and the donor as set out in the procedures
- a statement that acceptance of a gift is not final until approved by the final authorities

Newly documented procedures were created that incorporate the following procedure gaps:

- identified pre-approval authorities
- items for considerations for gift acceptance authorities
- process for refusing and refunding a gift
- content and process for gift agreements
- identified who pays for expenses associated with gifts
- list of policies that impact donor recognition, and who pays for donor recognition
- process for gifts to the foundations
- specifics on certain types of gifts – unrestricted gifts, cultural property, public and private securities
- responsibility for tax receipting
- responsibility for donor records

Appendix A
- identified acceptance authorities for gift levels that do not require board approval
- when gift agreements are required
- when legal review is required

An implementation plan will be created in the coming months, including training plans, gift checklists, gift agreement templates, and regularly scheduled evaluations of the policy and procedures’ effectiveness.

Attachments
PURPOSE

1.00 The purpose of this policy is to set out the provisions that govern fundraising and gift acceptance activities and donations at the university.

DEFINITIONS

For the purposes of this policy:

2.00 University Community Member includes: all employees and registered students of the university; any person holding a university appointment whether or not that person is an employee; post doctoral fellows; members of the Board of Governors; groups affiliated with the university; and anyone residing on campus.

3.00 Gift means a voluntary transfer of property without benefit to the donor or to anyone designated by the donor pursuant to Canada Revenue Agency (CRA) guidelines.

JURISDICTION/SCOPE

3.00.00 This policy applies to University Community Members and to all fundraising and gift acceptance activities and donations at the university.

5.00 This policy does not apply to sponsorships or to non-philanthropic grants and contributions.

POLICY

4.006.00 The university is a registered charity that engages in fundraising activities and accepts donationsGifts from individuals, corporations, foundations, associations and other donors to support its mandate, vision, mission and values.

Governance of Fundraising Activities

5.007.00 Fundraising and gift acceptance activities shall be informed by the university’s strategic and operational planning and carried out in accordance with professional fundraising codes of ethics, and with sensitivity and respect for donors.
The university's fundraising and gift acceptance activities shall be coordinated in a manner that serves the best interest of the university and supports the university's priorities to the fullest extent possible.

Appropriate discussion and consultation will occur internally prior to approaching or making commitments to donors. Pre-approval of some Gifts will be required as set out in the associated procedures.

The university values its donors and wishes to protect donors from multiple approaches for Gifts by University Community Members.

Documented donor clearance procedures have been established to ensure that donors are approached in a coordinated and consistent manner.

Under the direction of the Associate Vice-President Alumni and Development, the Alumni and Development Office is responsible for the administration of the donor clearance process.

The President is the final approval authority for the university's fundraising activities and priorities subject to reporting to the Board of Governors. The President may delegate the responsibility for fundraising activities and priorities.

The Board of Governors is the final approval authority for Gifts in excess of $5 million.

The President and the Vice-President External Relations are the final approval authorities for Gifts in excess of $1 million and up to and including $5 million.

The Vice-President External Relations and one of: the Vice-President Finance and Operations, Vice-President Academic and Provost, or Vice-President Research, are the final approval authorities for Gifts in excess of $500,000 and up to and including $1 million.

The Vice-President External Relations and the Vice-President Academic and Provost are the final approval authorities for Gifts up to and including $500,000, and they may delegate this authority to university employees, provided that Gifts over $10,000 are approved by one employee from within and one employee from outside the division of External Relations.

For Gifts-in-kind to the Library or to the University of Victoria Art Collection, authority may be delegated by the Vice-President External Relations and the Vice-President Academic and Provost to two employees from within the respective units.

The approval authorities listed in this policy and associated procedures are in addition to and do not substitute for the approval requirements in the following policies:

- Student Awards Policy (AC1130);
- Naming of Facilities and Physical Assets (BP3100);
- Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100);
d) External Research Funding Agreements (RH8200);
e) Establishment and Review of Research Centres (RH8300).

15.00 The Vice-President External Relations is responsible for reporting annually to the Board of Governors on fundraising activities, priorities and gift acceptance.

16.00 The Alumni and Development Office is responsible for the administration and coordination of all fundraising and gift acceptance activities for the university.

10.00 The Alumni and Development Office may maintain, subject to the Freedom of Information and Protection of Privacy Act, a University Donor Prospect List based on: a match between university priorities and a prospective donor’s interests and potential for giving, as well as other information relevant to fundraising activities.

Cost Recovery of Fundraising Activities
11.00 To assist in recovering the costs associated with fundraising, the university may charge a levy against certain gifts or pledge payments made through the Annual Giving office subject to due diligence reporting on levy amounts to the Board of Governors.

Donations
12.00 Donations-Gifts may be made to the university in various forms, including but not limited to:
   a) cash or cash equivalent
   b) publicly traded securities or shares in mutual funds
   c) bequests
   d) life insurance policies
   e) gifts-in-kind (non-cash Gifts such as equipment, artwork and book collections)
   f) charitable remainder trusts
   g) real estate
   h) Gifts of residual interest

18.00 The university does not provide any legal, accounting, tax or financial advice to donors with respect to Gifts.

19.00 The university will not act as executor of a donor’s estate or as trustee of a living trust.

14.00 The university will honour a request for a donation-Gift to be used for a specific purpose provided that the purpose is consistent with the university’s mandate, vision, mission and values and this policy.

20.01 If changed circumstances should at some future point make it impractical to use the Gift for its designated purpose, then the university may at its discretion change the terms of the Gift or in the case of a gift-in-kind dispose or sell the Gift. The university will attempt to adhere as closely as possible to the donor’s original intent.
14.0120.02 Unrestricted donations-Gifts may be allocated by the President to support institutional priorities.

15.00 Gift in-kind donations to the Maltwood Art Museum and Gallery or the Libraries must be pre-approved by the Director of the Maltwood Art Museum and Gallery and the University Librarian respectively:

15.01 The Director of the Maltwood Art Museum and Gallery and the University Librarian are responsible for determining whether a gift has appropriate qualifications for application to the Government of Canada's Cultural Property Export and Import Review Board for certification.

16.00 The Alumni and Development Office is responsible for issuing charitable tax receipts for accepted gifts in compliance with the requirements of the Income Tax Act.

21.00 Where required in the associated procedures, written Gift agreements will be created between the donor and the university.

22.00 To assist in recovering the costs associated with fundraising, the university may charge a levy against certain Gifts made through the Annual Giving office subject to due diligence reporting on levy amounts to the Board of Governors.

23.00 The university may refund a Gift if the conditions in the associated procedures are met.

24.00 The university is grateful for all Gifts offered, but will not accept Gifts that are unlawful or result in an abridgement of its academic freedom, autonomy, or integrity, and reserves the right to decline a Gift for any reason in its sole discretion, including but not limited to:

a) the Gift could reasonably compromise the university's public image or reputation;
b) the Gift will be difficult or costly to administer;
c) the Gift exposes the university to unacceptable risk;
d) the donor applies unacceptable restrictions or conditions on the Gift;
e) the Gift conflicts with university policy.

The university may also decline donations where costs or liabilities are associated with the donation.

25.00 Acceptance of a Gift is not final until it is approved by the requisite university approval authority.

Donor Recognition

26.00 Public recognition by the university for donations-Gifts will be accorded based on the level of the Gift and will be designed taking the donor's wishes fully into account.

Management of Donor Information and Confidentiality

18.0027.00 The university will respect all donor requests for anonymity to the extent legally possible.
The university shall collect, use, maintain, store, disclose and dispose of donor information in accordance with the *Freedom of Information and Protection of Privacy Act* and the university's Protection of Privacy and Records Management policies and procedures.

19.01 Under the direction of the Associate Vice-President Alumni and Development, the Alumni and Development Office is responsible for the management of donor records.

**AUTHORITIES AND OFFICERS**

i) Approving Authority: Board of Governors

ii) Designated Executive Officer: Vice-President External Relations

iii) Procedural Authority: Vice-President External Relations and Vice-President Academic and Provost

iv) Procedural Officer: Associate Vice-President Alumni and Development

**RELEVANT LEGISLATION**

- University Act
- Income Tax Act
- Freedom of Information and Protection of Privacy Act

**RELATED POLICIES AND DOCUMENTS**

- University of Victoria Strategic Plan
- Naming of Facilities and Physical Assets Policy (BP3100)
- Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100)
- Student Awards (AC1130)
- Signing Authority Policy (FM5100)
- Maltwood Art Museum and Gallery (BP3300)
- External Research Funding Agreements (RH8200)
- Protection of Privacy Policy (GV0235)
  - Management of Personal Information Procedures
  - Records Management Policy (IM7700)
  - Procedures for the Management of University Records
  - Access to and Correction of Information
- AFP Code of Ethical Principles and Standards
- Donor's Bill of Rights
FUNDRAISING AND GIFT ACCEPTANCE

University Policy No: ER4105
Classification: External Relations
Approving Authority: Board of Governors
Effective Date: March, 2013
Supersedes: December, 2009
Last Editorial Change: Mandated Review: March, 2020

Associated Procedures:
Procedures for Fundraising and Gift Acceptance

PURPOSE
1.00 The purpose of this policy is to set out the provisions that govern fundraising and gift acceptance activities at the university.

DEFINITIONS
For the purposes of this policy:

2.00 University Community Member includes all employees and registered students of the university; any person holding a university appointment whether or not that person is an employee; post doctoral fellows; members of the Board of Governors; groups affiliated with the university; and anyone residing on campus.

3.00 Gift means a voluntary transfer of property without benefit to the donor or to anyone designated by the donor pursuant to Canada Revenue Agency (CRA) guidelines.

JURISDICTION/SCOPE
4.00 This policy applies to University Community Members and to all fundraising and gift acceptance activities at the university.

5.00 This policy does not apply to sponsorships or to non-philanthropic grants and contributions.

POLICY
6.00 The university is a registered charity that engages in fundraising activities and welcomes Gifts from individuals, corporations, foundations, associations and other donors to support its mandate, vision, mission and values.
Governance of Fundraising and Gift Acceptance Activities

7.00 Fundraising and gift acceptance activities shall be informed by the university’s strategic and operational planning and carried out in accordance with professional fundraising codes of ethics, and with sensitivity and respect for donors.

8.00 The university’s fundraising and gift acceptance activities shall be coordinated in a manner that serves the best interest of the university and supports the university’s priorities to the fullest extent possible.

8.01 Appropriate discussion and consultation will occur internally prior to approaching or making commitments to donors. Pre-approval of some Gifts will be required as set out in the associated procedures.

8.02 The university values its donors and will endeavour to protect donors from multiple approaches for Gifts by University Community Members.

9.00 The President is the final approval authority for the university’s fundraising activities and priorities. The President may delegate the responsibility for fundraising activities and priorities.

10.00 The Board of Governors is the final approval authority for Gifts in excess of $5 million.

11.00 The President and the Vice-President External Relations are the final approval authorities for Gifts in excess of $1 million and up to and including $5 million.

12.00 The Vice-President External Relations and one of: the Vice-President Finance and Operations, Vice-President Academic and Provost, or Vice-President Research, are the final approval authorities for Gifts in excess of $500,000 and up to and including $1 million.

13.00 The Vice-President External Relations and the Vice-President Academic and Provost are the final approval authorities for Gifts up to and including $500,000, and they may delegate this authority to university employees, provided that Gifts over $10,000 are approved by one employee from within and one employee from outside the division of External Relations.

13.01 For Gifts-in-kind to the Library or to the University of Victoria Art Collection, authority may be delegated by the Vice-President External Relations and the Vice-President Academic and Provost to two employees from within the respective units.
14.00 The approval authorities listed in this policy and associated procedures are in addition to and do not substitute for the approval requirements in the following policies:

a) Student Awards Policy (AC1130);
b) Naming of Facilities and Physical Assets (BP3100);
c) Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100);
d) External Research Funding Agreements (RH8200);
e) Establishment and Review of Research Centres (RH8300).

15.00 The Vice-President External Relations is responsible for reporting annually to the Board of Governors on fundraising activities, priorities and gift acceptance.

16.00 The Alumni and Development Office is responsible for the administration and coordination of all fundraising and gift acceptance activities for the university.

17.00 Gifts may be made to the university in various forms, including but not limited to:

a) cash or cash equivalent
b) publicly traded securities or shares in mutual funds
c) bequests
d) life insurance policies
e) gifts-in-kind (non-cash Gifts such as equipment, artwork and book collections)
f) charitable remainder trusts
g) real estate
h) Gifts of residual interest

18.00 The university does not provide any legal, accounting, tax or financial advice to donors with respect to Gifts.

19.00 The university will not act as executor of a donor's estate or as trustee of a living trust.

20.00 The university will honour a request for a Gift to be used for a specific purpose provided that the purpose is consistent with the university's mandate, vision, mission and values and this policy.

20.01 If changed circumstances should at some future point make it impractical to use the Gift for its designated purpose, then the university may at its discretion change the terms of the Gift or in the case of a gift-in-kind dispose or sell the Gift. The university will attempt to adhere as closely as possible to the donor's original intent.

20.02 Unrestricted Gifts may be allocated by the President to support institutional priorities.

21.00 Where required in the associated procedures, written Gift agreements will be created between the donor and the university.
22.00 To assist in recovering the costs associated with fundraising, the university may charge a levy against certain Gifts made through the Annual Giving office subject to due diligence reporting on levy amounts to the Board of Governors.

23.00 The university may refund a Gift if the conditions in the associated procedures are met.

24.00 The university is grateful for all Gifts offered, but will not accept Gifts that are unlawful or result in an abridgement of its academic freedom, autonomy, or integrity, and reserves the right to decline a Gift for any reason in its sole discretion, including but not limited to:
   a) the Gift could reasonably compromise the university's public image or reputation;
   b) the Gift will be difficult or costly to administer;
   c) the Gift exposes the university to unacceptable risk;
   d) the donor applies unacceptable restrictions or conditions on the Gift;
   e) the Gift conflicts with university policy.

25.00 Acceptance of a Gift is not final until it is approved by the requisite university approval authority.

Donor Recognition
26.00 Public recognition by the university for Gifts will be accorded based on the level of the Gift and will be designed taking the donor's wishes into account.

Management of Donor Information and Confidentiality
27.00 The university will respect all donor requests for anonymity to the extent legally possible.

28.00 The university shall collect, use, maintain, store, disclose and dispose of donor information in accordance with the Freedom of Information and Protection of Privacy Act and the university's Protection of Privacy and Records Management policies and procedures.

AUTHORITIES AND OFFICERS
(i) Approving Authority: Board of Governors
(ii) Designated Executive Officer: Vice-President External Relations
(iii) Procedural Authority: Vice-President External Relations and Vice-President Academic and Provost
(iv) Procedural Officer: Associate Vice-President Alumni and Development
RELEVANT LEGISLATION
University Act
Income Tax Act
Freedom of Information and Protection of Privacy Act

RELATED POLICIES AND DOCUMENTS
University of Victoria Strategic Plan
Naming of Facilities and Physical Assets Policy (BP3100)
Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100)
Student Awards (AC1130)
Signing Authority Policy (FM5100)
Maltwood Art Museum and Gallery (BP3300)
External Research Funding Agreements (RH8200)
Protection of Privacy Policy (GV0235)
  • Management of Personal Information Procedures
Records Management Policy (IM7700)
  • Procedures for the Management of University Records
  • Access to and Correction of Information
AFP Code of Ethical Principles and Standards
Donor’s Bill of Rights
PROCEDURES FOR FUNDRAISING AND GIFT ACCEPTANCE

Procedural Authority: Vice-President External Relations and Vice-President Academic and Provost
Procedural Officer: Associate Vice-President Alumni and Development

Effective Date: April, 2013
Supersedes: New
Last Editorial Change:

Parent Policy: Fundraising and Gift Acceptance Policy (ER4105)

PURPOSE

1.00 The purpose of these procedures is to set out the processes for the administration of fundraising and gift acceptance at the university.

DEFINITIONS

2.00 The definitions contained within the university’s Fundraising and Gift Acceptance Policy (ER4105) apply to these procedures.

PROCEDURES

General

3.00 Under the direction of the Associate Vice-President Alumni and Development, the Alumni and Development Office is responsible for the strategy and planning of fundraising activities, and for the development of work plans which guide the acceptance of gifts.

4.00 Under the direction of the Associate Vice-President Alumni and Development, the Alumni and Development Office is responsible for the administration of the donor clearance process which ensures that donors are approached in a coordinated and consistent manner.

Gift pre-approval

5.00 For all gifts-in-kind to the University of Victoria Art Collection (UVAC), pre-approval must be obtained in writing from the Director of UVAC.

6.00 For all gifts-in-kind to the Library, pre-approval must be obtained in writing from the University Librarian.

7.00 For all Gifts of land, pre-approval must be obtained in writing from the Assistant Treasurer. Pre-approval will be coordinated via the Director of Advancement Services.

8.00 For all Gifts for research purposes, pre-approval of proposals must be obtained in writing from the Associate Vice-President Research Operations. Pre-approval will be coordinated via the Director of Fundraising.
9.00 For all other Gifts that may potentially total $25,000 or more, or may meet any criteria for non acceptance (see section 24 of the Fundraising and Gift Acceptance Policy (ER4105)), pre-approval must be obtained in writing from the Director of Fundraising or the Director of Principal Gifts and Campaigns, and the Dean¹ prior to any discussions with the donor.

9.01 Deans will keep the Vice-President Academic and Provost apprised of fundraising and gift acceptance activities.

9.02 For Gifts over $500,000, pre-approval must also be obtained from the final approval authorities listed in Appendix A.

**Gift approval**

10.00 Gift acceptance approval authorities have been delegated as outlined in Appendix A.

11.00 The gift acceptance approval authorities must be:
   a) assured the university can meet its obligations within the terms of the Gift;
   b) confident that the donor can meet their obligation;
   c) assured that the terms of the gift comply with labour legislation, employee collective agreements, tax legislation and other legislative and regulatory requirements;
   e) assured that all necessary groups have reviewed and agreed to the terms of the Gift;
   f) assured that all items on the Gift checklist have been considered and/or resolved.

**Refusal of a Gift**

12.00 For Gifts up to and including $5 million, if the gift acceptance authorities consider that the Gift may meet any criteria for non-acceptance (see section 24 of the Fundraising and Gift Acceptance Policy (ER4105)) then the gift must be referred to the Associate Vice-President of Alumni and Development who will then bring the issue to the President and Vice-Presidents for final determination.

**Refund of a Gift**

13.00 A donor may request the refund of their Gift, if the following conditions exist: the request for the refund is made within one month of the original Gift and the money has not yet been spent or committed by the university. If a tax receipt has been issued, the gift processing unit will handle the necessary follow-up to revoke the donation receipt.

**Gift agreements**

14.00 Gift agreements must be created for all Gifts $25,000 or more, and for specific Gifts as listed in Appendix A.

15.00 All Gift agreements must follow the templates created by the Donor Relations office.

16.00 Gift agreements must include:
a) a statement that the Gift must have university approval before it is considered accepted;
b) a section describing “the story behind the Gift”;
c) a section outlining the terms/purpose of the Gift;
d) a section allowing the university to amend the terms/purpose;
e) a section outlining the payment plan;
f) a section containing two university signatures and at least one donor signature.

17.00 All gift agreements must be submitted to the Donor Relations office for initial review prior to any signatures.

18.00 The Donor Relations office is responsible for ensuring that all gift acceptance approvals are received and that all gift agreements are signed by the appropriate individuals using the approval tracking document.

19.00 The Donor Relations office is responsible for ensuring that gift agreement templates and subsequent revisions are reviewed and approved by the university’s General Counsel.

Legal review
20.00 If legal review is not specifically required as outlined in Appendix A, and the terms of the Gift are considered straightforward by the Development Office, then legal review is not required.

21.00 If legal review is required as outlined in Appendix A, the development officer must notify General Counsel as soon as possible to provide time for review.

Professional Advice
22.00 Donors should be encouraged to seek independent professional legal, accounting, tax or financial advice and are responsible for all costs incurred. The university cannot suggest or endorse a third party as a source of Gift advice.

Appraisals
23.00 Expenses associated with a donor’s Gift (e.g. appraisals, shipping, legal fees, real-estate commissions) shall in most cases be paid by the donor. In limited circumstances the university may agree to pay some or all of the donor’s expenses.

24.00 The determination of who is paying for the appraisal (donor or university) shall be agreed upon prior to beginning the appraisal. If the donor opts not to donate after receiving the appraisal value, then the donor will bear the full cost of the appraisal.

Donor recognition
25.00 Signage and announcements are dictated by the Naming of Facilities and Physical Assets Policy (BP3100) (and associated procedures and guidelines), External Signage Policy (BP3115) and Interior Signage Policy (BP3120).

26.00 The costs of donor recognition are the responsibility of the faculty/unit receiving the gift.
27.00 Where a communication plan is prepared for a specific gift, the plan must be approved by the President and Vice-Presidents prior to discussions with the donor.

27.01 If the communication plan includes a press release, the press release must be pre-approved by the communication office.

Gifts to the university's foundations

28.00 Gifts to the university's foundations follow the approval process for Gifts to the university and are then referred, with recommendation for approval, to the respective foundation board for final approval using a foundation Gift report.

29.00 The University of Victoria Foundation board shall be notified of Gifts $100,000 and above that have been donated to the university but transferred to the foundation.

Unrestricted Gifts

30.00 Unrestricted Gifts are directed to the university's top priorities as listed in the annual Integrated Planning document.

Cultural property

31.00 The Director of the University of Victoria Art Collections and the University Librarian are responsible for determining whether a Gift has appropriate qualifications for application to the Government of Canada’s Cultural Property Export and Import Review Board for certification.

Tangible personal property

32.00 Tangible personal property, excluding art, library materials and equipment, are generally sold upon receipt.

Publicly listed securities

33.00 Publicly listed securities are sold immediately upon receipt.

Private shares

34.00 Private shares are redeemed for cash as soon as practical upon receipt.

Tax Receipts

35.00 The Alumni and Development Office is responsible for issuing charitable tax receipts for accepted Gifts in compliance with the requirements of the Income Tax Act.

Donor Records

36.00 The Alumni and Development Office is responsible for the management of donor records.
# APPENDIX A

## Gifts up to and including $10,000

<table>
<thead>
<tr>
<th>Type</th>
<th>Approval Authority</th>
<th>Additional Review Required</th>
<th>Legal Review Required</th>
<th>Gift Agreement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Shares or Complex Share Transactions</td>
<td>Assistant Treasurer</td>
<td>Director of Advancement Services</td>
<td>-</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment for Faculty/Unit</td>
<td>Dean (1)</td>
<td>Director of Advancement Services</td>
<td>Risk Management</td>
<td>As needed</td>
</tr>
<tr>
<td>New Student Awards</td>
<td>BOG upon recommendation of Senate per policy AC1130 “Student Awards”</td>
<td>Director of Advancement Services</td>
<td>Senate Committee on Awards</td>
<td>As needed</td>
</tr>
<tr>
<td>University of Victoria Art Collection Gifts-in-kind</td>
<td>Director of UVAC</td>
<td>UVAC Curator</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Library Gifts-in-kind</td>
<td>Head of Special Collections</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>All gifts</td>
<td>Manager of Gift Processing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Gifts in excess of $10,000 up to and including $75,000

<table>
<thead>
<tr>
<th>Type</th>
<th>Approval Authority A</th>
<th>Approval Authority B</th>
<th>Additional Review Required</th>
<th>Legal Review Required</th>
<th>Gift Agreement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-estate</td>
<td>Assistant Treasurer</td>
<td>Director of Advancement Services</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Private Shares or Complex Share Transactions</td>
<td>Assistant Treasurer</td>
<td>Director of Advancement Services</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment for Faculty/Unit</td>
<td>Dean (1)</td>
<td>Director of Advancement Services</td>
<td>Risk Management</td>
<td>As needed</td>
<td>Gift-in-kind donation form</td>
</tr>
<tr>
<td>New initiatives for Faculty/Unit Operations (or to existing initiatives with conditions)</td>
<td>Dean (1)</td>
<td>Director of Advancement Services</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>New initiatives for Research (or to existing initiatives with conditions)</td>
<td>Associate Vice-President Research Operations</td>
<td>Director of Advancement Services</td>
<td>Research Accounting</td>
<td>Yes</td>
<td>Only for $25,000+</td>
</tr>
<tr>
<td>Other Tangible Personal Property</td>
<td>Planned Giving Office</td>
<td>Director of Advancement Services</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Planned Gifts</td>
<td>Planned Giving Office</td>
<td>Director of Advancement Services</td>
<td>Consult Finance Office</td>
<td>As needed</td>
<td>Only for $25,000+</td>
</tr>
</tbody>
</table>
## New Student Awards

**BOG upon recommendation of Senate per policy AC1130 "Student Awards"**

<table>
<thead>
<tr>
<th>Senate Committee on Awards</th>
<th>As needed</th>
<th>Yes (signatory Dir Adv Svs)</th>
</tr>
</thead>
</table>

## New Named Facilities and Physical Assets

**BOG per policy BP3100 "Naming of Facilities and Physical Assets Policy" (via President and Advisory Committee on Naming Facilities and Physical Assets)**

| - | - | Art donation form |

## University of Victoria Art Collection Gifts-in-kind

**Director of UVAC**

| UVAC Curator | - | Library donation form |

## Library Gifts-in-kind

**University Librarian**

| Head of Special Collections | - | Library donation form |

## All other gifts

**Dean (1)**

| Director of Advancement Services | - | As needed Only for $25,000+ |

## Gifts in excess of $75,000 up to and including $500,000

<table>
<thead>
<tr>
<th>Type</th>
<th>Approval Authority A</th>
<th>Approval Authority B</th>
<th>Additional Review Required</th>
<th>Legal Review Required</th>
<th>Gift Agreement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-estate</td>
<td>Assistant Treasurer</td>
<td>AVP Alumni and Development</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Private Shares or Complex Share Transactions</td>
<td>Assistant Treasurer</td>
<td>AVP Alumni and Development</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment for Faculty/Unit</td>
<td>Dean (1)</td>
<td>AVP Alumni and Development</td>
<td>Risk Management</td>
<td>As needed</td>
<td>Gift-in-kind donation form</td>
</tr>
<tr>
<td>All Gifts for Faculty/Unit Operations</td>
<td>Dean (1)</td>
<td>AVP Alumni and Development</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Gifts for Research</td>
<td>Associate Vice-President Research Operations</td>
<td>AVP Alumni and Development</td>
<td>Research Accounting</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Tangible Personal Property</td>
<td>Dean (1)</td>
<td>AVP Alumni and Development</td>
<td>Planned Giving office</td>
<td>As needed</td>
<td>Gift-in-kind donation form</td>
</tr>
<tr>
<td>Planned Gifts</td>
<td>Dean (1)</td>
<td>AVP Alumni and Development</td>
<td>Planned Giving Office (consult Finance Office)</td>
<td>As needed</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## New Student Awards

**BOG upon recommendation of Senate per policy AC1130 "Student Awards"**

<table>
<thead>
<tr>
<th>Senate Committee on Awards</th>
<th>As needed</th>
<th>Yes (signatory AVP A&amp;D)</th>
</tr>
</thead>
</table>

## New Named Chairs or Professorships

**BOG upon recommendation of Senate per policy AC1100 "Policy for the Establishment of Endowed and Term Chairs and Professorships"**

| - | - | Yes |

## New Named Facilities and Physical Assets

**BOG per policy BP3100 "Naming of Facilities and Physical Assets Policy" (via President and Advisory Committee on Naming Facilities and Physical Assets)**

| - | - | Art donation form |

## University of Victoria Art Collection Gifts-in-kind

**Director of UVAC**

| AVP Alumni and Development | - | Library donation form |

## Library Gifts-in-kind

**University Librarian**

| Head of Special Collections | - | Library donation form |

## All other gifts

**Dean (1)**

| AVP Alumni and Development | - | As needed | Yes |
The following approval authorities are dictated by the Fundraising and Gift Acceptance Policy (ER4105):

**Gifts in excess of $500,000 up to and including $1,000,000**

<table>
<thead>
<tr>
<th>Type</th>
<th>Approval Authority A</th>
<th>Approval Authority B</th>
<th>Additional Review Required</th>
<th>Legal Review Required</th>
<th>Gift Agreement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-estate</td>
<td>Vice-President Finance and Operations</td>
<td>Vice-President External Relations</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Private Shares or Complex</td>
<td>Vice-President Finance and Operations</td>
<td>Vice-President External Relations</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment for Faculty/Unit</td>
<td>Vice-President Academic and Provost (For Research</td>
<td>Vice-President External Relations</td>
<td>Risk Management &amp; Dean (1)</td>
<td>As needed</td>
<td>Gift-in-kind donation form</td>
</tr>
<tr>
<td>All Gifts for Faculty/Unit</td>
<td>Vice-President Academic and Provost (For Research</td>
<td>Vice-President External Relations</td>
<td>Dean (1)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Gifts for Research</td>
<td>Vice-President Research</td>
<td>Vice-President External Relations</td>
<td>Research Accounting</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Tangible Personal</td>
<td>Vice-President Academic and Provost</td>
<td>Vice-President External Relations</td>
<td>Planned Giving office</td>
<td>As needed</td>
<td>Gift-in-kind donation form</td>
</tr>
<tr>
<td>Planned Gifts</td>
<td>Vice-President Academic and Provost</td>
<td>Vice-President External Relations</td>
<td>Planned Giving Office (consult Finance Office)</td>
<td>As needed</td>
<td>Yes</td>
</tr>
<tr>
<td>New Student Awards</td>
<td>BOG upon recommendation of Senate per policy AC1130 “Student Awards”</td>
<td>Senate Committee on Awards</td>
<td>As needed</td>
<td>Yes (signatory VPER)</td>
<td></td>
</tr>
<tr>
<td>New Named Chairs or</td>
<td>BOG upon recommendation of Senate per policy AC1100 “Policy for the Establishment of Endowed and Term Chairs and Professorships”</td>
<td>-</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Named Facilities and</td>
<td>BOG per policy BP3100 “Naming of Facilities and Physical Assets Policy” (via President and Advisory Committee on Naming Facilities and Physical Assets)</td>
<td>-</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Victoria Art</td>
<td>Vice-President Finance and Operations</td>
<td>Vice-President External Relations</td>
<td>Director of UVAC</td>
<td>As needed</td>
<td>Art donation form</td>
</tr>
<tr>
<td>Collection Gifts-in-kind</td>
<td>Vice-President Academic and Provost</td>
<td>Vice-President External Relations</td>
<td>Librarian</td>
<td>As needed</td>
<td>Library donation form</td>
</tr>
<tr>
<td>Library Gifts-in-kind</td>
<td>One of Vice-President Finance and Operations, Vice-President Academic and Provost, or Vice-President Research</td>
<td>Vice-President External Relations</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Gifts in excess of $1,000,000 up to and including $5,000,000**

<table>
<thead>
<tr>
<th>Type</th>
<th>Approval Authority A</th>
<th>Approval Authority B</th>
<th>Additional Review Required</th>
<th>Legal Review Required</th>
<th>Gift Agreement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-estate</td>
<td>President</td>
<td>Vice-President External Relations</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Private Shares or Complex</td>
<td>President</td>
<td>Vice-President External Relations</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment for</td>
<td>President</td>
<td>Vice-President External Relations</td>
<td>Risk</td>
<td>As</td>
<td>Gift-in-kind</td>
</tr>
</tbody>
</table>
**Faculty/Unit** | **Management & Dean (1) needed donation form**
---|---
All Gifts for Faculty/Unit Operations | President | Vice-President External Relations | Dean (1) | Yes | Yes
All Gifts for Research | President | Vice-President External Relations | Research Accounting | Yes | Yes
All Gifts for Centre Operations | President | Vice-President External Relations | Research Accounting | Yes | Yes
Other Tangible Personal Property | President | Vice-President External Relations | Planned Giving office | As needed | Gift-in-kind donation form
Planned Gifts | President | Vice-President External Relations | Planned Giving Office (consult Finance Office) | As needed | Yes
New Student Awards | BOG upon recommendation of Senate per policy AC1130 “Student Awards” | Senate Committee on Awards | As needed | Yes (signatory President)
New Named Chairs or Professorships | BOG upon recommendation of Senate per policy AC1100 “Policy for the Establishment of Endowed and Term Chairs and Professorships” | - | Yes | Yes
New Named Facilities and Physical Assets | BOG per policy BP3100 “Naming of Facilities and Physical Assets Policy” (via President and Advisory Committee on Naming Facilities and Physical Assets) | - | Yes | Yes
University of Victoria Art Collection Gifts-in-kind | President | Vice-President External Relations | Director of UVAC | Yes | Art donation form
Library Gifts-in-kind | President | Vice-President External Relations | Librarian | Yes | Library donation form
All other gifts | President | Vice-President External Relations | - | Yes | Yes

**Gift in excess of $5,000,000**

<table>
<thead>
<tr>
<th>Type</th>
<th>Approval Authority A</th>
<th>Approval Authority B</th>
<th>Additional Review Required</th>
<th>Legal Review Required</th>
<th>Gift Agreement Required</th>
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</thead>
<tbody>
<tr>
<td>New Student Awards</td>
<td>BOG upon recommendation of Senate per policy AC1130 “Student Awards”</td>
<td>Senate Committee on Awards</td>
<td>As needed</td>
<td>Yes (signatory President)</td>
<td></td>
</tr>
<tr>
<td>New Named Chairs or Professorships</td>
<td>BOG upon recommendation of Senate per policy AC1100 “Policy for the Establishment of Endowed and Term Chairs and Professorships”</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>New Named Facilities and Physical Assets</td>
<td>BOG per policy BP3100 “Naming of Facilities and Physical Assets Policy” (via President and Advisory Committee on Naming Facilities and Physical Assets)</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>University of Victoria Art Collection Gifts-in-kind</td>
<td>BOG upon recommendation by President</td>
<td>Director of UVAC</td>
<td>Yes</td>
<td>Art donation form</td>
<td></td>
</tr>
<tr>
<td>Library Gifts-in-kind</td>
<td>BOG upon recommendation by President</td>
<td>Librarian</td>
<td>Yes</td>
<td>Library donation form</td>
<td></td>
</tr>
<tr>
<td>All other gifts</td>
<td>BOG upon recommendation by President</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Footnote:

(1) for non-faculties, the following positions apply:

a) Research Centres: Associate Vice-President Research;
b) Canassist: Executive Director of CanAssist;
c) Vikes: Director of Athletics & Recreational Services;
d) Division of Medical Sciences: Regional Associate Dean, Vancouver Island;
e) Learning and Teaching Centre: Associate Vice-President Academic Planning;
f) Co-operative Education Program and Career Services: if not faculty specific then Associate Vice-President Academic Planning, otherwise to Dean of faculty.