



Board and Board Committee Meetings
Monday November 26 and Tuesday November 27, 2018

University
of Victoria

Open Session
Tuesday November 27, 2018
11:00 am –12:00 pm
Senate and Board Chambers, University Centre

DRAFT AGENDA

- 1. Approval of Agenda**
MOTION:
THAT the agenda of the open session of the regular meeting of November 27, 2018 be approved.

- 2. Approval of Summary Record of the Meeting of September 25, 2018 (attached)**
MOTION:
THAT the summary record of the open session of the regular meeting of September 25, 2018 be approved.

- 3. Business Arising from the Summary Record**

- 4. Chair's Remarks**

- 5. Correspondence**

- 6. President's Report**

- 7. External Relations Update** BOG-Nov27/18-23

CONSENT

- 8. Audit Committee (Ms. Cathy McIntyre)**
 - a. Government Reporting Entity Quarterly Reports – Period Ending September 30, 2018** BOG-Nov27/18-07

- 9. Operations and Facilities Committee (Mr. Michael Mitchell)**
 - a. Due Diligence Report – Facilities Management** BOG-Nov27/18-10

b. New and Revised Awards

BOG-Nov27/18-16

MOTION:

That the Board of Governors approve the new and revised undergraduate and graduate awards set out in the attached document and listed below:

- Brian Williams Memorial Scholarship Award (revised)*
- UVic Bookstore Scholarship in Writing (revised)
- M.A. Micklewright Award (revised)*
- United Empire Loyalists' Assoc. (Victoria Branch) Alvin Huffman, UE Scholarship in Canadian History (revised)
- Engineers and Geoscientists British Columbia Achievement Award (revised)
- Engineers and Geoscientists British Columbia Gold Medal Award (revised)
- Westshore Soroptimist Award (new)
- May Yuen Memorial Scholarship (revised)*
- Angus & Annie MacKay Bursary (revised)*
- Trudy Martin Memorial Bursary (revised)*
- Ian H. Perrigo Memorial Bursary (revised)*
- Ethel N. Lohbrunner Bursary (revised)*
- David H. Turpin National Entrance Scholarship (revised)*
- David Strong Entrance Scholarship (revised)
- Elsa Eleonora Fagerberg & Clara Maria Fagerberg Entrance Scholarship (revised)*
- National Entrance Scholarship (revised)*
- UVic Excellence Scholarship (revised)
- Elsa Eleonora Fagerberg & Clara Maria Fagerberg Bursary (revised)*
- Margaret T. Clinch Bursary (revised)*
- Margaret T. Clinch Bursary in Business Administration (revised)*
- Walker Wood Foundation Scholarship in Social Sciences (new)
- Island Community Home Support Services Bursary (revised)*
- Donald & Evelyn Munro Scholarship (revised)*
- Henriette Ann Schmidt Scholarship (revised)
- Physics Red Scholarship (revised)*
- Kathleen M. Hoyte and Cheryl A. Barnard Memorial Bursary (revised)*
- VNHS Bev Glover Memorial Scholarship (revised)
- VNHS Alice M. Hay Scholarship (revised)
- Ana and Peter Lowens Scholarship in Victorian Literature (new)*
- Nelson Family Bursary (revised)*
- Sherry Lovine Sagris Memorial Bursary in Art Education (revised)
- Hakai-Raincoast Bursary (revised)
- John F. Reeves Memorial Award (revised)*
- David Ritchie Business Grant (revised)*
- Certificate of Outstanding Academic Distinction in Human and Social Development (revised)*
- Urbanecology.ca Scholarship (revised)

- Dana R. Kingstone Scholarship in Economics (revised)
- Ronald S. Nairne Memorial Award (revised)*
- Vicky Husband Scholarship (revised)*
- Val Faris Memorial Scholarship (revised)*
- Stephen Canning Memorial Scholarship (revised)*
- Tolmie-Wood Scholarship (revised)*
- Woods Trust Scholarship (revised)*
- UVic Foundation Scholarship (revised)*
- Miranda Ward Physics Award (revised)*
- All My Relations Award (new)
- T.S. McPherson Entrance Scholarship (revised)*
- John Locke Malkin Entrance Scholarship (revised)*
- W. Gordon Fields Memorial Fellowship (revised)*
- Terry and Myrna Daniels Scholarship in Music (new)*
- Bentley Nichvolodoff Memorial Book Prize (revised)*
- VIPIRG Scholarships (revised)
- Jennifer Davison Undergraduate Scholarship in Russian Studies (revised)
- Clio Book Prize in Theatre History (revised)*
- Oak Bay and Saanich Centennial Scholarship (revised)*
- Allen P. James Scholarship (revised)*
- Saanich Employees Benefit Association Award (revised)
- Maureen De Burgh Memorial Scholarship (revised)*
- William Wowchuk Memorial Graduate Scholarship (revised)*
- Dorothy and Ernest Ayton Memorial Scholarship (revised)*
- Átol,ánw: A Season of Just and Fair Treatment Award (new)*
- Capstone Award (new)*
- Combined Computer Science and Mathematics Scholarship (new)*
- Dean of Science Entrance Scholarship for Indigenous Students (new)*
- Drew Wolfe-Fraser Memorial Scholarship (new)
- Matthew Prentice Scholarship (revised)*
- Max Walker Scholarship in Geography (new)*
- Nimrod Hungarian Mobility Award (revised)*
- Oak Bay High Nick Mathers & Dylan Jones Memorial Award (new)*
- Opening Night Scholarship (revised)*
- Phillips, Hager & North Graduate Bursary (revised)
- VNHS Samuel Simco Graduate Bursary (revised)
- VNHS Samuel Simco Undergraduate Bursary (revised)
- Olthuis Kleer Townshend Indigenous Law Scholar Award (new)
- Goldstream Hatchery Education Bursary (new)
- Wilson S.C. Lai Scholarship (new)
- Lee Hayes Award (revised)*
- Henry & Marian Thiel International Business Award (revised)*

- MT + Co. Leonard George Memorial Indigenous Law Scholar Award (new)
- Ratcliff & Company Indigenous Law Scholar Award (new)
- Union Club Scholarship (revised)
- W.E. Cowie Innovation Award (revised)*
- Peter Zachary Graduate Scholarship In Ukrainian Studies (new)*
- Woodward & Company Indigenous Law Scholar Award (new)
- Peter L. Smith Scholarship in Greek & Roman Studies (revised)*
- Rebecca and Esther Lazarus Scholarships in Music: Piano (revised)*
- Rebecca and Esther Lazarus Scholarships in Music: Voice (revised)*
- Women’s Rugby Benefactors Award (new)*
- Elias Mandel Prize for study abroad in Hispanic and Italian studies (revised)*
- Peter Liddell award in Humanities computing (revised)*
- Aboriginal Health Career Bursary (revised)*
- Rita Irwin Scholarship (new)*
- Adeline Julienne Deloume Memorial Scholarship (revised)*
- Dorothy and Ernest Ayton Memorial Scholarship (revised)*
- Pablo Cabanas Memorial Scholarship (revised)*

* Administered by the University of Victoria Foundation

d. Proposal to Establish a Certificate in Indigenous Language Proficiency Bog-Nov27/18-17

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a certificate in Indigenous Language Proficiency, as described in the document “Certificate in Indigenous Language Proficiency”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

e. Proposal for Neurobiology Option within the Combined Biology and Psychology Programs BOG-Nov27/18-29

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Neurobiology Option within the Combined Biology and Psychology Programs, as described in the document “Neurobiology Option within the Combined Biology and Psychology Programs”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

10. Executive and Governance (Ms. Beverly Van Ruyven)

a. Appointments to the Joint Senate Board Retreat Committee

MOTION:

That the Board of Governors appoint Pierre-Paul Angelblazer, Peter Driessen and Michael Mitchell to the Joint Senate Board Retreat Committee for 2018/2019.

Pro Forma Motion: *THAT the above items be approved by the Board of Governors by consent.*

REGULAR

11. Finance Committee (Ms. Beverly Van Ruyven)

a. Student Health and Wellness Project Program of Requirements and Project Approval

BOG-Nov27/18-15

MOTION:

THAT the Board of Governors approve the project budget of \$6.3M for the Student Health and Wellness Centre.

12. Operations and Facilities Committee (Mr. Michael Mitchell)

a. Student Health and Wellness Project Program of Requirements and Project Approval

BOG-Nov27/18-15

MOTION:

THAT the Board of Governors approve the program of requirements for the Student Health and Wellness Centre; and

THAT the Board of Governors authorize the Vice-President Finance and Operations to award contracts up to the approved budget for the Student Health and Wellness Centre subject to project approval.

b. 2018/19 Enrolment Analysis Report

BOG-Nov27/18-30

c. Report on Student Financial Aid 2017-18

BOG-Nov27/18-26

d. Revisions to Licencing Program Policy

BOG-Nov27/18-01

MOTION:

THAT the Board of Governors approve the revisions to the Licensing Program Policy (AD2215), effective December 1, 2018.

13. Other Business

- a) Review of action items identified
- b) Any other business

Adjournment



Board and Board Committee Meetings
Monday September 24 and Tuesday September 25, 2018

University
of Victoria

Open Session
Tuesday September 25 2018, 1:00 pm
Senate and Board Chambers

DRAFT SUMMARY RECORD

Present: Ms. Daphne Corbett (Acting Chair), Mr. Merle Alexander, Mr. Pierre-Paul Angelblazer, Mr. Rizwan Bashir, Dr. Elizabeth Borycki, Prof. Jamie Cassels, Ms. Ida Chong, Ms. Kasari Govender, Ms. Andrea Mellor, Mr. Michael Mitchell, Ms. Shelagh Rogers, Dr. David Zussman, Ms. Carrie Andersen (Secretary)

By Invitation: Ms. Carmen Charette, Dr. Valerie Kuehne, Ms. Kristi Simpson, Ms. Kimberley Kennard, Board Coordinator

Regrets: Dr. David Castle, Dr. Peter Driessen, Ms. Cathy McIntyre, Ms. Beverly Van Ruyven

1. Approval of Agenda

MOTION: (I. Chong/D. Zussman)

THAT the agenda of the open session of the regular meeting of September 25, 2018 be approved.

CARRIED

2. Approval of Summary Record of the Meeting of June 25, 2018

MOTION: (S. Rogers/R. Bashir)

THAT the summary record of the open session of the regular meeting of June 25, 2018 be approved.

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

Ms. Corbett expressed her appreciation to all involved in the organization of the launch of the joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID). She thanked Mr. Alexander for his comments to Board members prior to the event, which emphasized the significance of this program.

5. Correspondence

There was none.

6. President's Report

President Cassels thanked Ms. Corbett for chairing the meeting on behalf of the Board Chair.

President Cassels commented on the launch of the JD/JID program and thanked Board members for their participation at the event. He highlighted other new and expanded programs of study at the university.

President Cassels commented on his recent tours of the upgraded Science labs and Queenswood, noting that he was impressed with the quality of renovations and the Science facilities now available to students.

President Cassels noted the budget for 2018-19 is balanced. He thanked the Board for their support of the 2018-19 Planning and Budget Framework, noting that it had enabled new faculty to be hired, new classrooms set up and new course sections to be assigned.

President Cassels said that enrolments for this academic year were stable both for domestic and international students and noted that applications numbers were up. He reported that over 3000 new students had attended the welcome event for new undergraduate students.

President Cassels provided an update on work being undertaken on the new student housing project. He also provided an update on other capital priorities, including an expansion to support Engineering and Computer Science Programs and the Indigenous Legal Lodge.

President Cassels mentioned the new provincial scholarship funding of \$2.25 million that will support UVic graduate students with a research focus on science, technology, engineering and mathematics.

2018-19 is a collective bargaining year for faculty and staff at UVic. President Cassels stated that 6 bargaining units would be at the table. People are the heart and soul of UVic and success in bargaining is critical.

President Cassels spoke about the reputational advancement project and the impact on attracting students, faculty and staff, as well as those interested in investing in UVic. He also spoke about the official launch of the Strategic Framework at the President's Campus Update and said the next step is to embed the framework into the UVic planning processes.

There were no questions for President Cassels.

7. External Relations Update

BOG-Jun25/18-12

Ms. Carmen Charette, Vice-President External Relations reviewed the report received by the Board. She noted that September 25 was the launch of year three of the communications and marketing campaign targeted at leaders and prospective undergraduate students. The campaign is an essential part of UVic's goal of building awareness of what UVic is about and how it differentiates itself from other institutions. Ms. Charette provided information on how the success of the campaign to date has been measured. She informed the Board that this year's themes were built around two research strengths – Indigenous law, languages and economic development, as well as oceans and climate. The student campaign has been developed around the priorities of student recruitment and is targeted to leverage the school visits of recruitment teams.

Ms. Charette informed the Board that the Legacy Gallery is hosting *Testify: Indigenous Laws + the Arts* from September 29 to December 22, 2018. This is a celebration of Indigenous laws as expressed through art.

Ms. Rogers congratulated the University Communications and Marketing team for the media activity that was coordinated during the summer. Ms. Charette confirmed that the team is building successful relationships with the media.

There were no questions for Ms. Charette.

CONSENT

8. Finance Committee (Mr. David Zussman)

**a. PSAS Budget Approval and Government Reporting
Entity Quarterly Reports – Period Ending June 30, 2018**

BOG-Sept25/18-14

MOTION:

That the Board of Governors approve the budget prepared for inclusion in the reporting on the 2018/19 University of Victoria Consolidated financial statements in accordance with the Public Sector Accounting Standards, as per Schedule A.

b. Short Term Investment Report – To June 30, 2018

BOG-Sept25/18-06

c. Long Term Disability Trust Financial Statements

BOG-Sept25/18-08

Pro Forma Motion: (E. Borycki/I. Chong)

THAT the above items be approved by the Board of Governors by consent.

9. Finance Committee (Dr. David Zussman)

a. 2018/19 Budget Expenditure Allocation Report BOG-Sept25/18-04

Dr. Zussman reported that Dr. Valerie Kuehne, Vice-President Academic and Provost and Ms. Kristi Simpson, Acting Vice-President Finance and Operations had presented the report to the Finance Committee. He said the report provides detailed information on the 2018/19 budget framework, which was approved by the Board in March 2018.

10. Operations and Facilities Committee (Mr. Michael Mitchell)

a. Annual Academic Staffing, Recruitment and Vacancies Report BOG-Sept25/18-20

Mr. Mitchell noted that the Operations and Facilities Committee had reviewed and discussed this annual report. There were no unusual observations in the current cycle.

b. Student Housing and Dining Project – Approval of Schematic Design BOG-Sept25/18-09

Mr. Mitchell reported on the progress of the Student Housing and Dining Project to date. Approval of the schematic design would allow the team to develop the more detailed design.

MOTION: (M. Mitchell/D. Zussman)

THAT the Board of Governors approve the schematic design for the Student Housing and Dining Project.

CARRIED

c. 2018/19 Five Year Capital Plan BOG-Sept25/18-12

Mr. Mitchell introduced the report and stated that the top priorities identified include student housing, an addition to the Engineering and Computer Science building, the Indigenous Legal Lodge, an addition to the Business and Economics building and the Campus Renewal Program.

MOTION: (M. Mitchell/S. Rogers)

THAT the Board of Governors approve the 2018/19 Five Year Capital Plan and submit capital priorities to the Ministry on the basis of the Capital Plan.

CARRIED

d. Revised Policy on Appointment of Non-Academic Associate Vice-Presidents (GV0345)

BOG-Sept25/18-13

Mr. Mitchell noted that the revisions in policy GV0345 were to align the policy with current appointment practices for Associate Vice-Presidents.

MOTION: (M. Mitchell/K. Govender)

THAT the Board of Governors approve the revised policy GV0345 – Appointment of Non-Academic Associate Vice-Presidents, effective immediately.

CARRIED

e. Legalization of Non-Medical Cannabis Update

BOG-Sept25/18-10

Mr. Mitchell stated that the committee received an update on the development of policy for the smoking/vaping of non-medical cannabis on campus. Additional information will be provided to the campus community prior to October 17, 2018.

11. Executive and Governance (Ms. Daphne Corbett for Ms. Beverly Van Ruyven)

a. Proposed Changes in Procedures of the Board 2018/19

BOG-Sept25/18-21

Ms. Corbett noted that on a regular basis, the Procedures of the Board are reviewed by the University Secretary's office. The only revision noted from the current review is a revision to the title of one of the committees to be consistent with the known name of the committee.

MOTION: (D. Corbett/D. Zussman)

THAT the Board of Governors approve the revised Board Procedures, as attached, for the year 2018/19 and the Statement of Responsibilities of the Board of Governors and its Members.

CARRIED

12. Other Business

- a) Review of action items identified
There were no action items.

- b) Any other business
There was no other business to report.

14. Adjournment

There being no other action items and no other business, the meeting adjourned at 1:30 pm.

Daphne Corbett
Acting Board Chair

Carrie Andersen
Acting University Secretary



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

9 November 2018

To: Board of Governors
From: Carmen Charette, Vice-President External Relations
cc: President and Vice-Chancellor
Meeting Date: 27 November 2018
Subject: **External Relations Update**

A handwritten signature in black ink, appearing to read 'C. Charette'.

In support of UVic's Strategic Framework, External Relations connects UVic and the world around it by building relationships, resources and community to enhance the UVic Edge and our university's reputation. The following report provides an update on our activities in:

- Communicating the UVic mission and story
- Building meaningful partnerships
- Fostering a culture of philanthropy
- Celebrating success and excellence
- Enhancing community through cultural and other activities

COMMUNICATING THE UVic MISSION AND STORY

Work continues and is being initiated on some of the fourteen interconnected initiatives of the second 3-year Communications and Marketing plan that is designed to further differentiate UVic from its competitors and enhance UVic profile and reputation with key audiences.

Support positioning internally

- A new Digital Asset Management System is being implemented which will allow campus faculty and staff to easily search, access and download UVic images for their communications, marketing and other needs. Target date for launch is January/February.
- Since its inception in 2016, the Edge Department and Unit Implementation Team (DU-IT) has completed work with 52 academic units and is currently working with 11 others in the faculties

of Education and Engineering, assisting them to incorporate the Edge into their storytelling in key web and print materials. An approach for DU-IT 2.0 is currently under discussion.

Creating a media rich story-telling strategy

- Social media activities in September and October were devoted to supporting key initiatives. Among the highest profile were social media campaigns to amplify the JID launch, Orange Shirt Day, the Great BC Shakeout, and the appointment of Ian Manners as UVic's Canada 150 Research Chair.
- A new group of bloggers is now onboard developing stories and sharing their experiences as students through MyUVic Life. This group has received training and is attending monthly workshops. This year we have 32 bloggers participating. In 2017-18, the 30 MyUVic Life blogs were viewed 1.2 million times, a testament to their impact.
- Attached is a media coverage summary of 43 stories from August 30 to October 31, 2018.

Campaigns

- The third Edge leaders campaign launched September 25 and will run to the end of December. Key events around which the ads are targeted include the launch of the JD/JID program in September, the Women in Indigenous Law event in Ottawa (October 30) and the ArcticNet conference in Ottawa from December 10 - 14. The first four of a series of eight online ads are in circulation (two on Indigenous law and two on ocean/climate). One on Indigenous language revitalization and one on Indigenous economic development are still to come, as well as two more on ocean/climate.
- The third Edge student campaign launched in October, with an outdoor campaign (SkyTrain, airport, buses) in Metro Vancouver and geo-targeted online awareness advertising and high school posters in Metro Vancouver and Calgary. The second phase of this campaign will launch in Metro Vancouver and Calgary in early winter, providing deeper online messaging around the three pillars of the Edge, with a particular focus on dynamic learning.
- Throughout the term, social media and social videos will continue to be key parts of the Edge Campaigns to influence both leaders and future students.

Promote UVic's thought leadership

A two-page spread ran on November 18 in the *Times Colonist* focused on UVic's community collaborations and their benefits to our region.

BUILDING MEANINGFUL PARTNERSHIPS

Provincial Government Activities

- Former Lieutenant Governor, the Honourable Judith Guichon was honoured with an honorary doctorate during convocation. This event and luncheon also included Victoria MP Murray Rankin.
- A delegation including the Vice-President, External Relations and Vice-President, Research attended the Peter Lougheed Awards Dinner hosted by Public Policy Forum (PPF) in Vancouver, where Premier John Horgan gave remarks and many officials were in attendance.

- The Honourable John Horgan, Premier and Honourable Melanie Mark, Minister of Advanced Education, Skills and Training attended an event on November 15 to announce financing of \$123 million for Student Housing on campus at UVic.

Federal Government Activities

- Meetings took place through October and November in Ottawa to discuss funding for the National Centre in Indigenous Law and Reconciliation (Indigenous Legal Lodge). President and Vice-Chancellor, Jamie Cassels, and/or Executive Director, Community and Government Relations, Jennifer Vornbrock met with officials of various departments and the office of the National Chief of the Assembly of First Nations.
- On October 30, UVic in partnership with Public Policy Forum (PPF) and six members of the Canadian Senate hosted a panel discussion “Raising the Bar: Indigenous Womens’ Impact on the Law-scape” on Parliament Hill. Dr. Val Napoleon along with PhD. Student, Lana Lowe, represented UVic on the panel. Dean, Faculty of Law at UVic, Dr. Susan Breau, gave remarks, and Minister Jody Wilson-Raybould provided the keynote address. About 60 people attended this intimate gathering including Canadian Senators, MPs, political staff, departmental staff and university students.

Building Reconciliation Forum

- UVic hosted the 4th Annual Building Reconciliation Forum on November 15 and 16 in partnership with Universities Canada. The Forum was attended by members of all levels of Government. Lieutenant Governor, the Honourable Janet Austin attended as did The Honourable Melanie Mark who delivered remarks on the opening day.
- Chancellor Rogers participated as an introductory Thought Leader and provided her insight as an Honorary Witness, Truth and Reconciliation Commission of Canada.
- As sponsors of the second day of the Forum, Mayors Fred Haynes and Kevin Murdoch introduced a panel on education, justice and law at the Building Reconciliation Forum.
- The Farquhar, Legacy Galleries, Fine Arts and Libraries organized an evening public event during the Forum on “What does decolonization look like in Victoria’s arts community? How can arts groups create space for Indigenous artists and engage in meaningful reconciliation?”

Community Activities

- Carmen Charette, VP External Relations was re-elected for a two-year term on The Chamber Board. She also serves as Vice-Chair of The Chamber Policy and Government Affairs Committee.
- UVic representatives met with new Saanich Mayor Fred Haynes at the beginning of November.
- Chancellor Rogers was a guest speaker on a panel discussion titled “Why Art Matters to Reconciliation” at the First Peoples House as a part of the Orange Shirt Day activities on September 28.

- Alumni Week 2019 is scheduled for February 1-7 and Governors are asked to mark their calendars and participate. Highlights include:
 - Sat., Feb 2 - Vikes for Life Basketball game
 - Sat., Feb 2 – Inaugural Alumni Week Curling Bonspiel
 - Tues., Feb 5 – Distinguished Alumni Awards Night at Songhees Wellness Centre
 - Thurs., Feb 7 – In conversation with Shelagh Rogers (guest tbc)

FOSTERING A CULTURE OF PHILANTHROPY

- The 2018-19 fundraising goal is \$16 million from 5200 donors. As at November 2nd, \$13.6 million has been raised from 2848 donors. These include \$6.1 million generated from 45 major donors ($\geq \$25,000$); \$5.8 million from 11 estate donors, \$1.3 million from 330 leadership donors ($\geq \$1000 < \$25,000$); and \$393,000 from annual donors ($< \$1000$). We are on track to meet both financial and pipeline growth goals for this fiscal year.
- The sprinkles are back! UVic will be running its annual *Giving Tuesday* campaign on Tuesday, November 27. The campaign contributes to building a culture of philanthropy on campus by increasing campus participation, creating awareness and engaging students, alumni, faculty and staff in a fun day of giving.

CELEBRATING SUCCESS AND EXCELLENCE

- The *Torch* Alumni Magazine arrived on campus in time for Fall Convocation. This issue centers on different types of space. The cover features Indra Heed Hornsby (LLB '97) a leader in aerospace law. This issue features the first official UVic crossword designed by a UVic graduate who designs crosswords for the New York Times and a first-person account from one of UVic's first indigenous students.
- Fall Convocation took place November 13-14. Honorary Degree Recipients included: Cindy Blackstock, Judith Guichon, Peter Moss and Mitsuko Shirai.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

The Legacy Art Galleries

- *Testify: Indigenous Laws + the Arts* continues until December 22. This dynamic contemporary exhibition dovetails with the launching of the Law Faculty's Indigenous Law program. In conjunction with this project, there will be a special Chancellors' Evening with Shelagh Rogers (UVic) and Louise Mandell (VIU) on November 30.
- Legacy has just launched its 5-year Strategic Priorities Plan, which builds upon UVic's Strategic Framework and other institutional plans such as the Indigenous Plan. Its three basic pillars are:
 - Enhance Relevance to our Audiences and Partners;
 - Decolonize and Indigenize Programming and Museum Practice; and
 - Contribute to an overall campus-wide arts and Cultural Strategy.

Cultural Activities and Diverse Programming:

- Farquhar Director, Ian Case, became a board member a year ago of the BC Arts Council. Ian's role as a member of the Board of the BC Arts Council benefits UVic by our knowledge of provincial and national issues and trends in arts practice. It allows for a sharing of information about our institutional practices around arts engagement and education with other institutions and provides opportunities to expand awareness of UVic's role as a thought leader in arts and culture. It also provides opportunities for enhancing and sharing knowledge around Indigenous reconciliation and decolonization in arts practices which is a fundamental part of both UVic's Strategic Framework and the newly launched BC Arts Council's Strategic Plan.
- Activities at the Farquhar this fall include(d):
 - Diwali, November 3 at 6pm
 - UVic Convocation, November 13 and 14
 - Victoria Symphony's Classics 2, November 18 at 2:30pm
 - Banff Mountain Film Festival, November 25 at 7pm
 - God is a Scottish Drag Queen Christmas Special, December 8 at 7:30pm
 - Victoria Symphony's Messiah, December 14 at 8pm and December 16 at 2:30pm

Summary of UVic Media Coverage

August 30 to October 31, 2018

Indigenous Knowledge

- The launch of the **Indigenous Law** program at UVic received wide-spread coverage, including, CBC News, *Star Vancouver (Toronto Star)*, the front-page of the *Times Colonist* and mention in a cover story from *University Affairs* on the “Rise of Aboriginal Law.” Broadcast coverage included CTV News’ “Morning Live Vancouver,” APTN, CBC Radio’s “The Early Edition,” “All Points West,” “On the Island,” “Trailbreaker,” “Trail’s End,” as well as News 1130 and CFAX.
- **Pia Russell, UVic Libraries**, was interviewed for a special CBC Radio series entitled “Beyond Beads and Bannock” where she discussed a digital collection of BC textbooks at the McPherson Library and how it contributes to reconciliation.
- **Carey Newman, Fine Arts**, talked about his iconic Witness Blanket installation, made up of artifacts from residential schools and items from survivors, on CBC’s “Beyond Beads and Bannock.”
- **Jean-Paul Restoule, Indigenous Education**, joined CBC’s “Beyond Beads and Bannock” series to discuss how non-Indigenous teachers can effectively teach the Indigenous curriculum.
- **Restoule**, also talked to *Maclean’s* about UVic’s approach towards creating Indigenous language programs.
- **Onowa Mclvor, Indigenous Education**, spoke to CBC News and CBC’s “On the Island” about her work with UNESCO on an Indigenous language fact sheet and how Canadians can support Indigenous languages in their communities.
- **Nancy Turner, Environmental Studies**, was quoted by the Canadian Press to discuss Indigenous basket-making and its historic significance. The story was picked up by CBC News, the *Vancouver Sun*, the *National Post*, CTV News and CHEK News.
- **Legacy Art Gallery’s Testify** project, a multi-disciplinary exhibit focused on the intersection of Indigenous law and art, was featured on CBC Radio’s “North by Northwest” and CHEK News.
- **Val Napoleon, Indigenous Law**, talked to CBC News about the history of managing housing issues on Indigenous land.
- **Napoleon**, was also interviewed on CBC’s “The Current” to discuss the acquittal of Bradley Barton in the death of Cindy Gladue and what this reveals about the Canadian justice system.
- **John Borrows, Indigenous Law**, was interviewed extensively by the *Narwhal* for his expertise on treaty rights and whether there is a proclivity for courts to give economic issues greater weight than Indigenous rights.

Ocean and Climate

- **Chris Tollefson, Law**, was contacted for comment following the Federal Court of Appeal’s decision on the Trans Mountain pipeline by CBC News, the National Observer, the *Narwhal* and CTV News.
- **Jason Colby, History**, talked to *Star Vancouver (Toronto Star)*, CBC News, CTV News Vancouver, *Vice*, Seattle radio station KIRO, CBC’s “BC Today,” “All Points West,” and “The Early Edition” about BC’s endangered orca population. Colby also wrote an op-ed for the *Scientist* on the practice of live capture of orcas.
- **Chris Darimont, Geography**, talked to *The Atlantic* about the effects of “selective killing” by humans on salmon and the long-term implications on their behaviour
- **Oliver Brandes and Rosie Simms, Centre for Global Studies**, wrote an opinion piece in the *Times Colonist* about sustainable solutions in managing BC’s water sources.
- **Dave Duffus, Geography**, spoke to the *New York Times*, Quartz and World News Australia about new evidence that shows that concentrations of toxins in orca blubber might have detrimental effects on the orca population for the coming decades.
- **ONC’s final installation of underwater sensors for an early earthquake warning system and a demonstration with Vancouver’s rapid transit Canada Line** was reported widely across the

country. An article from the Canadian Press was carried by the *Globe and Mail*, Global News and CTV News, while the *National Post*, *Star Vancouver (Toronto Star)*, CBC News and the Daily Hive also reported on it. Broadcast coverage of the system included CBC News Network, CTV News, CBC's "The Early Edition" and "The World," CHEK News, AM 980 Vancouver and CFX.

Healthy Communities

- **Tim Stockwell, CISUR**, provided expert comment to ABC News Australia and *Chatelaine* about the health costs related to alcohol consumption.
- **Stockwell** was also interviewed by the *Walrus*, CTV News, CHEK and CFX about how the legalization of cannabis will affect drinking habits.
- **Bernie Pauly, Nursing and CISUR**, wrote multiple op-eds for the *Times Colonist* focused on the plight of those living without homes in BC and the province's housing crisis.
- **Marilou Gagnon, Nursing**, wrote an opinion piece for the *Georgia Straight* and spoke to the *Oak Bay News*, CBC Radio's "On the Island" and CFX about the risks associated with closing tent cities.
- **Kelli Stajduhar, Nursing**, was featured in an article by CBC News, interviewed by CBC's "All Points West" and the Canadian Press about the need for broader care options for those living in community housing or without stable housing. The Canadian Press article was published by the *National Post*, *Toronto Star*, Global News and several of BC's Black Press publications. She also wrote an op-ed for the *Times Colonist* on the topic.
- **Robert Gifford, Environmental Studies and Psychology**, spoke to the *Vancouver Sun* about the psychological effects of living in high rises. The piece also appeared in *The Province* and over 50 other publications.
- **Gifford** also talked to *Scientific American* about how visualizing climate change can change human behaviour.
- **Donna Wood, Political Science**, talked to the Canadian Press about federal income support programs. The article was published by the *National Post* and CTV News. **Susan Boyd, Human and Social Development**, was interviewed about societal changes around cannabis consumption in Canada by the Canadian Press. The article appeared in the *National Post*, CTV News, CityNews and Yahoo! Canada. She also discussed the topic with the News 1130 and the *Times Colonist*.

Clean Growth

- **Werner Kurz, PICS**, joined CBC's "Quirks and Quarks" to discuss CO2 emissions and concerns around forest fires.
- CBC's "Spark" featured the **Mountain Legacy Project, Social Sciences**, which demonstrates the changing mountain landscapes through archival and contemporary photos.
- **Kirsten Zickfield, PICS**, joined CBC's "The Current" and "On the Coast" to discuss the special report from the Intergovernmental Panel on Climate Change. Zickfield was one of two Canadian experts to serve as lead author for the report.
- Following the release of a new report from the Corporate Mapping Project, lead author **Bill Carroll, Sociology**, wrote an op-ed in *The Province* on Canada's fossil-fuel sector, while the *Star Vancouver (Toronto Star)* reported on the study.
- **Brian Starzomski, Environmental Studies**, talked to the *Globe and Mail* and *Oak Bay News* about a new study he co-authored on protecting BC's at-risk species.

Other notable coverage

- **Gustavson School of Business** was named by the *Financial Times* for a second consecutive year to the top 100 Masters in Management Programs worldwide for UVic's Master of Global Business Program.
- The *Globe and Mail* included **Gustavson's** new master of management program in an article focused on how universities are evolving to meet the needs of students and employers
- **Reuben Rose-Redwood, Geography**, discussed the history of naming streets with the UK's *Guardian*.
- **Rose-Redwood** was also quoted about the use of geography as a weapon in a *New York Times* opinion piece about voter disenfranchisement.
- **Dan Pontefract, Business**, wrote an opinion piece for *Forbes* on the value of creative thinking for career development and organizations.
- **Colin Bennett, Political Science**, was interviewed by the *Toronto Star* multiple times about the lack of privacy rules on federal political parties. He also talked to *Business in Vancouver* about the collection of voter information.
- **Oliver Schmidtke, Centre for Global Studies**, appeared multiple times on CTV News' national programs to discuss ongoing political issues in the EU.
- **Alumna Shaan Pruden**, was featured in the *Globe and Mail* where she talked about how her co-op program experience at UVic led her to a successful career at Apple.
- **Hugh Stephens, Centre for Asia-Pacific Initiatives**, wrote an op-ed about the USMCA trade deal in the *Globe and Mail*.
- **Robin Dong, Physics and Astronomy**, talked to *Wired* about the environments for star and planetary formation.
- **Kim Venn, Physics and Astronomy**, was interviewed on CBC Radio's "All Points West" about a discovery by an international research collaboration about the universe following the Big Bang. The article also appeared on CBC News, *South China Morning Post*, *Japan Times*, MSN and Yahoo! Canada.
- **Helen Kurki, Anthropology**, talked to the *New York Times* and *The Scientist* about new research on the female physiology of birth canals and what this new information means for our understanding of evolution and selection.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: Audit Committee

From: VICE-PRESIDENT FINANCE AND OPERATIONS 

cc: President and Vice-Chancellor

Meeting Date: November 27, 2018

Subject: GOVERNMENT REPORTING ENTITY QUARTERLY REPORTS - PERIOD
ENDING SEPTEMBER 30, 2018

Basis for Jurisdiction: Committee's Terms of Reference 6.1

Strategic Relevance:

Strategy 5.5-

Ensure the financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning public support, attracting partnerships, and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

Background:

Since 2003, B.C. Universities have been included in the Government Reporting Entity (GRE) in order to facilitate the consolidation of University Financial Statements into the Public Accounts of the Province.

Inclusion in the GRE requires the filing of two quarterly reports within the tight deadlines set by the Office of the Comptroller General. The first report is a quarterly year to date financial report known as Appendix C, while the second report is a forecast providing projections of the Universities financial statements for the current year plus three years.

Both reports have been submitted to the Ministry of Advanced Education. The Ministry has also been provided with a “confirmation” that the Forecast Report and assumptions have been reviewed by the Chair of the Audit Committee.

Year to Date Financial Report (Appendix C)

The year to date financial report consists primarily of a Statement of Financial Position and a Statement of Operations together with a number of supplementary schedules designed to identify significant inter-company transactions between the University and other government entities. This detail allows the Province to eliminate any duplication of revenue, expense, assets or liabilities in the consolidated Public Accounts.

The figures reported are actual results for the six-month period ending September 30, 2018 with additional analysis and breakdown of inter-company transactions in excess of \$100,000.

Highlights of the report are as follows:

Statement of Operations

- Expenses exceed revenues at September 30, 2018 resulting in reported net loss of \$21.9 million. This compares to a \$24.3 million net loss reported for the six months ended September 30, 2017. Losses result from the fact that the first several months of the fiscal year are low revenue producing months (i.e., Tuition and Ancillary Operations) while expenses are distributed more evenly throughout the year.

Forecast Report

The Forecast Report consists of a current year forecast plus projections for three additional years presented in the form of a Statement of Operations (revenues and expenses), a Statement of Financial Position (assets, liabilities and equity) and a Statement of Changes in Financial Position (changes in cash and temporary investments).

The forecast as at September 30, 2018 (Q2) continues to project modest surpluses across all four years.

Key Forecast Amounts	Budget			
(\$ thousands)	Estimate	Forecast	Forecast	Forecast
	2018/19	2019/20	2020/21	2021/22
Total Revenue	(582,220)	(607,280)	(625,940)	(641,225)
Total Expense	585,555	603,924	621,652	639,780
Net (Revenues)	(665)	(3,356)	(4,288)	(1,445)
Gain on sale of capital assets	-	-	-	-
Operating Net (Income) for Ministry	(665)	(3,356)	(4,288)	(1,445)
Endowment Contributions	(8,000)	(8,000)	(8,000)	(8,000)
Net (Income)	(8,665)	(11,356)	(12,288)	(9,445)
Capital Asset Additions	71,360	49,963	46,691	47,846
Debt	(47,836)	(45,754)	(43,575)	(41,292)

Key Assumption Amounts	2018/19	2019/20	2020/21	2021/22
Grant Funding (operating grant only)	186,250	191,252	196,702	196,702
Student FTEs (Government Funded FTE)	15,918	15,918	15,918	15,918
Tuition fee increases – domestic	2.0%	2.0%	2.0%	2.0%
Tuition fee increases – international, grandparented	4.0%	4.0%	4.0%	4.0%
Tuition fee increases – international, new students in 18/19	20%	15%	4.0%	4.0%

Key assumptions include:

- Operating grant funding as per 18/19 ministry letter and Ministry commitment for technology expansion over the next 3 years. Domestic and international tuition will increase at the rates noted in the key assumption table above

- Compensation costs in accordance with Provincial mandate and current collective agreements including progression through the ranks;
- Future Provincial compensation mandates are expected to be funded by the Province and accordingly are not included in either the revenues or the expenses;
- Routine capital forecasted assuming it will remain consistent with 17/18 ministry funding; and
- Research revenue to remain at Fiscal 17/18 levels;

Risks in achieving the projected revenues and expenditures include financial markets risk; enrolment risk particularly with respect to international students, and difficulty in predicting sponsored research and specific purpose revenues and expenses as these are mostly applied for and granted by external agencies.

Attachments:

Appendix 1 – Financial Results as of September 30, 2018 (second quarter)

Appendix 2 – Forecast as of September 30, 2018 (second quarter)

University of Victoria

April 1, 2018 - September 30, 2018

Please report all debits as positive numbers and credits as negative numbers.

Please report all items in 000s of dollars.

All figures should be on a GROSS basis.

Boxes marked in grey are protected and the numbers come from formulas or the indicated schedule. Boxes in red are normally in a credit (negative) balance, those in blue normally in a debit (positive) balance.

Statement of Financial Position

Financial Assets		Report in 000s	Schedule	OCG Comments
Cash		24,397		
Cash Equivalents		118,264		
Temporary investments		0		
				142,661
Accounts receivable	from the province	497		
	from Crown corps, government orgs, trusts, etc.	1,975	1	
	from the federal government (current)	12,869		
	from the federal government (long term)			
	from municipalities (current)			
	from municipalities (long term)			
	from other provincial governments (current)			
	from other provincial governments (long term)			
	trade (not included above)	34,494		
	accrued interest (not included above)	734		
	less: provision for doubtful accounts	-4,258		
				46,311
Inventory for resale	properties for resale			
	other inventories for resale	1,499		
				1,499
Loans and Advances	Loans and advances	25,509		
	less: provision for doubtful account			
				25,509
Investments	Portfolio investments in debt/equity instruments	90,187		
	Portfolio investments in debt/equity instruments -Endowment (Available to Spend)	104,843	Checklist 4a	This cell is linked to checklist Note 4a (Endowment Fund Note (exclude other Endowment Fund).
	Investment in corporations on a cost basis			
	Investment in corporations on an equity basis	7,807		
	Other			
	Less: provision for doubtful payout			
				202,837
Sinking Fund Investments	Sinking fund Investment (Direct debt to province)	8,026	3	
	Sinking fund Investment (debt guaranteed by province)	0	3	
				8,026
Total Financial Assets				426,843

Please report all debits as positive numbers and credits as negative numbers.

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Statement of Financial Position		Schedule	OCG Comments
Liabilities			
Payables and accruals	trade payables to the province	-389	
	trade payables other	-18,337	
	accrued employee leave entitlements	-39,188	
	other accrued liabilities (not included elsewhere)	-100	
	to Crown corporations or government orgs	0	1
	to federal government (current)	-3,664	
	to federal government (long term)		
	to municipalities (current)		
	to municipalities (long term)		
	to other provincial government (current)		
	to other provincial government (long term)		
			-61,678
Accrued interest	on direct debt to province	-342	3
	on mortgages	0	3
	on other debt	-34	3
			-376
Deferred revenue	deferred capital contributions - provincial	-284,327	4
	deferred capital contributions - non-provincial oth.	-52,965	4
	deferred capital contributions - Federal	-70,299	4
	deferred contributions - provincial	-17,425	4
	deferred contributions - Federal	-32,381	4
	deferred contributions - non-provincial	-47,686	4
	Contributions	-101,675	4
	unearned lease revenue		
	tuition	-47,061	
other deferred revenue	-13,106		
		-666,925	
Unfunded pension liability	17,699	17,699	
Taxpayer-supported debt	direct debt to province	-24,744	3
	mortgages	0	3
	other debt	-24,103	3
	capital lease	0	3
			-48,847
Total Liabilities		-760,127	
Net Financial Assets (Debt)		-333,284	

This cell is linked to checklist Note 10 (Accrued Employee Leave Entitlements).

Excluded Sinking Fund from Schedule 3.

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Statement of Financial Position

Schedule

OCG Comments

Non-Financial Assets

Other assets	inventories - not for resale	1,918	
	restricted assets (e.g. endowment funds)	344,332	
	prepaid program costs	2,008	
	deferred charges		
	unamortized issue cost of public debt		348,258
Capital assets	historical cost of tangible capital assets	1,175,962	2
	accumulated amortization	-427,812	2
			748,150
Total Non-Financial Assets			1,096,408

"Restricted assets" at cell C102 represents the portion of endowment funds that are to be held in perpetuity and are not available to be used for operations or capital purchases. Cell C102 is linked to Note 4b - Endowments at Checklist-Must Complete tab.

Accumulated (Surplus) Deficit

	Contributed Surplus	
	Accumulated Surplus	-746,709
	Accumulated Remeasurement (Gains) and Losses	-16,415
Total Accumulated (Surplus) Deficit	Note: Total Accumulated (Surplus) Deficit must match closing Accumulated (Surplus) Deficit from Statement of Operations	-763,124

Accumulated (Surplus) Deficit is comprised of:

	Invested in Capital Assets	-310,434
	Endowments	-347,710
	Internally Restricted; and	-96,453
	Unrestricted	-8,527
Total restricted and unrestricted Accumulated (Surplus) Deficit	Note: Total Accumulated (Surplus) Deficit must match closing Accumulated (Surplus) Deficit from Statement of Operations	-763,124

Accumulated (Surplus) Deficit from Statement of Operations

-763,124

Notes and Comments:

Please report all debits as positive numbers and credits as negative numbers.
Please report all items in 000s of dollars.
All figures should be on a GROSS basis.

Boxes marked in grey are protected and the numbers come from formulas or the indicated schedule.
Boxes in red are normally in a credit (negative) balance, those in blue normally in a debit (positive) balance.

Statement of Operations Report in '000s

		Schedule	OCG Comments
REVENUE			
Grants	Direct transfers from the province	-97,555	
	Direct transfers from Crown corporations or gov't orgs	-7,803	1
	Transfers from the federal government	-3,312	
		-108,670	
Deferred contributions	Recognition of Deferred Capital Contributions provincial	-5,445	4
	Recognition of Deferred Capital Contributions non provincial	-2,055	4
	Recognition of Deferred Capital Contributions Federal	-5,104	4
	Recognition of Deferred Contributions provincial	-7,623	4
	Recognition of Deferred Contributions Federal	-32,846	4
	Recognition of Deferred Contributions non provincial	-13,926	4
		-66,999	
Other revenues	Tuition Fees - Domestic	-29,909	
	Mandatory Fees (related to tuition) - Domestic	-3,284	
	Tuition Fees - International	-18,322	
	Mandatory Fees (related to tuition) - International	-2,017	
	Sinking fund earnings	-146	3
	Recognition of debt premium	0	3
	Realized investment Gains/Losses	0	
	Recognition of Endowment Investment earnings	-6,299	4
	Investment earnings	-2,314	
	(Gain) loss on sale of tangible capital assets		
	Miscellaneous	-1,383	
		-63,674	
Sales of goods and services	Sales of goods or services to the province (including contracts)		
	Sales of goods or services to Crown corps or gov't orgs (including contracts)	-972	1
	(Contracts)		
	Sales of goods or services to non-related entities (Ancillary Services)	-29,172	
		-30,144	
TOTAL REVENUE		-269,487	

EXPENSE

	Salaries and benefits	178,221		
	Operating expense	58,890		
	Asset amortization expense	22,592	2	Asset amortization is reported separately.
				259,703
Grants	Transfers to Crown corporations or government orgs	153	1	
	Grants to third parties (Scholarships)	20,808		
	Grants to third parties (Foundations and Other)			20,961
Debt expenses	Debt service costs (gross of sinking fund investment)	1,062	3	Interest expense less other adjustments from Sch 3.
	Recognition of debt discount	0	3	
				1,062
Other Expenses	Cost of goods sold	5,952		
	Expense due to valuation allowance	0	5	
	Restructuring exit expenses			Incremental costs that do not provide future benefit and are a direct result of restructuring.
	Other miscellaneous expenses		5	
	Purchases from Crown corporations or government orgs	3,717	1	
	Purchases from Provincial Ministries			
				9,669
	TOTAL EXPENSE			291,395
	(SURPLUS) DEFICIT FOR THE YEAR, BEFORE ENDOWMENT CONTRIBUTIONS			21,908
	Endowment Contribution - New Contributions (external sources)			-1,188
	Endowment Contribution - Transferred to/(from) Restricted			
	Deferred Revenue (capitalization)		4	0
	(SURPLUS) DEFICIT FOR THE YEAR			20,720

ACCUMULATED (SURPLUS) DEFICIT

Opening Accumulated (Surplus) Deficit, before Accumulated Remeasurement (Gains)/Losses	-767,429		Prior year closing Accumulated (Surplus) Deficit as reported on your audited statements.
(Surplus) Deficit for the Year	20,720		
Prior Period Adjustments (see below)	0		
Other Adjustments to Accumulated (Surplus) Deficit (see below)	0		
Closing Accumulated (Surplus) Deficit, before Accumulated Remeasurement (Gains)/Losses	-746,709		
Opening Accumulated Remeasurement (Gains)/Losses	-17,255		
Net Remeasurement (Gains) and Losses for the Year	840		
Closing Accumulated Remeasurement (Gains) and Losses	-16,415		
Closing Accumulated (Surplus) Deficit - Combined	-763,124		Total Accumulated (Surplus) Deficit from Statement of Financial Position must match closing Accumulated (Surplus) Deficit - Combined (Cell C88).
			-763,124

Explanation of adjustments to Accumulated (Surplus) Deficit	Amount	Verificati on must equal \$0
Prior Period Adjustments		
Total Prior Period Adjustments Explained	0	\$0
Other Adjustments to Accumulated (Surplus) Deficit		
Total Other Adjustments to Accumulated (Surplus)	0	\$0
Deficit		

Operating Statement

Please report all debits as positive numbers and credits as negative numbers

	Forecast	Projections		
	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>	<u>2021/22</u>
	----- \$thousands -----			
Revenue - (credits)				
Amortization of contributions:				
Operating contributions from Provincial Ministries	(195,000)	(205,600)	(214,300)	(222,600)
Operating contributions from Provincial Crown Corps & Agencies	(10,640)	(10,640)	(10,640)	(10,640)
Operating contributions from the Federal Government	(62,000)	(62,000)	(62,000)	(62,000)
Operating contributions from other sources	(28,000)	(28,000)	(28,000)	(28,000)
Deferred capital contributions from Province	(10,640)	(11,010)	(11,370)	(11,310)
Deferred capital contributions from Federal Government	(11,040)	(11,420)	(11,800)	(11,740)
Deferred capital contributions from Other Sources	(3,530)	(3,660)	(3,780)	(3,760)
Contributed surplus	-	-	-	-
Sales of goods and services to Provincial Ministries (including contracts)				
Sales of goods and services to Crown Corps & Agencies (including contracts)	(1,400)	(1,400)	(1,400)	(1,400)
Sales of goods and services to others (contracts and other sales)				
Sales of goods and services to others (Ancillary Services)	(68,470)	(69,850)	(71,250)	(72,675)
Domestic Tuition and Mandatory Fees	(102,325)	(104,060)	(105,315)	(107,055)
International Tuition and Mandatory Fees	(62,675)	(67,940)	(73,185)	(75,945)
Recognition of endowment investment income	(18,000)	(19,000)	(20,000)	(21,000)
Realized investment earnings (gains)/losses	-	-	-	-
Earnings from commercial subsidiaries (GBE's)	(600)	(600)	(600)	(600)
Investment Earnings (not included above)	(4,400)	(4,400)	(4,400)	(4,400)
Other revenue (not included above)	(7,500)	(7,700)	(7,900)	(8,100)
Total Revenue	<u>(586,220)</u>	<u>(607,280)</u>	<u>(625,940)</u>	<u>(641,225)</u>
Expenses - debits				
Salaries and benefits	372,300	382,000	393,000	405,000
Cost of goods sold	13,000	13,390	13,792	14,205
Operating costs paid to Provincial Ministries				
Operating costs paid to Provincial Crown Corps & Agencies	7,500	7,700	7,900	8,100
Other operating costs (less amortization & debt servicing)	103,900	109,047	112,298	115,667
Capital asset amortization expense	45,185	47,117	48,992	50,138
Capital asset write-downs				
Grants to Crown corporations and agencies	500	500	500	500
Grants to third parties (Scholarships)	40,000	41,000	42,000	43,000
Grants to third parties (Foundations and Other)				
Debt service costs (net of sinking fund earnings)	2,370	2,370	2,370	2,370
Amortization of debt issue costs				
Other	800	800	800	800
Total Expense	<u>585,555</u>	<u>603,924</u>	<u>621,652</u>	<u>639,780</u>
Net (Revenues)/Expenses before extraordinary items	<u>(665)</u>	<u>(3,356)</u>	<u>(4,288)</u>	<u>(1,445)</u>
(Gain) loss on sale of capital assets	-	-	-	-
Net (Revenues)/Expenses	<u>(665)</u>	<u>(3,356)</u>	<u>(4,288)</u>	<u>(1,445)</u>
Unallocated Pressures (use in Q1 only)				
Operating Net (Income) Loss (for Ministry)	<u>(665)</u>	<u>(3,356)</u>	<u>(4,288)</u>	<u>(1,445)</u>
Endowment (restricted asset) contributions	(8,000)	(8,000)	(8,000)	(8,000)
Net (Income) Loss (PSI)	<u>(8,665)</u>	<u>(11,356)</u>	<u>(12,288)</u>	<u>(9,445)</u>



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 09, 2018

To: OPERATIONS AND FACILITIES COMMITTEE

From: Vice-President Finance and Operations

A handwritten signature in black ink, appearing to read "G. Hill".

cc: President and Vice-Chancellor

Meeting Date: November 27, 2018

Subject: DUE DILIGENCE REPORT – FACILITIES MANAGEMENT

Basis for Jurisdiction:

University Act Section 27(2)(y)

Elevating Devices Safety – Heritage Conservation Act – Integrated Pest Management Act – Safety Standards Act - Power Engineers and Boiler and Pressure Vessel Safety Act

Strategic Relevance:

Strategy 5.5 –

Ensure the financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning public support, attracting partnerships, and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

Previous Consultation:

Report provided annually to the Operations and Facilities Committee

Attachment: Facilities Management Due Diligence Report 2018

Obligation to Report	Fulfillment of Obligation
<p>Elevating Devices Safety</p>	<ol style="list-style-type: none"> 1. In accordance with the provision of the Safety Standards Act, the University of Victoria currently operates and maintains 75 elevating devices at the Gordon Head Campus. 2. Regular inspections are conducted by a Provincial Inspector. 3. All units are regularly serviced by workers qualified under the Act. Several contracted service providers. 4. Each unit has an installation number assigned by, and registered with, Technical Safety B.C. Individual Certificates for each elevating device are on file and renewed on an annual basis. 5. A complete detailed listing of elevating devices including location, Certificate Number, and all inspection reports, is maintained by and available upon request from UVic FMGT.
<p>Heritage Conservation Act</p>	<ol style="list-style-type: none"> 1. There are no buildings on Campus which have been designated as Provincial, Regional, or Municipal Heritage Sites. <p>The Corporation of the District of Saanich in their "<i>Saanich Heritage Structures: An Inventory</i>" dated 1991, lists nine (9) University buildings as having heritage significance:</p> <ul style="list-style-type: none"> • <i>Huts A, B, E, Q, and R. They are all of the huts that remain from the "Gordon Head Army Camp", Department of National Defence 1940.</i> • <i>Y Hut – the Maritime Naval / Communications Centre Building is located off of McCoy Road. UVic has had discussions with the Saanich Heritage Foundation for possible heritage designation. Part of the discussion includes possible relocation as part of the feasibility assessment for the rugby field expansion.</i> • <i>Hamsterley Farm Water Tower located at 2489 Sinclair Road. UVic has had discussions with the Saanich Heritage Foundation for possible heritage designation.</i>

Obligation to Report	Fulfillment of Obligation
	<p>2. None of the above buildings are currently protected through formal designation.</p> <p>The Corporation of the District of Saanich staff are required to present a report to Saanich Council should there be a University application to alter or remove the building. They are all identified as having heritage value and significance to the community but are not protected by a more formal Heritage Designation By-Law (along with its regulations).</p>
<p>'Integrated Pest Management Act' Regulations <i>(This pertains only to the pesticides under the control of FMGT)</i></p>	<p>1. Permits, Licenses & Certificates</p> <ul style="list-style-type: none"> a. FMGT is committed to integrated pest management practices. b. FMGT holds the proper Pesticide Control Use License. c. FMGT holds the Public Land Endorsement which entitles FMGT to apply pesticides to public lands. d. All employees involved in the application of pesticides hold the necessary Applicator Certificate. <p>2. Storage and Disposal</p> <ul style="list-style-type: none"> a. A limited inventory of pesticides is stored in a locked, ventilated and heated room away from the general workplace. b. The storage premises are subject to occasional inspection, and on a periodic basis by the Environmental Protection Division of the Ministry of Environment & Ecology, and occasionally by Occupational Health and Safety (OHSO). c. The disposal of pesticides that are no longer required is arranged through the Hazardous Waste Management Program of UVic.
<p>Pest Control</p>	<p>1. FMGT engages a provincially certified pest control company (Victoria Pest Control) to manage pest infestations in and around building and structures.</p>

Obligation to Report	Fulfillment of Obligation
<p>Safety Standards Act</p>	<ol style="list-style-type: none"> 1. UVic staff, qualified under the Act, operate and maintain: <ol style="list-style-type: none"> a. 10 interconnected hot water, heating boilers with a combined registry capacity of 3550 horsepower. The boilers are located in the Clearihue (2), Cadboro Commons (2), McKinnon (2), and the Engineering Laboratory Wing Building (4). b. 28 hot water, and 4 high pressure steam, stand-alone boilers with a combined registered capacity of 518.93 horsepower located in 15 buildings. c. 215 registered pressure vessels; including an ammonia refrigeration plant serving the Ice Arena of the Ian Stewart Complex. 2. 24 hours per day, 7 days per week, qualified staffing is in place to meet the requirement of the Act.
<p>Power Engineers and Boiler & Pressure Vessel Safety Act</p>	<ol style="list-style-type: none"> 1. All boilers and pressure vessels (239) bear installation numbers assigned by, and registered with Technical Safety B.C. <ol style="list-style-type: none"> a. Individual Certificates are renewed annually and are posted near the locations of the boilers or pressure vessels. 2. The University maintains a Contractor's "A" License No. 679 that allows maintenance, repair and installation of equipment covered by The Boilers and Pressure Vessels Act when performed by qualified UVic staff.
	<ol style="list-style-type: none"> 3. On April 11, 2001, Risk Assessment Certificates were issued by Technical Safety B.C. for the operation of the four Main Boiler Plants and in 2018 for the Ian Stewart Complex Ammonia Refrigeration Plant. The Certificate Numbers are: <ul style="list-style-type: none"> • Main Boiler Plants (No. 43663) • Ian Stewart Complex Refrigeration Plant (No. 35630) <p>These are reviewed annually.</p> 4. A list of all boilers and pressure vessels indicating location, Certificate Number, and Safety Manuals, is available from UVic FMGT upon request.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 9, 2018

To: Operations and Facilities Committee

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

A handwritten signature in blue ink that reads "Valerie S. Kuehne".

cc: President and Vice-Chancellor

Meeting Date: November 26, 2018

Subject: New and Revised Awards

Basis for Jurisdiction: University Act, 27 (2)(k)
Strategic Framework, Strategy 1.1
Senate meeting on October 5 and November 2, 2018

Strategic Relevance: The attached new and revised awards support Strategy 1.1 of the Strategic Framework and our student recruitment and retention strategies. They provide competitive scholarships and enable the University to continue to attract, recruit and retain a diverse community of outstanding students.

Previous Consultation: Senate meeting on October 5 and November 2, 2018

Recommendation:

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

- Brian Williams Memorial Scholarship Award (revised)*
- UVic Bookstore Scholarship in Writing (revised)
- M.A. Micklewright Award (revised)*
- United Empire Loyalists' Assoc. (Victoria Branch) Alvin Huffman, UE Scholarship in Canadian History (revised)
- Engineers and Geoscientists British Columbia Achievement Award (revised)
- Engineers and Geoscientists British Columbia Gold Medal Award (revised)
- Westshore Soroptimist Award (new)
- May Yuen Memorial Scholarship (revised)*
- Angus & Annie MacKay Bursary (revised)*
- Trudy Martin Memorial Bursary (revised)*
- Ian H. Perrigo Memorial Bursary (revised)*
- Ethel N. Lohbrunner Bursary (revised)*
- David H. Turpin National Entrance Scholarship (revised)*
- David Strong Entrance Scholarship (revised)
- Elsa Eleonora Fagerberg & Clara Maria Fagerberg Entrance Scholarship (revised)*
- National Entrance Scholarship (revised)*
- UVic Excellence Scholarship (revised)
- Elsa Eleonora Fagerberg & Clara Maria Fagerberg Bursary (revised)*
- Margaret T. Clinch Bursary (revised)*
- Margaret T. Clinch Bursary in Business Administration (revised)*
- Walker Wood Foundation Scholarship in Social Sciences (new)
- Island Community Home Support Services Bursary (revised)*
- Donald & Evelyn Munro Scholarship (revised)*
- Henriette Ann Schmidt Scholarship (revised)
- Physics Red Scholarship (revised)*
- Kathleen M. Hoyte and Cheryl A. Barnard Memorial Bursary (revised)*
- VNHS Bev Glover Memorial Scholarship (revised)
- VNHS Alice M. Hay Scholarship (revised)
- Ana and Peter Lowens Scholarship in Victorian Literature (new)*
- Nelson Family Bursary (revised)*
- Sherry Lovine Sagris Memorial Bursary in Art Education (revised)
- Hakai-Raincoast Bursary (revised)
- John F. Reeves Memorial Award (revised)*
- David Ritchie Business Grant (revised)*

- Certificate of Outstanding Academic Distinction in Human and Social Development (revised)*
- Urbanecology.ca Scholarship (revised)
- Dana R. Kingstone Scholarship in Economics (revised)
- Ronald S. Nairne Memorial Award (revised)*
- Vicky Husband Scholarship (revised)*
- Val Faris Memorial Scholarship (revised)*
- Stephen Canning Memorial Scholarship (revised)*
- Tolmie-Wood Scholarship (revised)*
- Woods Trust Scholarship (revised)*
- UVic Foundation Scholarship (revised)*
- Miranda Ward Physics Award (revised)*
- All My Relations Award (new)
- T.S. McPherson Entrance Scholarship (revised)*
- John Locke Malkin Entrance Scholarship (revised)*
- W. Gordon Fields Memorial Fellowship (revised)*
- Terry and Myrna Daniels Scholarship in Music (new)*
- Bentley Nichvolodoff Memorial Book Prize (revised)*
- VIPIRG Scholarships (revised)
- Jennifer Davison Undergraduate Scholarship in Russian Studies (revised)
- Clio Book Prize in Theatre History (revised)*
- Oak Bay and Saanich Centennial Scholarship (revised)*
- Allen P. James Scholarship (revised)*
- Saanich Employees Benefit Association Award (revised)
- Maureen De Burgh Memorial Scholarship (revised)*
- William Wowchuk Memorial Graduate Scholarship (revised)*
- Dorothy and Ernest Ayton Memorial Scholarship (revised)*
- Átol,ánw: A Season of Just and Fair Treatment Award (new)*
- Capstone Award (new)*
- Combined Computer Science and Mathematics Scholarship (new)*
- Dean of Science Entrance Scholarship for Indigenous Students (new)*
- Drew Wolfe-Fraser Memorial Scholarship (new)
- Matthew Prentice Scholarship (revised)*
- Max Walker Scholarship in Geography (new)*
- Nimrod Hungarian Mobility Award (revised)*
- Oak Bay High Nick Mathers & Dylan Jones Memorial Award (new)*
- Opening Night Scholarship (revised)*
- Phillips, Hager & North Graduate Bursary (revised)
- VNHS Samuel Simco Graduate Bursary (revised)
- VNHS Samuel Simco Undergraduate Bursary (revised)
- Olthuis Kleer Townshend Indigenous Law Scholar Award (new)
- Goldstream Hatchery Education Bursary (new)
- Wilson S.C. Lai Scholarship (new)
- Lee Hayes Award (revised)*
- Henry & Marian Thiel International Business Award (revised)*

- MT + Co. Leonard George Memorial Indigenous Law Scholar Award (new)
- Ratcliff & Company Indigenous Law Scholar Award (new)
- Union Club Scholarship (revised)
- W.E. Cowie Innovation Award (revised)*
- Peter Zachary Graduate Scholarship In Ukrainian Studies (new)*
- Woodward & Company Indigenous Law Scholar Award (new)
- Peter L. Smith Scholarship in Greek & Roman Studies (revised)*
- Rebecca and Esther Lazarus Scholarships in Music: Piano (revised)*
- Rebecca and Esther Lazarus Scholarships in Music: Voice (revised)*
- Women's Rugby Benefactors Award (new)*
- Elias Mandel Prize for study abroad in Hispanic and Italian studies (revised)*
- Peter Liddell award in Humanities computing (revised)*
- Aboriginal Health Career Bursary (revised)*
- Rita Irwin Scholarship (new)*
- Adeline Julienne Deloume Memorial Scholarship (revised)*
- Dorothy and Ernest Ayton Memorial Scholarship (revised)*
- Pablo Cabanas Memorial Scholarship (revised)*

* Administered by the University of Victoria Foundation

Background:

The attached awards were reviewed by Senate Committee on Awards and recommended for approval to Senate. At its October 5 and November 2, 2018 meetings, Senate approved the awards and recommend their approval by the Board of Governors. These awards support our student recruitment and retention strategies, provide competitive scholarships and enable the university to continue to attract, recruit and retain outstanding students.

Planned Further Action:

Student Awards and Financial Aid will administer the awards after approval.

Attachment(s):

- Memorandums to Senate dated September 18 and October 17, 2018



Date: 18 September 2018
To: Senate
From: 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~~

BRIAN WILLIAMS MEMORIAL SCHOLARSHIP AWARD* (REVISED-UG)

- ~~Available to applicants from Canadian secondary schools only.~~
- ~~This scholarship **does not** require application.~~
- ~~Recipients of this award will be nominated by Athletics and Recreational Services in January after completion of one term of study and participation in the Varsity Rugby program at UVic.~~

One or more awards ~~of at least \$500~~ are given awarded to Canadian secondary school students entering first year who will be involved in the Men's Varsity Rugby program. ~~The scholarship will be awarded upon completion of one term of study at UVic. Eligible students must meet all U SPORTS eligibility requirements and be Canadian citizens. Award recipients will be selected on the basis of drive, power, positive attitude, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport. These scholarships-awards have been funded by the Velox-Valhallians Sport Club and the University of Victoria rugby players.~~

UVIC BOOKSTORE SCHOLARSHIP IN WRITING (REVISED-UG)

~~Three~~ Two scholarships of \$1,000 each are awarded to academically outstanding undergraduate students in the Department of Writing.

M. A. MICKLEWRIGHT AWARD* (REVISED-GS)

An annual award is given out every other year ~~of \$50 will be granted~~ to the full-time graduate student with the highest grade point average and who has completed all their course requirements at the end of his or her first year of graduate study in the Department

of Geography. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Department of Geography.

UNITED EMPIRE LOYALISTS' ASSOC. (VICTORIA BRANCH) ALVIN HUFFMAN, UE SCHOLARSHIP IN CANADIAN HISTORY (REVISED-UG)

A scholarship of ~~\$500~~ \$250 is awarded to an outstanding student of Canadian History in a senior level course.

~~ASSOCIATION OF PROFESSIONAL ENGINEERS AND GEOSCIENTISTS~~ BRITISH COLUMBIA ACHIEVEMENT AWARD (REVISED-UG)

~~The Association of Professional Engineers and Geoscientists~~ British Columbia offers Achievement Awards ~~plaques~~ to members of the graduating class of the Faculty of Engineering who show great promise in each of ~~the six a Bachelor of Engineering or a Bachelor of Software Engineering~~ undergraduate degree programs. One or more ~~awards~~ plaques ~~will~~ may be awarded given in each of the degree programs.

~~ASSOCIATION OF PROFESSIONAL ENGINEERS AND GEOSCIENTISTS~~ BRITISH COLUMBIA GOLD MEDAL AWARD (REVISED-UG)

~~The Association of Professional Engineers and Geoscientists~~ British Columbia offers a ~~mounted~~ gold medal certificate to the undergraduate student in a Bachelor of Engineering or a Bachelor of Software Engineering degree with the highest graduating average.

WESTSHORE SOROPTIMIST AWARD (NEW-UG)

An award of \$1,000 will be given to a woman undergraduate student who has worked to overcome a significant challenge(s) in their life and has demonstrated financial need. Preference will be given to a single parent. Students must submit a one-page summary outlining the challenge(s) they have faced in their path to post-secondary education. The essay must include how they approached the challenge(s), how they overcame the challenge(s), and what they have learned from it.

MAY YUEN MEMORIAL SCHOLARSHIP* (REVISED-GS)

~~One or more A~~ scholarships ~~are of at least \$500~~ is awarded to ~~a~~ graduate students ~~who is~~ in a ~~m~~ Master's or PhD program ~~and~~ whose research is related to China or overseas Chinese people. Selection will be made by the Graduate Awards Committee upon the recommendation of the Department of Pacific and Asian Studies.

ANGUS & ANNIE MACKAY BURSARY* (REVISED-UG)

One or more bursaries are awarded to students ~~entering second, third or fourth year~~ in the Department of Mathematics and Statistics. Preference is given to students with physical disabilities.

TRUDY MARTIN MEMORIAL AWARD-BURSARY* (REVISED-UG)

One or more A bursaries ~~is are~~ awarded to a undergraduate ~~students~~ entering fourth year of the majoring program in Writing in the Department of Writing. Preference is given to students entering fourth year. This award is made in memory of Trudy Martin, Manager of the UVic Bookstore from 1970 to 1998.

IAN H. PERRIGO MEMORIAL BURSARY* (REVISED-UG)

One or more bursaries are awarded to ~~awards are given to~~ second year students in the Department of Computer Science.

ETHEL N. LOHBRUNNER BURSARY* (REVISED-UG/GS)

One or more bursaries are awarded to undergraduate or graduate students pursuing a graduate degree in Environmental Studies with preference given to students whose research is in the study of threatened or endangered species of birds or mammals of British Columbia and their related eco-systems. ~~Preference will be given to a Canadian citizen. Selection of the recipients will be made by Student Financial Aid Services upon recommendation of the School of Environmental Studies.~~

DAVID H. TURPIN NATIONAL ENTRANCE SCHOLARSHIP* (REVISED-UG)

One scholarship ~~to a maximum~~ of \$20,000, ~~(payable at \$5,000 per year for up to four years)~~, is awarded to an academically outstanding student entering an undergraduate program from a secondary school in Canada or an international student completing a Canadian secondary school diploma. The scholarship recipient is selected on the basis of academic excellence, community service, school involvement and leadership.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op or work

experience work term or academic units for more than one ~~or more~~ terms may forfeit their scholarship.

DAVID STRONG ENTRANCE SCHOLARSHIP (REVISED-UG)

A scholarship is awarded to an academically outstanding undergraduate student entering the University of Victoria from a Canadian ~~S~~secondary ~~S~~school.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, ~~or~~ work experience work term, or academic units for more than one ~~or more~~ terms may forfeit their scholarship.

ELSA ELEONORA FAGERBERG & CLARA MARIA FAGERBERG ENTRANCE SCHOLARSHIP* (REVISED-UG)

~~One or more A-scholarships, to a maximum of \$20,000 12,000 (payable at \$3,000 per year, for up to over four 4-years), are is~~ awarded to academically outstanding undergraduate students entering the University of Victoria entering undergraduate programs from Canadian secondary schools, colleges and universities. ~~in Canada.~~ The selection of recipients is based on academic excellence, breadth of interest, and leadership qualities.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of a student's full time study (12 or more units) until the completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, ~~or~~ work experience work-term, nor academic units for more than one ~~or more~~ terms may forfeit their scholarship.

NATIONAL ENTRANCE SCHOLARSHIP* (REVISED-UG)

One or more \$scholarships to a maximum of \$20,000, (payable at \$5,000 per year for up to four years), are awarded to academically outstanding students entering undergraduate programs from secondary schools in Canada.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, ~~or~~ work experience work-term, nor academic units for more than one ~~or more~~ terms may forfeit their scholarship.

UVIC EXCELLENCE SCHOLARSHIP (REVISED-UG)

The University of Victoria awards scholarships of \$26,000, payable at \$6,500 per year; and scholarships of \$20,000, payable at \$5,000 per year; ~~scholarships of \$16,000, payable at \$4,000 per year,~~ to academically outstanding students entering undergraduate programs from secondary schools in Canada.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, ~~or~~ work experience work-term, nor academic units for more than one ~~or more~~ terms may forfeit their scholarship.

ELSA ELEONORA FAGERBERG & CLARA MARIA FAGERBERG ENTRANCE-BURSARY* (REVISED-UG)

~~One or more b~~Bursaries are awarded to undergraduate students, entering undergraduate programs from secondary schools in Canada. To receive bursary renewals, recipients must submit a bursary application and continue to demonstrate financial need.

MARGARET T. CLINCH BURSARY* (REVISED-UG)

~~Bursaries in the sum of tuition for two academic terms~~ are awarded to students entering the University of Victoria ~~from British Columbia secondary schools or colleges.~~ One half of the bursaries are to be allocated to students entering from Greater Victoria School District #61, Sooke School District #62, Saanich School District #63, or from Camosun College and the other half to students living outside of Greater Victoria. ~~from other areas in British Columbia.~~

MARGARET T. CLINCH BURSARY IN BUSINESS ADMINISTRATION* (REVISED-UG)

One or more bursaries of up to one-half the cost of tuition are awarded to women female students ~~entering third or fourth year of in~~ the Bachelor of Commerce program, with preference to students entering third or fourth year who have an interest an area of concentration in Entrepreneurship or Small and General Business Management.

WALKER WOOD FOUNDATION SCHOLARSHIP IN SOCIAL SCIENCES (NEW-UG)

One scholarship of \$16,000, payable at \$4,000 over four years, will be awarded to an academically outstanding Canadian citizen entering an undergraduate degree program in the Faculty of Social Sciences who has demonstrated financial need. Preference will be given to students who are entering directly from a secondary school and who have demonstrated involvement with extra-curricular activities including, but not limited to, community participation, leadership, music or drama. Applicants must be BC residents (defined as having lived at an address in BC at least one year prior to application deadline).

Applicants must submit the following:

1. A cover letter (maximum 500 words) describing:
 - How and why the applicant got involved in extra-curricular/leadership activity
 - What the applicant learned from this involvement
2. A letter of support from a supervisor, teacher, or leader who can comment on the extra-curricular activity. This letter should include the length of time and capacity in which the referee has known the applicant and cannot be from a relative or family member.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full time study until completion of a first degree or for a maximum of three years, whichever is the

shorter period. A student whose grade point average falls below 7.50/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience/work term, nor academic units for more than one term may forfeit their scholarship.

ISLAND COMMUNITY HOME SUPPORT SERVICES BURSARY* (REVISED-UG)

One or more ~~Two~~ bursaries are awarded to students registered in the BSN program with the School of Nursing, with preference given to students who are currently working in geriatrics and intend to pursue a career in geriatrics.

DONALD & EVELYN MUNRO SCHOLARSHIP* (REVISED-UG)

Scholarships of equal value are available to students entering UVic from one of each of the following schools: Belmont Secondary, Claremont Secondary, Esquimalt High School Community, Lambrick Park Secondary, Mount Douglas Sr. Secondary, Parkland Secondary, Reynolds Secondary, Royal Bay Secondary, Spectrum Community, St. Andrew's Regional, St. Margaret's, Stelly's Secondary, St. Michael's University School, École Victor-Brodeur and South Island Distance Education School ~~SIDES~~.

HENRIETTE ANN SCHMIDT SCHOLARSHIP (REVISED-UG/GS)

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the Department of Art History & Visual Studies specializing in Indigenous arts with preference to students studying Pre-Columbian art. ~~Applications may be obtained from the Department of Art History & Visual Studies, and must be submitted by October 31.~~ In the event that there are insufficient candidates who meet the criteria above, scholarships will be awarded to other academically outstanding undergraduate or graduate students in the Department of Art History & Visual Studies. Selection of the recipient(s) will be made by the Senate Committee on Awards or the Graduate Awards Committee upon the recommendation of the Department of Art History & Visual Studies.

PHYSICS RED SCHOLARSHIP* (REVISED-UG)

Two scholarships are awarded to academically outstanding students in the ~~Department of~~ Physics program. One scholarship is awarded to a student entering third year and one scholarship is awarded to a student entering fourth year who had the best standing in their laboratory course(s).

KATHLEEN M. HOYTE AND CHERYL A. BARNARD MEMORIAL BURSARY* (REVISED-UG)

~~One or more~~A bursary~~ies are~~is awarded to a final year students in the Faculty of Education who hasve demonstrated an aptitude in teaching primary students.

VNHS BEV GLOVER MEMORIAL SCHOLARSHIP (REVISED-UG)

A scholarship of \$~~1,000~~650 is awarded to an academically outstanding undergraduate student entering third or fourth year in a ~~m~~Major or ~~h~~Honours program in Biology who is specializing in the area of species or habitat conservation.

VNHS ALICE M. HAY SCHOLARSHIP (REVISED-GS)

An award of \$~~50~~1,000 is given to a graduate student in ~~b~~Biology who is specializing in the area of species and/or habitat conservation. Selection will be made by the Graduate ~~Admissions and Awards~~ Committee upon the recommendation of the Department of Biology.

ANA AND PETER LOWENS SCHOLARSHIP IN VICTORIAN LITERATURE* (NEW-GS)

A scholarship of at least \$1,000 is awarded to an academically outstanding graduate student conducting research in nineteenth-century studies, with preference given to students whose research focuses on the Victorian era and includes use of materials in the University of Victoria Libraries' Special Collections. Selection of the recipient will be made by the Graduate Awards Committee on the recommendation of the Department of English.

NELSON FAMILY BURSARY* (REVISED-UG)

One or more bursaries are awarded to undergraduate international students from sub-Saharan Africa. Preference will be given to students in the Faculty of Human and Social Development. ~~Preference will be given to students from Africa, India, Central America and South America.~~

SHERRY LOVINE SAGRIS MEMORIAL BURSARY IN ART EDUCATION (REVISED-UG)

The bursary is awarded to a student ~~in entering their third or fourth year of the Post-Degree Program in Secondary Art Education. Bachelor of Education Secondary Program with art as a teaching focus. If no student can be found to meet this criteria, an entering first or second year student may be selected.~~

HAKAI-RAINCOAST BURSARY (REVISED-UG)

One or more bursaries ~~totalling \$1,000~~ are awarded to Indigenous undergraduate entrance or transfer students in the Department of Geography. If there ~~are~~is no eligible candidates, the

bursaries will be awarded to an Indigenous undergraduate entrance or transfer students in the Faculty of Social Sciences.

JOHN F. REEVES MEMORIAL AWARD* (REVISED-UG)

An award is offered to the student in the Chemistry Coop Program who, during a work term, is judged to have made the most outstanding contribution to the student's employer in the field of Chemistry. The recipient of the award should clearly have demonstrated some distinction in their ~~his~~ work term performance. Candidates must be nominated for the award by their employer and the nominations will be assessed by a committee composed of ~~two representatives of employers participating in the Chemistry Coop Program chosen by the Chemistry Department and two~~ three members of the Chemistry Department. Students are not required to return to UVic in the next Winter Session in full-time studies to receive the award. Selection of the recipient will be made by the Senate Committee on Awards upon the recommendation of the ~~committee.~~ Department of Chemistry.

DAVID RITCHIE ~~INTERNATIONAL STUDY ABROAD~~ BUSINESS GRANT* (REVISED-UG/GS)

One or more ~~Up to two~~ grants will be awarded annually to ~~either one~~ undergraduate students to spend one or two semesters at the University of Victoria in the Peter B. Gustavson School of Business or ~~one~~ students to complete the MBA or MGB program at the University of Victoria. Grant applicants must be a recipient of the Horatio Alger ~~National~~ Scholarship and in good standing with the committee and approved by the UVic Peter B. Gustavson School of Business.

CERTIFICATE OF OUTSTANDING ACADEMIC DISTINCTION IN ~~THE FACULTY OF HUMAN AND SOCIAL DEVELOPMENT~~* (REVISED-UG)

A certificate of distinction and a prize of at least up to \$1,000 is awarded to the student with the highest graduating grade point average in the Faculty of Human and Social Development registered for the BA, BCYC, BSc, BSN or BSW degree.

URBANECOLOGY.CA SCHOLARSHIP (REVISED-UG)

A scholarship of \$500 is awarded to an academically outstanding undergraduate student who is beginning a final project in the Restoration of Natural Systems program. Preference will be given to those who plan a career in urban restoration. Students registered in fewer than 12.0 units are eligible for this scholarship.

DANA R. KINGSTONE SCHOLARSHIP IN ECONOMICS (REVISED-UG)

A scholarship of ~~\$750~~ 500 is awarded to an academically outstanding ~~3rd~~ third or ~~4th~~ fourth year undergraduate student who shows promise or potential in financial economics and is registered in the B.A. or B.Sc. in Economics with ~~Major or Honours in~~ the Finance Option, or in the B.Sc. in Financial Mathematics & Economics.

RONALD S. NAIRNE MEMORIAL AWARD* (REVISED-UG)

~~The Ronald S. Nairne Memorial Award is~~ An awarded of at least \$500 is given to a student in the Faculty of Law who has attained academic standing in the year and whose contributions to the curriculum or extracurricular activities of the Faculty of Law, which have been based on theirhis or her career experience prior to enrolling in the Faculty, have enhanced the quality of life and the academic experience of both students and faculty members.

VICKY HUSBAND SCHOLARSHIP* (REVISED-UG)

A scholarship is awarded to a student in a major/minor program in the School of Environmental Studies ~~and~~ who has a record of outstanding contributions to the volunteer sector of environmental work. Students must apply through the School of Environmental Studies by April 30.

VAL FARIS MEMORIAL SCHOLARSHIP* (REVISED-UG)

One or more scholarships are awarded to ~~female~~ academically outstanding undergraduate women who are mature students (23 years or older) ~~students~~ continuing in the Department of Visual Arts.

STEPHEN CANNING MEMORIAL SCHOLARSHIP* (REVISED-UG)

One or more scholarships are awarded to students who have achieved academic excellence and are entering ~~third3rd~~ or ~~fourth4th~~ year of a declared major in Environmental Studies, or in Writing, or to students in the Restoration of Natural Systems Diploma program. A letter of application must be submitted by April 30 to the School of Environmental Studies illustrating a record of service and commitment to nature as well as a passion for communicating these interests and values.

TOLMIE-WOOD SCHOLARSHIP* (REVISED-UG)

One or more scholarships are awarded to academically outstanding undergraduate Indigenous students in the Faculty of Human and Social Development. At least one scholarship will be a minimum of \$1,000. Students must complete the online application which is available April 1 to May 31 each year, and submit a letter outlining their contributions to their community and/or involvement with Indigenous art including music.

WOODS TRUST SCHOLARSHIP* (REVISED-UG)

~~A number of~~ One or more scholarships are awarded to ~~promising~~ academically outstanding undergraduate students at the University of Victoria ~~who intend to pursue studies as undergraduates at the University or as postgraduate students at other universities, or educational institutions, or at any industrial or commercial concern~~ who are engaged in the field of ~~e~~Electrical ~~e~~Engineering, Software Engineering, Computer Science, or ~~in~~ any allied field in the physical sciences (Physics, Astronomy, Chemistry and Earth Sciences). Postgraduate students who intend to study at other universities or colleges are eligible for this scholarship.

UVIC FOUNDATION SCHOLARSHIP* (REVISED-UG)

One or more scholarships of at least \$2500 are awarded to academically outstanding undergraduate students entering the University of Victoria from secondary schools in Canada.

MIRANDA WARD PHYSICS SCHOLARSHIP AWARD* (REVISED-UG)

One or more ~~awards~~ ~~scholarships~~ ~~are awarded~~ ~~given~~ to students in the Physics Cooperative Education program who have a minimum 4.5/9.0 sessional GPA.

ALL MY RELATIONS AWARD (NEW-UG)

One or more awards are given to Indigenous, Métis or Inuit undergraduate students in the Faculty of Human and Social Development entering the final year of their undergraduate program who demonstrate meaningful contributions to the well-being and resurgence of Indigenous Peoples during their academic program. These contributions may occur during community service with a particular First Nation or with Indigenous, Métis or Inuit peoples in an urban setting, or during fieldwork, co-op, practica, community-engaged research, or other experiential learning.

Applicants must provide a letter outlining a) their reasons for taking their chosen HSD program, and b) their connections with and contributions to the well-being and resurgence of Indigenous Peoples during the course of their academic program. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Human and Social Development.

T. S. MCPHERSON ENTRANCE SCHOLARSHIP* (REVISED-UG)

~~Up to ten~~ One or more scholarships of a minimum of \$4500 per year, for up to five years, are awarded to students of exceptional promise entering the University of Victoria directly from British Columbia secondary schools, colleges, and universities; normally two of the ten scholarships are reserved for college or university students. Selection is based on academic excellence, breadth of interest and leadership qualities.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full time study until completion of a first degree or for a maximum of four years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, ~~or~~ work experience work-term, ~~or~~ academic units for ~~one or more~~ than one terms may forfeit their scholarship.

JOHN LOCKE MALKIN ENTRANCE SCHOLARSHIP* (REVISED-UG)

One or more scholarships of a minimum of ~~Up to six awards of \$4,000 per year, for up to five years,~~ are awarded to students of exceptional academic promise entering the University of Victoria from Canadian secondary schools or BC colleges and universities. Selection is based on academic excellence, breadth of interest and leadership qualities.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full time study until completion of a first degree or for a maximum of four years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, or work experience work term, or academic units for ~~one or more~~ than one terms may forfeit their scholarship.

W. GORDON FIELDS MEMORIAL FELLOWSHIP* (REVISED-GS)

~~One or more awards are given Awarded in memory of a former head of the biology department. An additional grant of \$1200 may be awarded to a graduate students in Marine Biology who already holds a major fellowship and who has shown an aptitude for teaching. If no candidates are is-eligible for a fellowship or NSERC scholarship, one or more scholarships of at least valued between \$500 and \$1000 are may be awarded.~~

TERRY AND MYRNA DANIELS SCHOLARSHIP IN MUSIC* (NEW-UG)

A scholarship is awarded to an academically outstanding undergraduate student entering third year in the School of Music.

BENTLEY NICHVOLDOFF MEMORIAL BOOK PRIZE* (REVISED-UG)

A book prize is awarded to the student with the highest aggregate grade in Theatre ~~240-246~~ and Theatre ~~244-347~~.

VIPIRG SCHOLARSHIPS (REVISED-UG)

Two scholarships of \$1,000 each are awarded to one entering and one continuing academically outstanding ~~entering and continuing~~ undergraduate students who have contributed to community programs that address social justice and/or environmental issues. Students must submit a one-

page summary of their community involvement and how it relates to the Vancouver Island Public Interest Research Group's (VIPIRG) mandate.

JENNIFER DAVISON UNDERGRADUATE SCHOLARSHIP IN RUSSIAN STUDIES (REVISED-UG)

A scholarship of \$1,000 is awarded to an academically outstanding student in Russian sStudies. Students must submit a description of their active participation in a university or club promoting Russian culture.

CLIO BOOK PRIZE IN THEATRE HISTORY* (REVISED-UG)

A book prize is awarded to a third or fourth year undergraduate student with an who achieves the highest aggregate GPA-A average in the two of the 300 or 400 level courses in required second year-t~~Theatre h~~History-courses. Selection of the recipient is made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.

OAK BAY AND SAANICH CENTENNIAL SCHOLARSHIP* (REVISED-UG)

One or more scholarships are awarded to students entering the University of Victoria from public and private secondary schools in the municipalities of Oak Bay and Saanich and who do significant volunteer work in the community. Students from the following schools are eligible: Oak Bay High School, Mount Douglas Secondary, Lambrick Park Secondary, Reynolds Secondary, Spectrum Community School, Claremont Secondary School, St. Michael's School, Pacific Christian School, St. Andrew's Regional High School, St. Margaret's School, Discovery School plus students from the South Island Distance Education School (SIDES) who are full-time students living in the Municipalities of Saanich or Oak Bay.

ALLEN P. JAMES SCHOLARSHIP* (REVISED-UG)

Two scholarships, one in the Department of Biology and one in the Department of Biochemistry and Microbiology, are awarded to ~~4th year~~ academically outstanding undergraduate students entering fourth year who have a declared major in a program offered in those departments. Applicants are required to submit a 300-500 word statement that describes their interest in pursuing basic science research either through graduate studies and/or a career in research. Students must have demonstrated financial need. Applicants must apply through the Student Awards and Financial Aid online in-course scholarship application accessible each year between April 1 and May 31.

SAANICH EMPLOYEES BENEFIT ASSOCIATION AWARD (REVISED-UG/GS)

One or more awards of \$1,000 each are given to full or part-time entering or continuing undergraduate or graduate students who are members or dependants of members of the Saanich Employees Benefit Association (SEBA) and have demonstrated financial need. In the case of a graduate nominee, the Graduate Awards Committee will make selection of the recipient.

MAUREEN DE BURGH MEMORIAL SCHOLARSHIP* (REVISED-GS)

One or more scholarships are ~~An annual~~ awarded ~~of up to \$500~~ to a graduate students of high academic standing working in the field of marine biology. Selection of the recipients will ~~The award is to be made by the Graduate Awards Committee upon~~ ~~on~~ the recommendation of the Department of Biology ~~to the Faculty of Graduate Studies Awards Committee.~~

WILLIAM WOWCHUK MEMORIAL GRADUATE SCHOLARSHIP* (REVISED-GS)

One or more ~~A~~ scholarships are ~~of \$500~~ is awarded to ~~either a~~ PhD or MSc level outstanding students in the Department of Biology whose thesis work is in the area of cell biology. Selection of the recipients ~~is~~ will be made by the Graduate Awards Committee ~~based on~~ upon the recommendation of the Department of Biology.

DOROTHY AND ERNEST AYTON MEMORIAL SCHOLARSHIP* (REVISED-UG)

Scholarships of \$500 each are awarded to students who are entering in first or second or third year and who are continuing to take courses in Hispanic and Italian Studies.

ÁTOL,ÁNW: A SEASON OF JUST AND FAIR TREATMENT AWARD* (NEW-UG/GS)

One or more awards are given to Canadian Indigenous undergraduate or graduate students whose program relates to social justice or racism. Students must submit a one-page summary of how their program of study relates to social justice or racism. Preference will be given to students with community or leadership involvement. Selection of the recipients will be made by the Senate Committee on Awards for undergraduate students and the Graduate Awards Committee for graduate students upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

CAPSTONE AWARD* (NEW-UG)

One or more awards of at least \$2,000 each are given to undergraduate students who have fourth-year standing and are in either the Major: Combined Computer Science and Mathematics or the Honours: Combined Computer Science and Mathematics program, and who are registered in Math 498 Individual Project and Seminar (or the equivalent mathematics course should this course be superseded with another).

As per the requirements for Math 498, the student must have an agreement from a faculty member from the Department of Mathematics and Statistics that they will work with the student on a research project during the upcoming Winter Session.

A student who currently holds another research award is not eligible for this award. This Capstone Award will not be given to the same individual more than once. If multiple students qualify for this award, overall grades will determine the recipients.

Selection of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Mathematics.

COMBINED COMPUTER SCIENCE AND MATHEMATICS SCHOLARSHIP* (NEW-UG)

One or more scholarships of at least \$2,000 each are awarded to academically outstanding undergraduate students entering their third year of studies in either the Major: Combined Computer Science and Mathematics or the Honours: Combined Computer Science and Mathematics program who have the highest GPA in their program. In the event of a tie, preference will be given to a student pursuing the co-op option. This scholarship will not be given to the same individual more than once.

DEAN OF SCIENCE ENTRANCE SCHOLARSHIP FOR INDIGENOUS STUDENTS* (NEW-UG)

One or more scholarships are awarded to academically outstanding Indigenous undergraduate students entering the Faculty of Science directly from a Canadian secondary school.

DREW WOLFE-FRASER MEMORIAL SCHOLARSHIP (NEW-UG)

A scholarship is awarded to an academically outstanding student entering the Faculty of Engineering from either Princess Margaret Secondary School (Penticton) or Penticton Secondary School.

MATTHEW PRENTICE ~~BURSARY~~ SCHOLARSHIP* (REVISED-UG)

One or more ~~scholarships~~ bursaries are awarded to academically outstanding students entering or continuing in the Bachelor of Music Program, and whose performance area is brass, piano or voice. Preference will be given to students with demonstrated financial need. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

MAX WALKER SCHOLARSHIP IN GEOGRAPHY* (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students in the Department of Geography.

NIMROD HUNGARIAN MOBILITY AWARD* (REVISED-UG/GS)

One or more awards are given to ~~academically outstanding~~ undergraduate, graduate or post graduate students in the field of science, medicine, technology or social sciences disciplines who are either: 1) ~~Hungarian students~~ e-Coming to study from Hungary at UVic or 2) UVic students going to Hungary to study at accredited Hungarian universities. ~~This award would include funding for a graduate fellowship exchange.~~ Selection of the recipients will be made by the Global Engagement Selection Committee. Two competitions are held each year. The deadlines for applications are 4:30 p.m. on the third Wednesday of March and November. Applications must be submitted to the Office of Global Engagement either in person to University Centre, Room B202, or by email as a single pdf document to world@uvic.ca.

OAK BAY HIGH NICK MATHERS & DYLAN JONES MEMORIAL AWARD* (NEW-UG)

Two awards of equal value shall be given to student athletes who compete on either the women's or men's Vikes Varsity Rugby teams. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coaches and the Associate Director, Sport. Preference will be given to students who are graduates of Oak Bay High School.

OPENING NIGHT SCHOLARSHIP* (REVISED-UG)

A scholarship is awarded to a ~~second year~~ theatre student entering third year with a high academic standing in first and second year theatre courses, who has distinguished ~~her/himself~~ themselves in a departmental production(s) and who is continuing in the Theatre program. Selection of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.

PHILLIPS, HAGER & NORTH GRADUATE BURSARY (REVISED-GS)

~~A bursary of~~ Up to two bursaries, totaling \$2,000, the gift of Phillips, Hager and North Investment Management, may be awarded to a graduate student in Economics. The bursary will be based firstly on the financial circumstances of those eligible and secondly on their academic standing. ~~The total amount may be divided into two awards.~~

VNHS SAMUEL SIMCO GRADUATE BURSARY (REVISED-GS)

One or more bursaries, ~~Awards of \$650~~, established by the Victoria Natural History Society from funds bequeathed for this purpose by the late Mr. Samuel Simco, are awarded to ~~one graduate~~ students pursuing graduate studies in Biology and ~~who is~~ specializing in the area of species and/or habitat conservation. Selection will be made by the Senate Committee on Awards, ~~Student Financial Aid Services~~ upon the recommendation of the Department of Biology.

VNHS SAMUEL SIMCO UNDERGRADUATE BURSARY (REVISED-UG)

One or more bursaries, ~~Awards of \$650~~, established by the Victoria Natural History Society from funds bequeathed for this purpose by the late Mr. Samuel Simco, are awarded to ~~one~~ undergraduate students pursuing undergraduate studies in Biology and ~~who is~~ specializing in the area of species and/or habitat conservation. Selection will be made by the Senate Committee on Awards, ~~Student Financial Aid Services~~ upon the recommendation of the Department of Biology.

OLTHUIS KLEER TOWNSHEND INDIGENOUS LAW SCHOLAR AWARD (NEW-UG)

One or more awards of at least \$5,000 are given to undergraduate students entering or continuing in the Juris Doctor (JD) / Juris Indigenarium Doctor (JID) program or to Indigenous students enrolling in the JD program of the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Selection of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

GOLDSTREAM HATCHERY EDUCATION BURSARY (NEW-UG)

One or more bursaries are awarded to undergraduate students in the Department of Biology.

WILSON S.C. LAI SCHOLARSHIP (NEW-UG)

Five scholarships of \$15,000, payable at \$5,000 per year for three years, will be awarded to academically outstanding undergraduate students entering the University of Victoria from a Canadian secondary school, college or university, and who have demonstrated financial need. Selection will be based on academic excellence, breadth of interest, and leadership qualities.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.5/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full time study for a maximum of two years. A student whose grade point average falls below 7.5/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.5 or higher in the two terms. Any student who takes either a co-op, work experience work-term, or academic units for more than one term may forfeit their scholarship.

LEE HAYES SCHOLARSHIP AWARD* (REVISED-UG)

An award scholarship is awarded given to an undergraduate student in the Peter B. Gustavson School of Business who demonstrates good work habits and organizational skills and has a GPA lower than 7.0. Applicants must submit a 1000-word letter (maximum 1,000 words) to the Peter B. Gustavson School of Business by April 30 detailing their commitment to their educational and career goals. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. The essay must be submitted to the School of Business by April 30.

HENRY & MARIAN THIEL INTERNATIONAL BUSINESS BURSARY AWARD* (REVISED-UG)

An award-bursary will be given awarded to a Canadian academically outstanding-undergraduate student entering fourth 4th year in the Bachelor of Commerce program who has completed the Bachelor of Commerce core and who is specializing in International Business.

MT + CO. LEONARD GEORGE MEMORIAL INDIGENOUS LAW SCHOLAR AWARD (NEW-UG)

One or more awards of at least \$5,000 are given to undergraduate students entering or continuing in the JD/JID program or to Indigenous students enrolling in the JD program of the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

RATCLIFF & COMPANY INDIGENOUS LAW SCHOLAR AWARD (NEW-UG)

One or more awards of at least \$5,000 are given to undergraduate students entering or continuing in the JD/JID program or to Indigenous students enrolling in the JD program of the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

UNION CLUB SCHOLARSHIP (REVISED-UG)

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

Applicants must submit the following:

1. A cover letter (maximum 500 words) describing:
 - What led you to your leadership/volunteer activity?
 - What did you learn from this involvement?
 - How will these skills/experiences benefit you in your chosen career path?
2. Letter of support from a secondary school counsellor, principal or teacher
3. Letter of support from a supervisor of the volunteer activity

W.E. COWIE INNOVATION AWARD* (REVISED-UG)

One award is given to a graduating undergraduate student or a group of graduating undergraduate students in the Faculty of Engineering who demonstrate exceptional innovative ability via their graduating project (~~such as the BME/CENG/ELEC/SENG 499 Design Project~~) or an extracurricular student team. In the case where multiple students work on the same project, the award will be split evenly among all team members. The recipient(s) must have successfully completed all graduation requirements by April 30 of the year in which the award is being given before receiving the award. Part-time students (a minimum of 6.0 units) are eligible for this award.

PETER ZACHARY GRADUATE SCHOLARSHIP IN UKRAINIAN STUDIES* (NEW-GS)

One or more awards are given to academically outstanding graduate students in the Slavic Studies stream in the Department of Germanic and Slavic Studies whose research focuses on the Ukrainian language or culture. Approval of the recipients will be made by the Graduate Awards

Committee on the recommendation of the Department of Germanic and Slavic Studies. Part-time students are eligible for this award.

WOODWARD & COMPANY INDIGENOUS LAW SCHOLAR AWARD (NEW-UG)

One or more awards of at least \$3,000 are given to undergraduate students entering or continuing in the JD/JID program or to Indigenous students enrolling in the JD program of the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

PETER L. SMITH SCHOLARSHIP IN GREEK & ROMAN STUDIES* (REVISED-UG)

One or more scholarships are awarded to undergraduate students ~~who have completed first or second year~~ with an outstanding record in courses offered by the Department of Greek and Roman Studies; and who have registered for further courses in that department.

This scholarship is established in recognition of Peter L. Smith who, for 38 years, was a renowned and devoted teacher of Classics at Victoria College and later at the University of Victoria.

Respectfully submitted,

2018/2019 Senate Committee on Awards

Annalee Lepp, Faculty of Humanities, Chair

Anne Cirillo, President's Nominee

Wendy Taylor, Acting Registrar

Helga Hallgrimsdottir, Faculty of Human and Social Development

Donja Roberts, Acting Director, Student Awards and Financial Aid

Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies

Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee

Charlotte Schallie, Faculty of Graduate Studies

Brock Smith, Peter B. Gustavson School of Business

Ciel Watt, Alumni Association

Linda Welling, Social Sciences

Curtis Whittla, Student Senator

Kelly Clark, GSS Representative

Lauren Hume (Secretary), Student Awards and Financial Aid



Date: 17 October 2018
To: Senate
From: 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~~

REBECCA AND ESTHER LAZARUS SCHOLARSHIPS IN MUSIC: PIANO* (REVISED-UG)

~~A Two scholarships are made available by Miss Rivkah Isaacs~~ is awarded to an academically for
outstanding undergraduate pianist performers entering their third or fourth year in of the School
of Music University music program. One is to be given to a singer in memory of Rebecca
Lazarus Isaacs, and the other is to be given to a pianist in memory of Esther Lazarus Levy. In the
case of two equally gifted candidates for either or both of the above, need is to be the determining
factor. Selection Approval of the recipients will be made by the Senate Committee on Awards
upon the recommendations of the faculty members of the School of Music.

REBECCA AND ESTHER LAZARUS SCHOLARSHIPS IN MUSIC: VOICE* (REVISED-UG)

~~A Two scholarships are made available by Miss Rivkah Isaacs~~ is awarded to an academically for
outstanding undergraduate singer performers entering their third or fourth year in of the School of
Music University music program. One is to be given to a singer in memory of Rebecca
Lazarus Isaacs, and the other is to be given to a pianist in memory of Esther Lazarus
Levy. In the case of two equally gifted candidates for either or both of the above, need is
to be the determining factor. Selection Approval of the recipients will be made by the
Senate Committee on Awards upon the recommendations of the faculty members of the
School of Music.



WOMEN'S RUGBY BENEFACTORS AWARD* (NEW-UG)

One or more awards are given to undergraduate students who compete on the Vikes Women's Varsity Rugby Team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport.

ELIAS MANDEL PRIZE FOR STUDY ABROAD IN HISPANIC AND ITALIAN STUDIES * (REVISED-UG)

One or more prizes are awarded to undergraduate students ~~in the Department of Hispanic and Italian Studies~~ to assist with tuition costs and/or travel costs relating to studying abroad through courses, field schools or programs offered or recognized by the Department of Hispanic and Italian Studies. ~~The Department of Hispanic and Italian Studies will nominate the recipients of these prizes.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.

PETER LIDDELL AWARD IN HUMANITIES COMPUTING* (REVISED-UG/GS)

One or more awards are given to undergraduate or graduate students in the Faculty of Humanities who have completed a single ~~h~~ Humanities computing project that makes a significant creative or innovative contribution. Nomination forms may be obtained from the Office of the Dean of the Faculty of Humanities and must be submitted to that office by March 31st. ~~Selection will be determined by the Dean of the Faculty of Humanities.~~ Approval of the undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Humanities. Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Dean of the Faculty of Humanities.

Winning projects must fulfill the following criteria:

- The project must be done in conjunction with a course offered in the Faculty of Humanities; and
- The project must be a complete working system rather than a work-in-progress. Designs or prototypes do not qualify.

ABORIGINAL HEALTH CAREER BURSARY (REVISED-UG/GS)

One or more bursaries ~~totalling \$1,000~~ will be awarded to students of Aboriginal heritage (First Nations, Métis, ~~and or~~ Inuit) enrolled in the following health degree programs: BSN, Masters of Nursing Nurse Practitioner (NP) or PhD in Nursing. ~~in any health-related diploma or degree program.~~ Applicants must be registered in full-time studies at UVic. The delivery of the

program/course may be through either distance education or on-campus. First preference will be given to Aboriginal students from Vancouver Island. Second preference will be given to Aboriginal students from within BC. Third preference will be given to Aboriginal students from within Canada.

RITA IRWIN SCHOLARSHIP* (NEW-GS)

One or more scholarships are awarded to academically outstanding graduate students in the Faculty of Education specializing in Art Education. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Faculty of Education.

ADELINE JULIENNE DELOUME MEMORIAL SCHOLARSHIP* (REVISED-UG)

~~One or more~~ Two scholarships of \$300 each are awarded to academically outstanding undergraduate students of different genders who ~~the first year female student and the first year male student~~ attaining the highest grades in French in their first year university and who ~~intending to continue studies in French at the University of Victoria.~~ Additional awards scholarships may ~~will~~ be presented to students in the Major and Honours programs up to a total of \$2500.

DOROTHY AND ERNEST AYTON MEMORIAL SCHOLARSHIP* (REVISED-UG)

One or more ~~s~~ Scholarships of \$500 each are awarded to academically outstanding undergraduate students who have completed three units of Spanish or Italian ~~are in first or second year and~~ and who are continuing to take courses in Hispanic and Italian Studies.

PABLO CABANAS MEMORIAL SCHOLARSHIP* (REVISED-UG)

Scholarships are awarded to academically outstanding students who have taken at least three units of 300-400 level Spanish and in second or third year ~~who~~ intend to continue taking courses ~~studies~~ in Spanish at the University of Victoria.

Respectfully submitted,
2018/2019 Senate Committee on Awards
Annalee Lepp, Faculty of Humanities, Chair
Anne Cirillo, President's Nominee
Wendy Taylor, Acting Registrar
Helga Hallgrimsdottir, Faculty of Human and Social Development

Donja Roberts, Acting Director, Student Awards and Financial Aid
Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies
Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee
Charlotte Schallie, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Ciel Watt, Alumni Association
Linda Welling, Social Sciences
Curtis Whittla, Student Senator
Kelly Clark, GSS Representative
Lauren Hume (Secretary), Student Awards and Financial Aid



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 9, 2018

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 27, 2018

Subject: Proposal to Establish a Certificate in Indigenous Language Proficiency

Basis for Jurisdiction: Senate Committee on Planning meeting October 2, 2018
Senate meeting November 2, 2018

Previous Consultation: At its meeting on November 2, 2018, Senate approved and recommended that the Board of Governors approve the proposal to establish a Certificate in Indigenous Language Proficiency. This proposal was approved by the Senate Committee on Planning on October 2, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a certificate in Indigenous Language Proficiency, as described in the document "Certificate in Indigenous Language Proficiency", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Strategic Relevance

There is a recognized and urgent need to support the survival of Indigenous languages both provincially and nationally. Indigenous communities are seeking ways to create new speakers and provincial Indigenous organizations are developing proficiency programming with post-secondary institutions. In response to the Truth and Reconciliation Commission, the Federal government is undertaking legislation around promotion and support for Indigenous languages.

Indigenous Education is a new department at UVic, leading the way in Indigenous language programming and research. With the inclusion of expertise from the Department of Linguistics, the Indigenous Education Department is perfectly situated to further meet the needs of Indigenous communities by offering this one-year Certificate in Indigenous Language Proficiency (CILP).

The proposed certificate aligns with the UVic Strategic Framework goal of developing programs of education and research directly relevant to the First Peoples of Canada. It will increase recruitment, retention and success of Indigenous students and support transition and pathways to university. The CILP will “Foster Respect and Reconciliation” by increasing opportunities for Indigenous student access and aligning with Indigenous community needs and priorities, as well as UVic in meeting the calls to action in the Truth and Reconciliation Commission including the call to create university and college programs in Aboriginal languages.

Overview/nature of the Certificate

The proposal formalizes 10 existing courses into a one-year Certificate in Indigenous Language Proficiency. It will create a certification that parallels others, meets demand within the province to build language speakers, increases access to Indigenous learners, and ladders into further educational pathways.

The certificate will be community-based, delivered in partnership with individual Indigenous communities, and ladder into the existing Diploma and Bachelor of Education in Indigenous Language Revitalization currently offered in the Department of Indigenous Education.

Alignment with the university’s mission and strategic plan

The program will align with the university’s mission in the following ways:

1. Attracting and successfully guiding Indigenous students through UVic programming
2. Increasing opportunities for marginalized students to attend and succeed at UVic
3. Developing programs of education and research directly relevant to the First Peoples
4. Fostering respectful reciprocity by aligning with Indigenous community needs and priorities
5. Supporting UVic to meet the calls to action in the Truth and Reconciliation Commission, including creating university and college programs in Aboriginal languages.

Senate/academic considerations:

- These programs at UVic have been serving Indigenous communities in their fight to retain their languages in the face of historical and ongoing colonization.
- The proposed Certificate, specific to language proficiency, builds on the strengths of current UVic faculty, staff, research and programming.
- There are no new courses required.

Demand and availability

There is a high demand for proficiency-building certificates in the province, as most communities seek to increase the number of speakers. No one institution can meet all the demand. There is currently a waitlist for our Diploma in Indigenous language Revitalization with the language proficiency path as year one.

Resource implications (including resource plan, revenue and expenditure implications)

Indigenous Education has resources to support the CILP. If the demand is higher than we expect, there may need to be an increase to the FTE of the language program assistant's appointment. Indigenous language programs have a unique funding agreement that provides partial tuition recovery for community-based deliveries. Community partners and external funding opportunities provide support for additional staffing and cultural support needs, as well as provide space off-campus. There would be no additional resource implications for Linguistics or Continuing Studies.

Other relevant factors (including impact and outcomes)

The direct outcome of the Certificate will be increased Indigenous language proficiency in adult learners. Known impacts of language proficiency building, especially through mentorship programs (which are an important component of the CILP) include cultural and spiritual health and healing, increased health, rebuilding of intergenerational relationships, and creation of community leaders.

Attachment(s): Proposal to Senate, dated October 16, 2018, to establish a Certificate in Indigenous Language Proficiency.



Date: October 16, 2018
To: Senate
From: Senate Committee on Planning
Re: Proposal to Establish a Certificate in Indigenous Language Proficiency

At its meeting of October 2, 2018, the Senate Committee on Planning considered a proposal to establish a certificate in Indigenous Language Proficiency, as described in the document “Certificate in Indigenous Language Proficiency”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a certificate in Indigenous Language Proficiency, as described in the document “Certificate in Indigenous Language Proficiency”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

Certificate in Indigenous Language Proficiency

Dean's Name Ralf St. Clair	Signature Dean: Signed Sept 10
Contact Name and Number: Aliki Marinakis	721-7855
Date approved by Department: Sept 10	Head: Dr. Jean-Paul Restoule, Chair Signed Sept 10
Date approved by Faculty:	Dean or Faculty Chair: Dr. Ralf St. Clair, Dean



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A. Identification of new Undergraduate Certificate

Name, Location, Academic units (Faculties, departments, or schools) offering the new Certificate	Certificate in Indigenous Language Proficiency, (CILP) will be located within the Department of Indigenous Education, Faculty of Education in partnership with Department of Linguistics, Faculty of Humanities and the Cultural Management Programs, Division of Continuing Studies .
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Anticipated Certificate start date	May 2019
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Name, title, phone number and e-mail address of contact person	Aliko Marinakis, Indigenous Language Programs Manager 721-7855 ledlang@UVic.ca
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B. History and context of the Undergraduate Certificate

British Columbia sits within a rich and diverse heritage of Indigenous languages and cultures. Approximately 60% of all Indigenous Languages in Canada are spoken in BC. These languages are spoken in 203 different communities and all of them are in danger of becoming extinct. There are five language families within British Columbia alone: Wakashan, Dene, Salish, Tsimshian, Algonquian, and two language isolates, Xaad Kil and Ktunaxa, with 40 distinct languages and 70+ dialects. (In comparison, there are only three language families in all of Europe.) The University of Victoria is located in one of the most linguistically diverse areas of the world.

There is a recognized and urgent need for direct action supporting the survival of Indigenous languages both provincially and nationally. The only way to guarantee language survival is to ensure new speakers are being created. Almost all of the 34 distinct languages in BC will face the loss of their last generation of fluent speakers within a decade. Here on the territory of the SENĆOŦEN and Lekwungen speaking people, where UVIC sits, there are fewer than 4 fluent (first language) speakers left.

The existing Certificate in Aboriginal Language Revitalization at UVic focuses on language revitalization strategies and theories, but only requires one language course. This proposal is to add a second option, a series of first-year courses making up a pathway called the Indigenous Language Proficiency Certificate (CILP), which will provide six language courses and three courses that support language learning. This proposal is a request to recognize a new credential: a Certificate in Indigenous Language Proficiency. This will add yet another unique laddering option that will better serve the Indigenous communities with whom we work. It will also increase the successful student completion rate, increase employability of Indigenous people, and produce more certified language assistants for immersion schools –needs that we are well placed to meet. With the CALR and CILP as available programs, communities can choose to prioritize revitalization strategies and theories, or proficiency building.

UVic has a strong history of supporting Indigenous languages and working across faculties and programs to do so in creative, responsive, and effective ways. The proposed certificate is based on a rich history of successful language teaching, linguistics and research at UVic dating back to 1974 and continuing to today.

- The Faculty of Education cooperated with the Department of Linguistics in the 1970s to implement the Native Indian Language Diploma Program (1974), taught largely by linguists working directly with Indigenous language speakers, followed by the Native Indian Language Teacher Training program (1980).
- In 2003 the Faculty of Education responded to a need for Indigenous Language teachers with a Developmental Standard Term Certificate (DSTC), a community-based pilot project in partnership with the school district and Indigenous language communities in the Campbell River area. The DSTC (a temporary provincial teaching certificate) served as a catalyst for the development of the Diploma and Bachelor of Education in Indigenous Language Revitalization.
- The award-winning Certificate Program in Aboriginal Language Revitalization (CALR) (with pending name change to Certificate Program in Indigenous Language Reclamation CILR), offered through the Division of Continuing Studies and the Department of Linguistics, in partnership with the En'owkin Centre, Okanagan Nations, began in 2004. This community-based credential is focused on the develop of knowledge and skills for Indigenous language reclamation.
- Community cohorts have two options for their first year: the CALR, or a series of courses that focus on proficiency building. Both paths lead into the second year of the Diploma in Indigenous Language Revitalization, which in turn ladders into the BEd ILR.
- The Diploma (DILR) and Bachelor of Education in Indigenous Language Revitalization (BEd ILR), administered within the Faculty of Education, began in 2011. The BEd ILR leads to K-12 teaching certification, while providing laddered steps and options for students and communities to focus on different areas of language revitalization along the way.
- The Graduate Certificate and Master's Degree in Indigenous Language Revitalization (MILR) began in 2012. Also a partnership between the Department of Indigenous Education and the Department of Linguistics, one goal of this program is to have graduates return to their communities and teach in language programs. We see this vision becoming a reality.

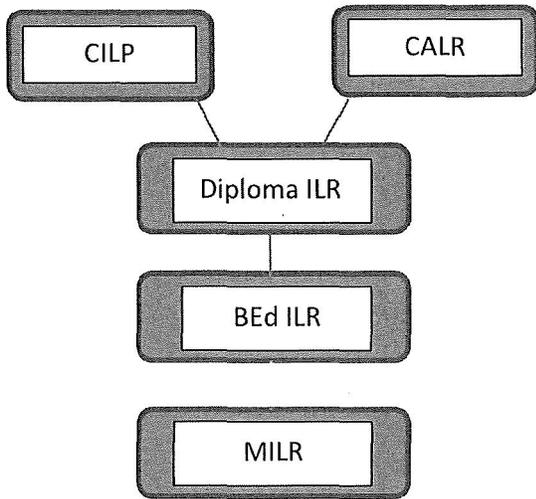
Language communities are seeking ways to create new speakers, and adult language learning is increasing in almost all areas of the province according to the new "Report on the Status of B.C. First Nations Languages 2018" published by the First Peoples' Culture Council.

The courses proposed here for the Certificate in Indigenous Language Proficiency (CILP) within UVic already exist and are successfully delivered as a first-year proficiency path within the Diploma in Indigenous Language Revitalization, which in turn ladders into the BEd ILR. The Department of Indigenous Education (IED) has the teaching expertise, the courses and the delivery experience to easily offer the CILP credential. IED began delivering language courses in collaboration with the Department of Linguistics in 2003. We now have three series of courses, cross-listed with Linguistics, that focus solely on building language learning, as well as a course specific to how to be a successful language learner. The collaborative relationship among the Faculties of Humanities, Education and the Division of Continuing Studies has supported many successful deliveries of courses and programs in Indigenous Language Learning and Indigenous Language Revitalization, and all three partners support the creation of the Certificate in Indigenous Language Proficiency.

A community-initiated evaluation of the BEd ILR in 2014 produced a number of recommendations for improving student experiences, and meeting program outcomes. One significant recommendation suggested more fully embedding language acquisition throughout the program.

The strong rationale for the proposed Certificate is that it meets community needs and requests, and it has very different learning outcomes from the existing CALR program. For a comparison of learning outcomes, please see Appendix A.

Please see a visual of how the Indigenous Language Revitalization (ILR) programs at UVIC will ladder together, providing potential for indigenous language communities or individual students:



C. Aims, goals and/or objectives

Goals

A certificate in proficiency building is an important contribution to Indigenous language revival and language revitalization, because the only way to ensure languages' survival is to ensure there are people speaking them. The proposed Certificate seeks to:

- meet the demand from Indigenous communities to learn and speak their languages;
- increase the number of speakers becoming proficient in Indigenous languages;
- contribute to the reversal of language shift and contribute to the cultural and linguistic health and well-being of Indigenous communities in BC;
- provide certification and meaningful education for Indigenous students that will draw them to UVic and provide a new pathway for success that ladders into further credentials;
- increase opportunities for reconciliation through respectful educational partnerships with Indigenous communities;
- address, implement and respond to the applicable calls to action of the Truth and Reconciliation Commission and the goals of UVic's Indigenous Plan and Indigenous Education Department;
- continue to lead in Indigenous educational programming, setting an example for proficiency and language revitalization programming for other post-secondary Institutions in Canada.

Distinctive characteristics of the proposed Certificate are:

1. It is unique in its focus on the learning and acquisition of Indigenous language as the primary outcome.
2. It meets a need within BC Indigenous language communities to increase the number of speakers and learners of the languages.
3. The delivery is community-based and draws upon partnerships and local Indigenous expertise.
4. Much of the coursework is experiential and is situated in the lands where the languages are spoken.

5. It provides further programming choices for Indigenous communities who may have limited resources to support longer programs.
6. It increases accessibility for Indigenous students.
7. It provides another ladder step option toward the Diploma in ILR and the B.Ed. in ILR, and an opportunity for successful program completion by offering a new focused path for Indigenous community partners whose main priority is language proficiency building.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

The proposed Certificate responds directly to the UVic Indigenous Plan, Goal and Actions # 1 of Strand 1, that details our university's commitment to increasing educational access, relevance and success for Indigenous students. And in keeping with the UVic's Strategic Framework, the proposed Certificate "Fosters Respect and Reconciliation" by aligning with strategies 4.2, 4.3 to increase opportunities for Indigenous student access and developing new paths, as well as aligning with Indigenous community needs and priorities. It further supports strategy 4.1, in meeting the calls to action in the Truth and Reconciliation Commission including the call to create university and college programs in Aboriginal languages. The proposal also aligns with the UVic Strategic Framework point 4.5, which has the goal of fostering partnerships with Indigenous Communities of Canada. A key stated goal of both the Indigenous Plan and the UVIC Strategic framework is to increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university.

Target audience, student and labour market demand

The target audience is Indigenous community members who are interested in learning their language, as well as Indigenous students who are interested in working in educational or cultural settings where language knowledge is an asset.

Students who are attracted to our community-based language programs are often different from students who would enroll on-campus. Community-based students would often not otherwise consider post-secondary education, but are led to us by their passion for language and cultural revitalization, or their desire to connect to their own roots, and seek an education that is culturally and situationally relevant.

One important reason for seeking a Certificate as the year one of our Diploma is to provide a successful exit opportunity for students who are not interested or able to pursue a longer credential like a diploma or degree, but are still committed to learning their language. The proposed Certificate would also serve as a less intimidating first step for Indigenous students who can face tremendous barriers to pursuing post-secondary education. We anticipate the proposed Certificate will boost confidence and open doors into future post-secondary programming for Indigenous students.

There is a strong labour market demand for graduates. For example, two of our current partner communities plan to hire all the graduates of the programs to support the language work in language nests and immersion schools. Communities and employers are in need of language assistants who can speak enough of their language to stay ahead of the children who are learning in the schools and daycares.

Our Diploma ILR program currently has a waitlist of interested community partners.

Student recruitment happens at the community level with the support of UVic staff. When communities approach UVic they already know they have enough interest and demand to run language programming within their community. Usually cohorts begin with 18-30 students. The administration of each cohort is different and responsive to the needs of that particular community. Student retention and success are addressed in the following ways:

1. Connecting students to Elder speakers as language mentors and language teachers for language and cultural support;
2. Working with communities to design delivery times and locations that work best for students and their cultural and logistical contexts;
3. Designing effective, experiential and culturally connected course content;
4. Carefully selecting instructors within, and external to, partnering communities because quality of instructors and instruction contributes greatly to the success of the participants.
5. Providing community supports as well as university supports to address student concerns or difficulties.
6. And finally, we hope that students will gain confidence from each stage of laddering programming (certificate, diploma and Bachelor of Education), proving they can succeed in post-secondary education.

We have methods of promoting and sharing our program news through the IED website, shared UVic Language Revitalization programming website, provincial conferences like the First Nations Education Steering Committee, and international conferences like the Stabilizing Indigenous Language Conference, as well as through our brochures, newsletters and word of mouth.

D. Admission requirements

Normally, students will go through the admission process as a cohort. The nature of community-delivery is to be as inclusive as possible. When a new cohort is ready to be admitted, Indigenous Education works with Admissions to ensure an understanding of the circumstances, keep track of student applications and determine if or when students can be admitted to UVic either through the regular application process or through Special Access. Often the program will conduct entrance interviews or require essays to help determine suitability. The GPA minimum to remain in the program is consistent with that of the Faculty of Education.

Transfer possibilities will be unusual, and will be dealt with on a case by case basis. UVic is currently working with SFU to determine possibilities of block transfer between our undergraduate language revitalization programs. There is a recent Memorandum of Understanding between the two institutions to mutually support language revitalization programming at all levels. This agreement is included in Appendix B.

E. Areas of specialization and evidence of adequate faculty complement

Although there is an adequate complement of faculty at UVic, much of the instruction of these programs will be done by sessional instructors, selected from the linguistic and cultural communities of the different cohorts of students. This is due to the language expertise that is held in communities, and the growing number of MILR graduates within our community partnerships who are credentialed and linguistically knowledgeable.

There are currently five Indigenous faculty members in Indigenous Education with an area of specialization necessary for these programs, and several faculty members in the Department of Linguistics who specialize in different Indigenous Languages throughout BC, and language teaching and learning.

In the Department of Indigenous Education:

- Dr. Trish Rosborough is a provincial leader in language revitalization, and focuses her research and teaching on Indigenous Language learning and Indigenous Language Revitalization within community-based settings;
- Dr. Onowa McIvor is a recognized national expert on Indigenous language revitalization, and is the Principal Investigator on the largest research project in BC focusing on Adult Indigenous Language Learning;
- Dr. Carmen Rodriguez de France specializes in teacher education, Indigenous knowledge and early childhood education.
- Dr. Nick Claxton, whose research focuses on revitalizing traditional Indigenous practices and the relationship between Indigenous languages, lands and ecology;
- Dr. Jean-Paul Restoule, whose research focuses on Indigenous student success, identities, and Indigenous Education pedagogies and practice.

In the Department of Linguistics:

- Dr. Sonya Bird is a phonemicist who focuses on Dene and Salish languages with language revitalization projects;
- Dr. Ewa Czaykowska-Higgins, a phonologist and Dr. Tom Hukari, Professor Emeritus, both focus on Salish languages and community-based research in the context of language revitalization;
- Dr. Leslie Saxon is a syntactician who focuses on Dene languages and revitalization of Tł'icho;
- Dr. Su Urbanczyk is a morphologist who focuses on revitalization of Wakashan and Salish languages;
- Dr. Li-Shih Huang and Dr. Hossein Nassaji, are both specialists in language acquisition, assessment, and teaching;
- Dr. Megan Lukaniec focuses on Iroquoian languages (especially Wendat); language reclamation; and language documentation.

F. Curriculum design

The courses that will make up the proposed Certificate in Indigenous Language Proficiency (CILP) already exist in the UVic calendar and are currently delivered within the Diploma in Indigenous Language Revitalization. Three of the ten courses will be parallel to the Certificate in Indigenous Language Revitalization (CALR). CILP will be delivered through the Department of Indigenous Education and will continue and expand the partnership with the Department of Linguistics.

The courses we are proposing for the Certificate in Indigenous Language Proficiency are:

- 1.5 units of IED 157 Learning to Learn: Supporting Indigenous Language Learning,
- 3.0 units of IED 158 Indigenous Language Mentorship;
- 1.5 units of IED 156 Self-Directed Immersive Language Learning,
- 4.5 units of IED 159 Indigenous Language I,
- 1.5 units of LING 181 Introductory Linguistics for Language Revitalization,
- 1.5 units of LING 182 Language Learning, Language Revitalization and Social Action,
- 1.5 units of electives: One additional course (as chosen by community partner) from: IED 199, IED 187, IED 156, IED 258
- Total of 15 units.

While there is some course overlap with CALR (30%), a key distinction between the two pathways is the proposed certificate has a deep focus on learning Indigenous language *with the goal of producing proficient beginner speakers* rather than the theories and practices behind working to revitalize Indigenous languages.

Recommendation #16 of the Language and Culture Calls to Action of the Canadian Truth and Reconciliation Commission was for post-secondary institutions to create more programming in Indigenous languages. This is an opportunity to respond. The CALR program serves an important need in enabling language revitalization to be undertaken in communities, but this new certificate will serve a different need – starting the process of creating new fluent speakers. The CALR only requires one language course and it does not include language learning as a core outcome. The core outcome of the proposed CILP is successful language learning.

Program delivery can be full-time or part-time and is done in a community-based setting. Each cohort is planned and scheduled according to the needs and requests of the community partnership. A minimum of three courses are offered each term to ensure an immersive experience and adequate language exposure.

Course delivery is done face-to-face within each language community. Some deliveries (usually in very remote communities) use intensive face-to-face delivery, where they only meet two or three times a term, for intense periods, and in those cases, we use CourseSpaces to maintain ongoing connection between the instructor, students and course content between sessions.

IED 158 courses and IED 156 courses have significant experiential learning components which require students to do up to 100 hours of work with language mentors or within specific and contextual language domains.

Linkages between the learning outcomes and the curriculum design

The learning outcomes of the proposed Certificate are:

- Minimum of novice (high) comprehension of Indigenous language
- Minimum of novice (high) production of Indigenous language
- Primary understanding of how language is learned
- Understanding of successful principles and practices in Indigenous language maintenance and revitalization
- Understanding and application of individualized language learning strategies and path
- Personalized learning leading to increased proficiency throughout multiple language domains
- Exposure to practical application of the skills and theories learned
- Basic knowledge of the sound, word, and sentence patterns of the language

The main goal of the program is a significant increase in each student's language proficiency to a minimum of high novice according to American Council of the Teaching of Foreign Languages. One main element of the program is personalized learning whereby students undertake strategies to reach personal language learning goals, which include continual goal setting and meeting.

The pedagogical plan for delivery of these courses is to always offer IED 157, IED 158 and 159, together in the first term, usually along with LING 181 or LING 182. There are always at least two language courses offered each term, and all the other course content supports and provides opportunities for students to implement the learning strategies and tools within their own language acquisition process. There are three series of language learning courses that each provide complementary (and distinct) language learning methods and practice.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

The delivery and coursework of the proposed CLIP is embedded in the language contexts and revitalization activities of the communities with whom we partner. The IED 158 Indigenous Language Mentorship and IED 156 Self-Directed Immersive Language Learning courses draw upon and mutually support language resources and activities in the communities. While there is no practicum, the courses are highly connected to community programming. Courses are experiential because they are working with community resource people outside the classroom as well as inside, and they often take place in both natural and language teaching settings. By participating in immersion language contexts like school classrooms or language nests, and participating in National Indigenous Peoples Day activities, First Nations Assemblies, etc, they are contributing to the overall health and development of Indigenous language and community.

There is no residency requirement, as it is a community-based program. Often communities choose to come to UVic for an initial launch and program orientation. The anticipated time to completion is one-year full time study, unless specially negotiated to be delivered in a part-time schedule. Policies on student evaluation will follow existing policies of the departments and faculties involved.

Indigenous language revitalization and Indigenous adult language learning are growing fields of research. Many of the instructors who will teach in these programs will be directly integrating their research into their teaching. Our plans for integration of teaching and research include selecting instructors based partly on their research interests coinciding with course topics. The Faculty Program Lead, Trish Rosborough, actively integrates her research on the teaching and learning of Indigenous languages within the program.

All courses in the proposed Certificate not only incorporate Indigenous content and perspectives, but also situate all the learning in Indigenous contexts.

G. Enrolment plan for the length of the Undergraduate Certificate (Include a table of anticipated annual intake and graduates including those in any existing certificates)

The Certificate can be delivered as a stand-alone program, or as part of the long-term laddering program resulting in a BEd ILR degree. This laddering depends on the goals of the partner community. With current demand and capacity in our unit, it is anticipated that we can run three community-based programs at a time, at least one of which will be the proposed CILP. Often community partners will offer repeating deliveries of the program. Below is an estimation of a five-year enrollment plan for the certificate. Certain partnerships would be delivered part time, but most would be delivered full time. We expect an annual enrollment of 18-20 students with a graduation rate of 90%.

	Partnership development	Student Recruitment	Onboarding	Retention	Completion/ CILP Graduation
Fall 2018	W'SANEC (WS) begins their Diploma ILR in September, and would like a laddered Certificate as step 1 Nuu-chah-nulth (NCN) has current cohort of 30 DILR students and want laddered Certificate as step 1	18 students to start in September 2018	18 WS students	Retention of 30 Nuu-chah-nulth students	
Fall 2019	Tahltan will complete their Diploma ILR program W'SANEC program will continue Nuu-chah-nulth program will continue Dehcho First Nations requests new Delivery of Certificate or Diploma	20 students in Dehcho		16 WS students Explore options to ladder current cohorts into BED ILR	25-30 NCN Certificate students first graduating class June 2019
Fall 2020	Nuu-chah-nulth requests new delivery of Certificate Ktunaxa requests new delivery of Certificate	20 Nuu-chah-nulth students 20 students in Ktunaxa territories	18 students in Dehcho	17 WS students	17 WS students graduate
Fall 2021	W'SANEC requests new delivery of Certificate	18 new WS students	18 NCN students & 18 Ktunaxa students		17 students in WS
Fall 2022	Tahltan requests delivery of Certificate	18 Tahltan students to be recruited	18 new WS students	17 NCN students & 17 Ktunaxa students	17 students in Dehcho
Fall 2023	Kwakwakawa'kw nations request delivery of Certificate		18 Tahltan students		17 NCN students & 17 Ktunaxa

H. Funding plan for the length of the Undergraduate Certificate

The funding of this program is through a combination of external funds, community-partner contributions and base university funding. Funding plans will differ slightly depending on each community partnership, their financial situation and the ability to procure external funds. Managing and budgeting for this program is the responsibility of Indigenous Education in the Faculty of Education. IED language programs have a unique funding agreement that provides partial tuition recovery for community-based deliveries.

Two protocol agreements are included in Appendix B, which address aspects of revenue sharing for those LING courses offered through these programs, as well as communications and administrative issues. These protocol agreements exist between IED, the Department of Linguistics, and Cultural Management Programs within the Division of Continuing Studies, and will be updated once the CILP is approved.

Currently funded Faculty and Staff:

Indigenous Education has a faculty complement of 4 regular, full-time Faculty, and one limited term teaching Faculty member. Separate to this proposal, IED is in the process of completing two new faculty hires; one will be a regular, tenure track position, and the other is a limited two-year term position specifically to support the Indigenous language programs. There is also a staff of three full-time positions within the Department of Indigenous Education: a 1.0 FTE Assistant to the Chair and a 1.0 FTE Administrative Officer, as well as the 1.0 FTE Language Programs Manager, and 0.5 FTE Program Assistant who directly serve the language programs. There will also be an Indigenous Resurgence Coordinator in the Department.

Resources required:

Indigenous Education is well positioned to support this credential and would not require additional university resources to do so. Our department is new and growing, and so new resources will be necessary as we increase our program delivery, but this proposed program will have very little impact on those resource needs.

It is possible that the demand for the certificate may be greater than expected, and if we were to offer more than one Certificate delivery/year we may explore with LING and Continuing Studies alternative ways to offer the Certificate more frequently, or seek additional resources such as an increase in the Language Programs Assistant position FTE from 0.5 to 1.0.

The courses in this Certificate are already currently offered regularly as a part of the Diploma in Indigenous Language Revitalization. We anticipate most or many of our future partners who will seek this Certificate will be communities with whom we have worked with in the past, and so will be familiar with the UVic processes. This will help offset the work load of launching a new cohort every year.

The language mentorship component of the program is expensive and requires contributions from external funding agencies and community partners in order to ensure fluent elder speakers are paid for their time as mentors when students undertake IED 158 courses that required up to 100 hours of language mentorship time. This is, therefore, not a resource impact at UVic. Mentors are employed alongside sessional instructors, or faculty members.

Resources required for space:

There is no additional requirement for space as the programs are community-based and are delivered off campus.

Resources required from Library:

There will be no additional resources required from the library, as there is no library research component to this Certificate and most of the resources utilized are language specific and come from each language community.

Please see Appendix E for evidence of consultation with librarian as well as other UVIC consultations and endorsements.

I. Related Certificates within UVic or other British Columbia post-secondary institutions

Postsecondary Institution	Program	Courses
Simon Fraser University (SFU)	First Nations Language Proficiency Certificate Squamish Language Program (partnership between SFU and Kwi Awt Stelmexw)	27 unit certificate (9 courses)- 6 core courses + 3 electives
University of Northern British Columbia (UNBC)	First Nations Language Certificate	10 courses (includes academic English and other courses, only ½ pertain to language learning directly)
University of the Fraser Valley (UFV)	Intermediate Certificate in Halq'emeylem (partnership with the Sto:lo Nation)	4 courses
Nicola Valley Institute of Technology (NVIT)	Indigenous Languages Program	1 st Year Certificate, 2 nd Year Diploma, 3 rd Year Advanced Diploma in Indigenous Language Teaching
Capilano University	Lil'wat Nation Language and Culture Certificate Sechelt Nation Language and Culture Certificate Squamish Nation Language and Culture Certificate	4 terms part-time

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

Please see Appendix E for letters of support from

- Kendra Underwood, Adult Centre Director, W'SANEC School Board (current language partnership)
- Dr. Marianne Ignace, Director of the First Nations Language Program, Simon Fraser University
- Dr. Judy Thompson, UNBC Professor and Tahltan Community partner
- Aliana Parker, Language Programs Manager, First Peoples' Culture Council
- Quuquuatsa Language Society, Port Alberni BC (current language partnership)
- Email from Dean of Humanities
- Email from Chair of Linguistics
- Email from Student Recruitment
- Email from Dean of Continuing Studies

Proposal for a Certificate in Indigenous Language Proficiency
July 2018
Appendices

Appendix A

Comparison of CALR outcomes and Proposed Certificate in Indigenous Language Proficiency Outcomes.

Learning outcomes for the (proposed) Certificate in Indigenous Language Proficiency:

- Minimum of novice (high) comprehension of Indigenous Language
- Minimum of novice (high) production of Indigenous language
- Primary understanding of how language is learned
- Understanding of successful principles and practices in Indigenous Language maintenance and revitalization
- Understanding and application of individualized language learning strategies and path
- Personalized learning leading to increased proficiency throughout multiple language domains
- Exposure to practical application of those skills and theories learned

Learning outcomes for the (existing) Certificate in Aboriginal Language Revitalization

CALR serves Indigenous and other students who have an interest in working with communities in order to preserve Indigenous languages, and to revitalize the use of these languages to strengthen cultural identity. You will:

- Learn foundational knowledge and skills in linguistics that are needed to undertake language preservation and revitalization work.
- Build knowledge and skills in language preservation, revitalization, and cultural resource management principles and practices.
- Develop your ability to analyze language preservation issues relevant across Indigenous cultures and specific to your own communities.
- Enhance your capacity to develop responsive strategies and programs designed to preserve and revitalize Indigenous languages.
- Earn a comprehensive and respected certificate.
- Create a foundation for subsequent academic studies in related areas, such as education, cultural resource management and linguistics.

**Proposal for a Certificate in Indigenous Language Proficiency
July 2018
Appendices**

Appendix B

Agreements to indicate administrative partnership within UVIC and support between institutions

Three agreements are included here:

- Protocol agreement between Department of Indigenous Education and Department of Linguistics (to be updated once the CILP is approved)
- Protocol agreement between the Division of Continuing Studies, the Department of Linguistics and the Department of Indigenous Education (to be updated once the CILP is approved)
- An MOU between SFU and UVIC regarding indigenous language programming

Protocol Agreement

Between:
Indigenous Education, Faculty of Education
and
the Department of Linguistics, Faculty of Humanities
at the University of Victoria

NOTE: This agreement addresses the delivery of LING courses within the Indigenous Education language programs. A separate agreement exists between Indigenous Education (IED), Department of Linguistics, Faculty of Humanities, and Cultural Management Programs, Division of Continuing Studies to address the delivery of the full Certificate in Aboriginal Language Revitalization (CALR) (Option A) within IED language programs, as well.

Overview

The Diploma and Bachelor of Education programs in Indigenous Language Revitalization make use of certain courses in Indigenous Language and Linguistics. The purpose of this document is therefore to outline protocol, procedures and communication lines for cooperative delivery of the Indigenous Language and Linguistics courses within these programs.

There are two options in the Diploma program, leading to the Bachelor of Education in Indigenous Language Revitalization. The administration of these two options is outlined in the separate protocol agreement between Indigenous Education and the Division of Continuing Studies:

- **Option A** involves the delivery of the CALR program in its entirety as year 1. The CALR program will be delivered in full by the CALR program in that situation, receiving the tuition recovery, with the LING department receiving the EETs.
- **Option B** is focused on language proficiency building, and includes specific LING courses, but does not include the entire CALR program. In this case, IED is responsible for the delivery and administration of the LING courses, by permission of the Department of Linguistics and in consultation with Continuing Studies. (This currently includes LING 181, LING 182, and elective courses that may include any other CALR course, as well as an upper-level LING course such as LING 401, 403, 405 or 450 within the Bachelor of Education in Indigenous Language Revitalization.

Historically the IED programs incorporated numerous LING courses, which were language courses. The Indigenous language courses in the LING/IED *59 and *58 series are now cross-listed, so they no longer need to be included in this agreement. When they are offered as IED courses, they are administered and funded through IED, and IED receives the EETS and the tuition recovery. When they are offered as LING courses, the LING department receives the EETS.

This agreement outlines how the cost of delivery of LING courses within the Indigenous Education language programs will be addressed. This agreement also outlines process for addressing course content, clear communication protocols, and administrative roles in the delivery of these courses.

1. Course content & curriculum:

Any developed curriculum for relevant courses will be shared between the Linguistics Department and the Indigenous Languages Revitalization Degree programs, including the language courses in the cross-listed language courses (IED/LING *58 & *59).

2. Delivery:

The LING courses, when administered through IED, will be delivered in community. Most delivery will be face-to-face, but certain courses may be delivered as online courses, or with a virtual component when possible.

Delivery Coordination:

- Organization of delivery will be executed through IED
 - for example, course requests, scheduling, room booking, text book ordering, instructor support, student support, etc.
- Course registration and grade submission will be the responsibility of IED
- In exceptional circumstances (when advantageous to both programs), the IED Language Programs Coordinator will work together with the Department of Linguistics to provide opportunities for shared offerings of LING courses.

3. Administration:

The administration of the LING courses, when offered through IED, is the responsibility of the Director and Language Programs Coordinator of Indigenous Education. IED will consult with the Chair of Linguistics, and keep partners apprised of the delivery situation with term updates.

- For all LING courses offered in IED programs, instructors will be recruited, screened and shortlisted by the Director and Language Programs Coordinator in IED, in consultation with the community partners, but must be approved and signed by the Chair of the Department of Linguistics. The Chair of Linguistics will be notified when recruitment of an instructor is taking place. Once recruitment is complete, CV's and appointment forms will be sent to the Chair of Linguistics for approval.
- Instructor selection for the upper level LING elective (LING 405, 401, 403, or 450) will be made jointly between the Department of Linguistics and IED, when this course is being offered to a B.Ed. cohort through IED.
- Overseeing the coordination and delivery of the program and cross-listed IED/LING courses will be the responsibility of the Director of IED.
- Daily coordination of the program will be the responsibility of IED Language Programs Coordinator.
- Grade submission will be the responsibility of IED, but Language Programs Coordinator will work with the LING department to ensure timely submission. Once grades are submitted, approval is requested by the Chair of Linguistics.

4. Communications:

In order to ensure clear and respectful communications between the two units with regards to the LING courses within the Indigenous Language Programs, the following outlines the process of consultation:

- New partnerships:
 - IED is likely to receive on-going interest in the Language Revitalization programs. Once negotiation with a community becomes more serious (ie. Request to apply jointly for funding, development of an MOU) the following partners will be notified: Academic Advisor and Program Coordinator of CALR, the designated Linguistics-IED Faculty Liaison and the Chair of Linguistics Department.
- The Language Program Coordinator in IED will work with the CALR Program Coordinator as outlined in the CALR-IED protocol agreement.
- The IED Language Program Coordinator will provide brief term updates to the CALR Program Coordinator, the Academic Advisor to CALR, the designated faculty liaison and the Chair of Linguistics during years one and two, as related to the offering of the LING courses within each partnership. During years 2-5, term updates will be sent to the designated LING faculty liaison to the IED program as well as the Chair of the Department of Linguistics
- The IED Language Program Coordinator will communicate as necessary with the designated faculty liaison to the IED program and/or the Chair of Linguistics as appropriate regarding relevant information such as course

Protocol Agreement

Between:
Indigenous Education, Faculty of Education,
Department of Linguistics, Faculty of Humanities,
and
Cultural Management Programs, Division of Continuing Studies
University of Victoria

Introduction

Our shared goal as collaborators is to provide educational programs of the highest quality to support Indigenous language revitalization in a provincial, national, and international context.

Involved Parties

The Certificate in Aboriginal Language Revitalization (CALR), developed and delivered in partnership with the En'owkin Centre of the Okanagan Indian Educational Resources Society, the Department of Linguistics, and the Division of Continuing Studies (DCS) at the University of Victoria (UVic), is administered through Cultural Management Programs in the Division of Continuing Studies.

The Department of Linguistics (LING), in the Faculty of Humanities, participates as a full partner in the CALR, and provides the Academic Advisor for the program. The Department of Linguistics is the academic home of the CALR program.

Indigenous Education (IED) in the Faculty of Education is the academic and administrative home of the Diploma and Bachelor of Education in Indigenous Language Revitalization (BEDILR).

The above parties agree:

1. Shared Vision for UVic Undergraduate Language Revitalization Programs

Indigenous peoples across Canada and around the world are working to ensure the revitalization and continuation of Indigenous languages. The CALR, the Diploma and the B.Ed. in Indigenous Language Revitalization are intended to provide individual students and communities with accessible, community-centred and sustainable educational opportunities to support the revitalization, use, and maintenance of these languages.

2. Commitment:

All signatories commit to work together in collaborative, open, collegial relationships, supporting student success in Indigenous language revitalization. This will be accomplished through strong lines of communication and contributions of complementary skills and resources.

3. Purpose:

The purpose of this Protocol Agreement is to recognize the shared vision of all partners and to outline protocols, procedures, and lines of communication for program development and circumstances of cooperative delivery of programs and courses.

The following sections outline administrative arrangements to ensure the smooth operation of all programs, whether delivered in cooperation or separately. These sections address program administration (Section 4), communications (Section 5), marketing (Section 6), and revenue sharing (Section 7).

4. Administration:

The CALR program may be delivered as a stand-alone program or as the Year 1 (as outlined in the UVic calendar as Option A) of the Diploma in Indigenous Language Revitalization, which ladders into the Bachelor of Education in Indigenous Language Revitalization. In either case, the Cultural Management Programs in Continuing Studies will be responsible for the delivery and administration of CALR, in partnership with the En'owkin Centre and the Department of Linguistics.

Communities who partner with IED to deliver the Diploma in Indigenous Language Revitalization may pursue an alternative Year 1 (as outlined in the UVic calendar as Option B) focused on language proficiency building, which includes specific CALR/LING courses, but does not include the entire CALR program, and does not offer an exit point with the CALR. In the latter case, IED is responsible for the delivery and administration of the CALR/LING courses, by permission of the Department of Linguistics and the Division of Continuing Studies.

The following points outline how the CALR program and/or courses will be administered in two specific circumstances of an IED program partnership with a language community.

Option A:

The administration of the CALR program, when delivered as Year 1 of the Diploma in Indigenous Language Revitalization, is the responsibility of the Division of Continuing Studies, through Cultural Management Programs.

- Program oversight: the coordination and delivery of the community-based program will be the responsibility of the Program Coordinator of CALR.
- Academic matters: As courses are offered through the Department of Linguistics, curriculum recommendations, instructor appointments, and grading will be consistent with standards and processes set by the Department of Linguistics in the Faculty of Humanities.

Important notes:

- Instructor Recruitment and Appointments: For all CALR courses, instructors will be recruited, screened and selected by the CALR Academic Advisor, CALR Program Coordinator and community partners. The Chair of Linguistics will be notified when recruitment of an instructor is taking place. Recommended instructors must be approved by the Chair of the Department of Linguistics. DCS will notify IED of all instructor hires.
 - Academic Advising: the Academic Advisor for CALR would continue to review/approve course challenges, grading appeals and program exceptions.
 - Instructors new to UVic procedures and policies on grading and grading documentation will be given explicit instruction and mentoring by the CALR Academic Advisor.
 - Course syllabi and enrolment lists for CALR courses will be shared with the IED Director and Language Programs Coordinator.
- Coordination: Daily coordination of the program will be the responsibility of the CALR Program Coordinator.

Option B:

In cases where communities choose the option B path focused on language proficiency building, the administration of any CALR/LING courses offered through IED are the responsibility of the Director and Language Programs Coordinator of Indigenous Education.

- Program oversight: Overseeing the coordination and delivery of the community-based program will be the responsibility of the Director of IED.
- Academic matters: As CALR courses are offered through the Department of Linguistics, curriculum recommendations, instructor appointments, and grading will be consistent with standards and processes set by the Department of Linguistics in the Faculty of Humanities.

Important notes:

- Instructor Recruitment and Appointments: For all CALR courses, instructors will be recruited, screened and selected by the Director and Language Programs Coordinator in IED, in consultation with the community partners, and the CALR Academic Advisor. The Chair of Linguistics will be notified when recruitment of an instructor is taking place. Recommended instructors must be approved by the Chair of the Department of Linguistics. IED will inform DCS of all instructor hires.
 - Academic Advising: the Academic Advisor for CALR would continue to review/approve course challenges, grading appeals and program exceptions for LING courses normally offered through CALR.
 - Instructors new to UVic procedures and policies on grading and grading documentation will be given explicit instruction and mentoring by IED program staff with the oversight of the Director of IED.
 - The course syllabus for CALR courses must be approved by the CALR Academic Advisor.
 - Course syllabi and enrolment lists for LING courses normally offered in CALR will be shared with the CALR Program Coordinator.
- Coordination: Daily coordination of the program will be the responsibility of the IED Language Programs Coordinator.

4.1 Course content & curriculum:

Whether they are delivered as part of the CALR (Option A) or as part of the alternative Year 1 proficiency building path in the Diploma in Indigenous Language Revitalization (Option B), ownership and responsibility for the core Linguistics courses offered through CALR remain with CALR and the Department of Linguistics.

IED develops teaching resources and assessment guides as well as scope and sequence curriculum for IED/LING 157, IED/LING X59 courses. The IED/LING 159-459 course shells will be available to CALR for use in other UVIC partnerships. CALR will share any relevant curriculum with IED for CALR course offerings or in situations of shared (or mutually beneficial) curriculum or program development initiatives, including existing curriculum for LING 182 and LING 181. IED and CALR agree to share any LING/IED X58 guidelines as they are developed with each other for the sake of curricular continuity.

4.2 Delivery/Administration:

CALR and IED will share with one another their planning for course offerings in order to complement one another's programs and avoid overlap or conflict between

course offerings. Such collaborations may also provide cost savings or efficiencies for instructor travel, etc.

When advantageous to both programs, the CALR Program Coordinator and the IED Language Programs Coordinator will work together to provide opportunities for shared offerings of CALR courses.

CALR and IED will consider ways that they may support and improve course delivery and instructional practice through the sharing of ideas and resources, as well as collaborative efforts.

4.3 Admissions and Registrations

Option A process

CALR will handle all admissions and registrations in courses being offered in the full CALR partnership programs.

Option B process

IED will handle all admissions and registrations in courses being offered in the partnership programs, whenever possible following the deadlines for adds and drops as set out for each course.

IED will communicate with partner communities and students the need to follow these requirements, so as to minimize confusion and administrative effort.

It is recognized that the established relations and lines of communication according to University protocol for course registration and de-registration is from CALR to Tri-Faculties Advising. Therefore, to the greatest extent possible, IED will handle all registration issues. When issues need to be handled by Tri-Faculty Advising, IED may request assistance and input from CALR as needed.

5. Communication:

Open, respectful, collaborative, and collegial communication is the foundation of all relationships at UVic. As the three parties are situated in different faculties, developing clear and timely communication pathways is essential for our units and community partners to proceed with confidence.

It is understood that parties will enter into long or short-term partnerships with outside organizations either independently or in collaboration with one another. For the success of our programs, and our students, these partnerships will be respected and safeguarded through clear communication protocols.

Community partnerships:

Partnership Opportunities:

- IED and CALR are likely to receive ongoing interest in language revitalization programs. Parties recognize the importance of providing clear and coordinated communications on language revitalization educational opportunities available through UVic, and accordingly, will work together to develop a marketing and communications strategy to support this.
- In order to maximize limited UVic staff and financial resources, provide consistent messaging, and avoid confusion amongst potential community partners and overlapping efforts, IED and CALR partners agree to keep one another up-to-date on potential partnership opportunities as they arise.
- In supporting efforts for collaboration and transparency, where a community comes forward to explore partnership opportunities, CALR and IED will participate and inform communities of all IED and CALR program options.
- When the potential partnership is focused on offering the CALR program only, the community will be informed of the IED program but referred to CALR for further development of the partnership.
- Conversely, when a community approaches the CALR program and may be interested in pursuing further educational partnerships into the Diploma or Degree level, CALR will notify IED in a timely manner and together they will determine who is most appropriate to continue negotiations of the partnership.

Approved Partnerships:

Option A

- In 'Option A' partnerships, where the community partner has decided on the CALR path for year one, but would like to continue into the Diploma or Bachelor of Education in Indigenous Language Revitalization once the CALR is complete, both the CALR Program Coordinator and the IED Language Programs Coordinator will be involved in the development of the partnership and program. Once students apply to the CALR program, the CALR Program Coordinator will become the main contact in year one. The IED Language Programs Coordinator will be invited to some of the partnership meetings to ensure continuity of communication and adequate preparation for the transition into the Diploma. The CALR Program Coordinator will maintain regular contact with the IED Language Programs Coordinator. Where significant changes to a partnership or cohort occur (i.e. loss of students), the CALR Program Coordinator will update the IED Language Programs Coordinator in a timely fashion.
- The CALR Program Coordinator will consult regularly with the IED Language Programs Coordinator to avoid conflicting schedules or instructor commitments between the delivery of the regular CALR program and the community IED cohort(s), pre-requisite deliveries, etc.

- The IED Language Programs Coordinator and the CALR Program Coordinator will send relevant information and updates to each another with regards to Admissions, Records, Advising, Scheduling, course development, content, and other information.

Option B

- In Option B partnerships, where IED will offer CALR/LING courses, but not the whole program, the IED Language Programs Coordinator will seek permission from the Department of Linguistics and DCS to offer CALR courses, and the Department of Linguistics for LING courses
- IED Language Programs Coordinator will consult regularly with the CALR Program Coordinator to avoid conflicting schedules or instructor commitments between the delivery of regular CALR programming and the community IED cohort(s), pre-requisite deliveries, etc. (See Administration above.)

UVIC partnerships

Meeting Protocols

- IED, CALR and Linguistics representatives will meet annually to review the terms of the protocol agreement and community partnership updates. Minutes will be taken and shared with all parties.
- The IED Language Programs Coordinator and the CALR Program Coordinator will meet at least once every term to ensure updates are shared regularly.

Resolution of Conflicts/Disputes:

The Parties shall act in good faith to resolve situations of 'differing opinions,' conflict or problems.

In the case that differing opinions arise from the implementation of the Protocol Agreement, the Parties will attempt informal forms of resolution (face-to-face meetings, written communication, etc.). If these attempts do not resolve the issues, CALR and IED representatives will request assistance from the Chair of Linguistics and the Dean of Humanities, the Dean of Continuing Studies and/or the Dean of Education, as appropriate, to assist in finding a resolution.

If no resolution can be found, alternative forms of resolution, such as mediation by a mutually agreed-upon mediator, will be sought.

In relation to resolving issues/conflicts either internally at UVic or elsewhere that could have a negative impact on the programs and students, and where appropriate and advantageous to the programs and initiatives as a whole, the CALR program and IED will support and assist one another in developing and advocating for solutions to the issues.

6. Marketing

Based on the extreme contexts of language endangerment in BC, Canada and beyond, UVIC anticipates that the undergraduate language revitalization programs may generate more interest than UVic's capacity can support. Therefore IED and CALR programs will work together to provide fulsome information and serve community interests in the best way possible.

As outlined in the above section, parties will work together to promote the University's overall Indigenous language programs and where beneficial to one another's programs, will promote one another's program options.

- Parties will consider where collaborative development of joint marketing materials (print, web, other) might be both advantageous (i.e. cost-sharing, consistent and coordinated messaging) and feasible (i.e. time frames, budget).

7. Revenue Sharing

Option A

When the entire CALR program is being offered as the first year in the Diploma program, the CALR program will retain 100% of the tuition recovery and be responsible for 100% of the delivery costs, including:

- Instructor wages.
- Instructor travel
- Instructional resources and course materials
- Off-campus room rentals as needed
- Elder honoraria as appropriate
- TA's for language courses as requested/needed
- Administrative travel as needed

Option B

In the circumstances of a delivery of a CALR course as part of the Diploma in Indigenous Language Revitalization, but not the entire CALR program, the cost-sharing agreement is required. Unless otherwise negotiated, the standing agreement will be as follows.

For CALR courses, the DCS will receive its designated 100% of tuition recovery funds. In order to compensate IED for the administration of CALR courses, DCS will transfer 50% of tuition recovery to IED. In exchange, IED will be responsible for 100% of delivery costs of CALR, including:

- Instructor wages
- Instructor travel
- Instructional resources and course materials
- Off-campus room rentals as needed
- Elder honoraria as appropriate
- TA's for language courses as requested/needed
- Administrative travel

Agreed to on:

Date: _____

By:

Original signed by Tania Muir

Program Director, Cultural Management Programs

Original signed by Maureen MacDonald

Dean, Continuing Studies

Original signed by Hossein Nassaji

Chair, Linguistics

Original signed by Cedric Littlewood

Dean, Humanities

Original signed by Onowa McIvor

Director, Indigenous Education

Original signed by Ralf St. Clair

Dean, Education

APPENDIX A: ROLES AND RESPONSIBILITIES

Option A

In 'Option A' partnerships, where the community partner has decided on the CALR path for year one, but would like to continue into the Diploma or BEDILR once the CALR is complete. In this case CALR will handle all admissions, registrations and administration in courses being offered in the full CALR partnership programs.

1. Student applications & registration

- CALR and community partner to solicit applications from communities and submit to CALR.
- CALR will collect applications, registrations and re-registrations + \$200 deposit fees (when applicable) from partner communities and forward for processing through UVIC Accounting
- CALR will develop and maintain a database of student applications, V#'s, Netlink IDs, fees paid, registration status and outstanding items and will share regularly with IED Language Programs Coordinator and Assistant for cross-checking and updating
- CALR will work with students and community coordinators to ensure all students receive a Netlink ID
- CALR to identify any problems with the applications and work with community, and where appropriate, IED to solve
- CALR will be in direct contact with students and community coordinators as necessary, and will keep IED informed
- CALR to provide internal systems correspondence and liaison (keeping communication lines within UVIC re: CALR very clear and also to take advantage of pre-existing relationships and arrangements re: the CALR program) ie. Admissions & Registration, Accounting, etc.
- Once applications are ready to be submitted, CALR will forward them to the necessary parties within UVIC.

2. Course Requests and Registration

- CALR will notify IED of its course plan and scheduling for upcoming terms
- CALR will initiate Course Requests (the process for creating courses in the BANNER system) and send them to LING for signature
- CALR will forward course creation forms to Linguistics for signature, and then on to Scheduling
- CALR will register students in the courses in BANNER
- CALR will submit late adds & withdrawals through Tri-Faculty Advising and keep IED informed of the progress until each late add/drop is resolved

- CALR will coordinate collecting course fees with the students or sponsors

3. Instructors: Recruitment, Appointment and Support

- CALR will solicit instructors for the LING/CALR courses through a “Call for Interest” and/or consult with the community partner(s) and CALR Academic Advisor.
- CALR will contact instructors to make offers and negotiate scheduling. CALR will solicit curriculum vitae from instructors and will attach to instructor appointment forms, and share this information with IED, community partners and LING as appropriate
- CALR will prepare the instructor appointments using CALR account numbers and forward to LING for review and signing
- LING will forward to HR for processing
- CALR will arrange instructor travel and accommodations (in partnership with communities) - these costs will be borne by CALR and/or the community (or however any relevant service agreement dictates)
- CALR will process instructor travel claims. CALR will solicit from instructors, materials required for course preparation and delivery. These include: syllabi, schedules, reading lists, textbooks, evaluation strategies (activities and assignments), etc.
- CALR will share information about instructor appointments, course content and schedules with IED
- CALR will follow-up with sessional instructors to ensure they are prepared for their courses to be taught in community
- CALR will provide on-going support to sessional instructors teaching in the IED-CALR partnerships
- CALR course syllabi will be approved by the CALR Academic Advisor

Teaching Assistants

- CALR will negotiate with communities if a TA is necessary for the language courses, keeping IED updated on who the TAs are, and what the community expectation, standards and hopes are for TA hires, as they will likely carry over into the Diploma offerings.
- If needed, CALR will seek to appoint a TA as needed and the cost will be borne by CALR (or however any relevant service agreement dictates)

4. Textbook ordering

- CALR will order textbooks through the Bookstore on behalf of instructors
- CALR will coordinate the payment and distribution of textbooks with students, sponsors and community coordinators

5. Classroom space

- CALR will make arrangements for classrooms with communities and neighbouring institutions as needed

- CALR will bear these costs and may recover through agreements with communities

6. Student Records (including registration, tuition payments and grading)

- CALR will monitor student records for students in the IED-CALR partnerships
- CALR will share student records and progress with IED so that IED can monitor pre-requisite requirements
- When necessary, CALR and IED will coordinate delivery and communication with program partners to ensure pre-requisite requirements are being met, or offered.
- CALR will coordinate with the IED Language Programs Coordinator to ensure that Student Records (ie. Individual Student Records reports) are prepared and submitted to Academic Advising in a timely way so that all program requirements are articulated (ie. where exceptions are listed) and met to enable students to graduate in a timely way when complete.
- CALR will communicate and share students lists, contacts and records with IED Language Programs Coordinator and Assistant
- IED will initiate sending students the re-registration forms necessary to transition students from CALR, Faculty of Humanities Option B into the DILR within the Faculty of Education in year 2

7. Other

Applications to Graduate with the CALR, Convocation support & celebrations will be the responsibility of CALR & community partner(s). IED and LING representatives will, of course, be invited to attend.

Option B

In cases where communities opt for an alternative Year 1 path focused on language proficiency building, the administration of any LING courses offered through IED are the responsibility of the Director and Language Programs Coordinator of Indigenous Education. Therefore IED will handle all admissions, registrations and administration.

1. Student applications & registration

- IED and community partner to solicit applications from communities and submit directly to UVIC Admissions.
- IED will collect applications, registrations and re-registrations + \$200 deposit fees (when applicable) from partner communities and forward to UVIC Accounting
- IED will develop and maintain a database of student applications, V#'s, Netlink IDs, fees, registration status and outstanding items

- IED will work with students and community coordinators to ensure all students receive a Netlink ID
- IED to identify any problems with the applications and work with community coordinators to solve
- IED will be in direct contact with students and community coordinators as necessary
- IED will liaise with internal systems correspondence (keeping communication lines within UVIC re: CALR very clear) ie. with Admissions & Registration, Accounting, etc.
- Once applications are ready to be submitted, IED will forward them to the UVIC Undergraduate Admissions office

2. Course Requests and Registration

- IED will notify CALR of its course plan and scheduling for upcoming terms
- IED will initiate Course Requests (the process for creating courses in the BANNER system) and send them to LING for approval and signature, and then on to Scheduling
- IED will register students in the courses in BANNER, or support students to register themselves
- IED will submit Late Adds & Withdrawals to UVIC undergraduate Admission for processing
- IED will liaise about late adds & withdrawals with Tri-Faculty Advising and keep CALR informed of the progress until each late add/drop is resolved

3. Instructors: Recruitment, Appointment and Support

- IED will solicit instructors for the LING/CALR courses through a "Call for Interest"
- IED will consult with the community partner(s) and CALR academic advisor to shortlist instructors
- IED will submit shortlist to Chair of LING, and seek approval for appointment
- Once LING approves of the instructor, IED will contact instructors to make offer and negotiate scheduling
- IED will communicate with CALR the instructor and schedules
- IED will solicit curriculum vitae from instructors and will attach to instructor appointment forms
- IED will prepare the instructor appointments using IED account numbers
- IED will forward to HR for processing
- IED will arrange instructor travel and accommodations (in partnership with communities) - these costs will be borne by IED and/or the community
- IED will process instructor travel claims
- IED will solicit from instructors (and CALR where instructors have taught in the past) materials required for course preparation and delivery. These

include: syllabi, schedules, reading lists, textbooks, evaluation strategies (activities and assignments), etc.

- IED will follow-up with sessional instructors to ensure they are prepared for their courses to be taught in community
- IED will provide on-going support to sessional instructors teaching in the DILR partnerships
- CALR course syllabi will be approved by the CALR Academic Advisor.

Teaching Assistants

IED will negotiate with communities if a TA is necessary for the language courses. If needed, IED will seek to appoint a TA as needed and the cost will be borne by IED.

4. Textbook ordering

- IED will seek recommendations for textbooks through CALR and instructors, and then order textbooks through the Bookstore on behalf of instructors (payment through IED account)
- IED will recover costs through the community

5. Classroom space

- IED will make arrangements for classrooms with communities and neighbouring institutions as needed

IED will bear these costs and may recover through agreements with communities.

6. Student Records (including registration, tuition payments and grading)

- IED will monitor student records for students in the DILR partnerships utilizing LING/CALR courses.
- IED will share course syllabi, and enrolment lists, for LING courses normally offered in CALR with the CALR Program Coordinator

7. Other

Applications to Graduate, Convocation support, and Diploma & BEDILR celebrations will be the responsibility of IED & community partner(s). CALR and LING representatives will, of course, be invited to attend.

CALR initials

IED initials

Date

Feb 02/16



University
of Victoria

Memorandum of Understanding on Indigenous Languages Revitalization

Introduction:

Simon Fraser University (SFU) and the University of Victoria (UVic) each have over 25 years of experience in the revitalization of Indigenous languages in B.C. As two publicly funded institutions that:

- aim to optimize resources to meet the challenge of Indigenous language revitalization,
- appreciate the value of the highest academic standards in the ethical design and delivery of Indigenous language revitalization programs,
- respect and support Indigenous approaches to knowledge articulation, knowledge mobilization and language education, and
- value both collegial academic governance and Aboriginal governance.

SFU and UVic agree to enter into a Memorandum of Understanding (MOU) that provides for the mutually beneficial exchange of information and collaborative activities that support First Nations' language teaching to advance Indigenous language revitalization pedagogy and programming.

Parties to this Memorandum of Agreement include:

- Faculty of Humanities, University of Victoria,
- Faculty of Education, University of Victoria,
- Faculty of Education, Simon Fraser University,
- Office of the Dean, Faculty of Arts and Social Sciences, Simon Fraser University, and
- Departments of Linguistics, First Nation Studies and First Nations Language Centre, Faculty of Arts and Social Sciences, Simon Fraser University.

Guiding Principles:

- To avoid competition in the development and delivery of Indigenous language revitalization programs and credentials,
- To work in partnership with Indigenous communities to determine their need for the development and delivery of language revitalization programs and credentials,
- To share best practices in the effective administration and delivery of language revitalization programs both on campus and community-based,
- To share, in confidence, data on Indigenous student enrolment, retention and completion rates for Indigenous language revitalization programs, and
- To respect Indigenous knowledge and sacred languages for the benefit of present and future generations.

Goals:

- To expedite the development and delivery of instruction for community-based language revitalization in partnership with Indigenous communities and organizations,
- To share development of curriculum, theory and pedagogy for effective language learning and learning styles for Indigenous language revitalization, including immersion approaches for First Nations as additional language learners,
- To collaborate in defining accreditation standards for various levels of language proficiency and fluency,
- To collaborate on research about language archiving and revitalization methods,
- To maximize the articulation and laddering of the SFU and UVic language credentials to Bachelor and postgraduate degrees,
- To collaborate to professionalize and diversify credentials for elders and Indigenous community-based language instructors, and
- To advocate for provincial and federal funding to improve the access of Indigenous people to language revitalization programs.

Scope of activities encompassed by this Memorandum include mapping across SFU and UVic:

- Community-based field schools and related community partnerships for language revitalization/ learning,
- Quality assurance processes to identify best practices for an inter-institutional quality assurance system for language revitalization programs,
- Articulation of language revitalization programs to enhance student mobility across SFU and UVic,
- Knowledge mobilization practices to identify best practices across institutions and to communities,
- Opportunities for applied research projects to foster research exchange opportunities.

Governance:

- A Steering Group comprised of 6 representatives, 3 from SFU and 3 from UVic, will meet at least twice annually with meetings alternating between institutions,
- The Steering Group will be co-chaired by a faculty member from each institution and will report through the Co-Chairs to the Deans at each institution,
- Deans and Provosts must be advised of, and approve, proposals to include additional partner institutions, and
- Either institution may withdraw from the agreement with written notice to the partner institution.

The parties agree that this Memorandum of Understanding is not a legally binding agreement but rather a statement of common intent to engage in mutually acceptable cooperation to identify best practices to support, develop and sustain programs in Indigenous language revitalization, and further agree that neither party shall have any binding, legal obligation hereunder.

The term of the MOU will be three years from September 2017 to August 2020.

Signed:

Original signed by Dr. Nancy Wright

Dr. Nancy Wright,

Associate Vice President Academic Planning

University of Victoria

Original signed by Dr. Ralf St. Clair

Dr. Ralf St. Clair,

Dean, Faculty of Education

University of Victoria

Original signed by Dr. Chris Goto-Jones

Dr. Chris Goto-Jones,

Dean, Faculty of Humanities

University of Victoria

**Proposal for a Certificate in Indigenous Language Proficiency
July 2018
Appendices**

Appendix C

Consultations and letters of support

Please find the following letters and email as evidence for support from stakeholders inside and outside of UVic, including current indigenous community partners, such as W'SANEC School Board, as well as SFU, and the province-wide Indigenous language organization, First Peoples' Culture Council.

Letters and emails pasted below show support from:

- Kendra Underwood, Adult Centre Director, W'SANEC School Board (current language partnership)
- Dr. Marianne Ignace, Director of the First Nations Language Program, Simon Fraser University
- Dr. Judy Thompson, UNBC Professor and Tahltan Community partner
- Aliana Parker, Language Programs Manager, First Peoples' Culture Council
- Quuquatsa Language Society, Port Alberni BC (current language partnership)
- Letter from Dean of Continuing Studies
- Letter from Chair of Linguistics
- Email (chain) from Dean of Humanities
- Email from Education Librarian
- Email from Student Recruitment

WSÁNEĆ SCHOOL BOARD

7449 West Saanich Road (P.O. Box 368)
BRENTWOOD BAY, BC V8M 1R3

ŁÁU, WELNEW
TRIBAL SCHOOL
250.652.1811

250.652.2313 or 250.652.4212 (Admin. Office)
FAX 250.652.6929

SAANICH ADULT
EDUC. CENTRE
250.652.2214

June 5, 2018

To whom it may concern,

Re: Certificate in Indigenous Language Proficiency

ŁY SŁÁCEL HALE. I am pleased to offer support for the proposal of the Certificate in Indigenous Language Proficiency.

It is evident that BC First Nations have expressed an urgent need for language revitalization support, focused efforts, and programming. What has become even clearer is the need to strengthen the pathways towards language proficiency. The WSÁNEĆ School Board, and Saanich Adult Education Centre, have worked in close partnership with the University of Victoria in the area of language revitalization for well over a decade. For the WSÁNEĆ School Board, working in partnership with UVIC to deliver community-based programming has proven to be a highly successful pathway to language acquisition and academic credentials.

SENĆOTEN language revitalization has had a powerful impact in our communities. The level of proficiency acquired by our learned speakers who have successfully completed the Bachelor of Education- Indigenous Language Revitalization Program with the University of Victoria is certainly commendable. Today, ever present in our WSÁNEĆ communities, you can find preschoolers learning their language, immersion teachers instructing solely in SENĆOTEN, and an increasing 'revivalist movement' amongst our community members. Our WSÁNEĆ communities have a strong, inherent longing to learn our language to a level of superior proficiency. Thus, we are honored to support the proposed Certificate in Indigenous Language Proficiency. Having delivered programming of this nature with UVIC over the years, we fully support the included 15 units of programming that will focus on the proficiency building path. This type of programming is essential for supporting language acquisition for community members whose main interest is learning their language, rather than learning their language for the purpose of working within a teacher education school system. We support and value both reasons for learning language; therefore, it is imperative that we create programming that can meet this second learning outcome as well—Indigenous Language Proficiency.

Thank you in advance for your consideration of the attached proposal. Please do not hesitate to reach me if you have any questions or concerns. I can be reached at kendra@saec.ca or (250)652-2214 ext. 238

HÍ SWĶE,

Original signed by Kendra Underwood

SĻEMXÁMTENOT

Kendra Underwood

Director, Saanich Adult Education Centre

WSÁNEĆ School Board





FACULTY OF ARTS AND SOCIAL SCIENCES
FIRST NATIONS LANGUAGES PROGRAM (FNLP)
Community Academic Outreach



Robert C. Brown Hall RCB 8107.2 TEL 778.782.5595 fnlp@sfu.ca
8888 University Drive FNLP Student Inquiry Line FAX 778.782.4989
Burnaby, BC Canada V5A 1S6 1.800.399.5565

August 6, 2018

Re: UVic Indigenous Language Programs - Proposal for a Certificate in Indigenous Language Proficiency

Dear members of the UVic Senate,

As the Director of the Simon Fraser University First Nations Languages Program and also Director of SFU's First Nations Language Centre, I am delighted to provide this letter of support for the proposal of an Indigenous Language Proficiency Certificate which is being put forth to the University of Victoria Senate for approval. First, let me emphasize that this is a timely and important credential. As you are surely aware, due to the legacy of the Indian Residential Schools and other connected factors, Indigenous languages in British Columbia are in a highly endangered state, and the Calls to Action by the Truth and Reconciliation Commission emphasized the productive and supportive role that postsecondary institutions can play in supporting Indigenous language revitalization and learning. This Certificate will make an important contribution in this regard.

The UVic Certificate in Indigenous Language Proficiency also aligns well with the general framework for a future laddered degree in Indigenous language proficiency put forth in Spring 2018 by a province-wide consortium of universities, institutes and Indigenous partners. Having worked together with the UVic Indigenous Language Programs staff and faculty on enabling language course delivery in Indigenous communities, I would like to add that the work you're UVic's staff and faculty are doing in communities is of utmost importance and respectfully and productively engages with particular Indigenous communities, their learners and speakers, and is known as a model in partnership building with Indigenous communities in language revitalization. In particular, UVic's new credential addresses the urgent need towards proficiency building in the language, as opposed to learning about revitalization practice and theory.

This past year, through a Memorandum of Understanding of collaboration between UVic and SFU, our programs have committed to working together to support and advance Indigenous course and program delivery with and in Indigenous communities, so that our credentials can complement each other, rather than complete. To this effect, the partnership with the Tahltan Nation in northern BC has been an exemplary case of mutual collaboration between the First Nations organization and both universities, where students are able to benefit from well-articulated course transfer and pursue laddered credentials. The new proposed UVic Certificate in Indigenous Proficiency articulates well with SFU's beginner level Certificate in First Nations Language Proficiency, and with our new Diploma in First Nations Language Proficiency. Please do not hesitate to contact me if you have further questions.

Original signed by Dr. Marianne B. Ignace

Dr. Marianne B. Ignace (ignace@sfu.ca)
Director
Dir. Tel 1.250.574.3869 or c/o 778.782.5595

"knucwentsitce me7 knucwewéew-ep"
"help yourself and help one another"

SIMON FRASER UNIVERSITY ENGAGING THE WORLD

TAHLTAN

Central Government

02 August 2018

To whom it may concern,

On behalf of the Tahltan Central Government (TCG), in my role as Language and Culture Director, and as a community partner in the delivery of our Tahltan Diploma in Indigenous Language Revitalization, I would like to offer my support for a one-year Certificate in Indigenous Language Proficiency at the University of Victoria. I am also an Assistant Professor in First Nations Studies at the University of Northern British Columbia, with my research focus being Indigenous Language Revitalization.

In my role as the Language and Culture Director, I have worked with Indigenous Education at UVIC since 2014 in the preparation, planning, coordination and delivery of the current Diploma in Indigenous Language Revitalization for the Tahltan language. We are very happy with the levels of proficiency that our students have been gaining through UVIC programming, but can also clearly see that due to differing needs and funding circumstances of different First Nations communities in BC, that a one-year Certificate would provide further flexibility, manageability and laddering opportunities for our communities and future students.

There is an ongoing demand for Indigenous language learning in BC and across Canada. UVIC, through their innovative and self-directed language learning methods currently utilized in their Indigenous Language Diploma, has demonstrated leadership in developing language proficiency. This certificate would offer a much needed accessible and effective language learning journey for many students who want to learn their language, but aren't able to undertake more than one year of education at a time.

The proposed certificate would also provide an alignment with the province-wide initiative spearheaded by the Indigenous and Adult Higher Learning Association (IAHLA) and the First Nations Education Steering Committee (FNESC) that recently submitted an Indigenous Language Proficiency Degree Framework proposal to the Province of British Columbia. This proposed framework suggests that partnering post-secondary institutions ladder their programs with an initial one-year credential, laddering into a two-year credential, laddering into a degree.

We look forward to working with UVIC in the future with the Certificate in Indigenous Language Proficiency. Should you have any questions, I can be contacted by e-mail at language@tahltan.org.

Mēduh – thank you,

Original signed by Dr. Judy Thompson

Edōsdi – Dr. Judy Thompson
Language and Culture Director, Tahltan Central Government
Assistant Professor, First Nations Studies, University of Northern British Columbia

BOX 69 TATL'AH, DEASE LAKE, BC V0C 1L0 | P 250.771.3274 | 1-855-TAHLTAN (824-5826) | F 250.771.3020 |
TAHLTAN.ORG





June 28, 2018

To whom it may concern,

Re: Certificate in Indigenous Language Proficiency

On behalf of the First Peoples' Cultural Council (FPCC), I would like to express our support for the proposed Certificate in Indigenous Language Proficiency at the University of Victoria.

This certificate program will fill a gap that currently exists for Indigenous people to achieve language proficiency through a university-accredited program.

This is crucial time in which all Indigenous languages in Canada are endangered and facing declining numbers of mother-tongue speakers. According to FPCC's *2014 Report on the Status of B.C. First Nations Languages*, only 4% of First Nations people in B.C. are fluent in their Indigenous language, and of those speakers more than half are over the age of 65. Fluent Elders are passing on and taking with them the intricate knowledge of their languages' vocabularies, grammatical structures, and cultural significance - knowledge that will be lost entirely without programs like this proposed certificate to support a new generation of fully fluent speakers. Building fluency in Indigenous languages continues to be a challenge for communities because Indigenous language learners do not have access to the same numbers of teachers, resources or educational opportunities that exist for languages like English and French. In light of these challenges, this program will address a significant gap in opportunities for Indigenous language learning.

The proposed certificate program will be an accessible avenue for First Nations community members to undertake a credentialed language program that both builds proficiency and provides post-secondary credits. The Department of Indigenous Education has already demonstrated the ability to develop and sustain strong programs based on community-university partnerships that respond to community needs through their 2-year diploma program and Bachelors of Education in Indigenous Language Revitalization. Similar to those programs, this certificate program will facilitate participation by providing community-based learning for students, along with methodologies such as the Mentor-Apprentice approach that have been proven successful for Indigenous language learning. With this proposed certificate, the University of Victoria will continue to lead the way in decolonized, reconciliatory approaches to language revitalization both in B.C. and in Canada. There are few, if any, certificate programs offered by universities in B.C. that meet the same need, so there will be significant demand for a program of this kind.

COMMITTED TO THE REVITALIZATION OF B.C.'S ABORIGINAL LANGUAGES, ARTS AND CULTURES

1A Boat Ramp Road
Brentwood Bay, B.C.
Canada V8M 1N9

Phone (250) 652-5952
Fax (250) 652-5953
Email info@fpcc.ca

www.fpcc.ca
www.firstvoices.com



FIRST PEOPLES'
CULTURAL COUNCIL

In the current Canadian context of reconciliation with Indigenous peoples, following the Truth and Reconciliation Commission and Prime Minister Trudeau's support for the United Nations Declaration on the Rights of Indigenous Peoples, this proposed program is particularly significant. In light of Canada's history of residential schools and colonization with their deliberate disruption of intergenerational language transmission, support for language reclamation and revitalization is a cornerstone to reconciliation. I urge you to support this valuable initiative.

In the spirit of reconciliation and language revitalization,

Original signed by Aliana Parker

Aliana Parker
Language Programs Manager
First Peoples' Cultural Council
Tel: (250) 652-5952 ext. 217
Email: aliana@fpcc.ca

COMMITTED TO THE REVITALIZATION OF B.C.'S ABORIGINAL LANGUAGES, ARTS AND CULTURES

1A Boat Ramp Road
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Phone (250) 652-5952
Fax (250) 652-5953
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www.fpcc.ca
www.firstvoices.com



Quuquuatsa Language Society

July 9, 2018

Dear Senate,

Quuquuatsa Language Society has been working with various departments of the University of Victoria to deliver language and language revitalization courses since 2012. Our sole focus has been to build fluency in our critically endangered Nuuchanulth languages. Our Language Society is wholly volunteer operated and we are not a government agency or an extension of any level of government. We are a learner driven and directed society.

This pilot project with UVic has had it's logistical, and administrative challenges but, we are getting results. People are becoming speakers and thinkers in our language. Currently, there are 28 students from 11 First Nations who are participating. These students are travel from Kyuquot, Zeballos, Gold River, Campbell River, Vancouver, Victoria, Nitinat, Ucluelet, Tofino and locally in Port Alberni. Each of these students is being supported by their families, nations, and local fluent speakers. It is an absolutely monumental undertaking by our people.

We support this type of programming to be offered to others on a regular basis.

It would be so helpful if there were no tuition fees attached to this program, especially as all languages in BC are endangered and tuition creates an unrealistic barrier to the successful revitalization of our indigenous languages. Thank you for considering our request.

Sincerely

Original signed by Shaanee Casavant

Shaanee Casavant
President

6151 Russell Place * Port Alberni, BC * V9Y 7W3

August 27, 2018

Dr. Ralf St. Clair, Dean
Faculty of Education
University of Victoria
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2

Dear Ralf,

Proposed Certificate in Indigenous Language Proficiency

The Division of Continuing Studies (UVCS) is pleased to provide this letter of support for the Certificate in Indigenous Language Proficiency (CILP) proposed by the Faculty of Education at the University of Victoria.

As stated in the proposal, the CILP aligns with the University's vision to support Indigenous languages across faculties and programs. This certificate is an important opportunity to ensure that Indigenous languages survive in the immediate future, and thrive long-term.

The proposed certificate complements the existing Certificate in Aboriginal Language Revitalization (CALR) that is offered by UVCS, in partnership with the Faculty of Humanities and the En'owkin Centre. CILP develops new speakers while CALR focuses on community development strategies for language and culture revitalization.

There is some potential for administrative overlap between CALR and CILP as both programs are community-based, and involve extensive partnership development. Having multiple parties in the same arena can lead to confusion, or it can expand and enhance our collective reach, depending on the approach taken. As you know, a protocol agreement was signed in 2015, which clarifies expectations and communication, both internally and externally. Adhering to the spirit of collaboration outlined in the protocol will ensure that our collective efforts maximize resources and build stronger connections overall.

We look forward to working closely with the Department of Indigenous Education as you move this proposal forward.

Sincerely,

Original signed by Dr. Clarke

 Dr. Jo-Anne Clarke, Dean
Division of Continuing Studies

JC/kk



**University
of Victoria**

Department of Linguistics
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada
(250) 721-7424 (phone)
(250) 721-7423 (fax)

August 31, 2018

Re: Proposed Certificate in Indigenous Language Proficiency

On behalf of the Department of Linguistics, I am writing to express the department's strong support for the proposed Certificate in Indigenous Language Proficiency, a community-based program to be offered by the Department of Indigenous Education in partnership with the Department of Linguistics.

As emphasized in the proposal, there is an urgent need for this program. In order to ensure the survival of the many Indigenous languages in BC (40 distinct languages and 70+ dialects), it is imperative that new proficient speakers are created. The proposed Certificate Program in Indigenous Language Proficiency will directly address this need. In other words, it will meet Indigenous communities' demand to have access to opportunities to learn their languages and it will facilitate the increase in the number of speakers proficient in Indigenous languages. The proposed certificate is also very well aligned with the University of Victoria's Strategic Framework 2018-2023, the Indigenous Plan, and the Strategic Research Plan with their emphasis on increasingly educational access to Indigenous students and developing meaningful and respectful partnerships with Indigenous communities.

In short, the proposed Certificate in Indigenous Language Proficiency has the wholehearted support of the Department of Linguistics.

Sincerely,

Original signed by Dr. Annalee Lepp

Dr. Annalee Lepp
Associate Professor and Acting Chair
Department of Linguistics

Hi again Annalee and Alik,

I seem to have missed this email from Alik. Thanks for the information about your deadlines in Education. Our deadline in Humanities for Cycle 1 changes is August 31. So in terms of aligning our calendar changes [a new requirement is that they must be identical if there are cross-listed elements], I am aiming to get that sorted out by the end of next week, if that works for you. I will be out of town the end of the month and can do some things remotely though.

cheers,

Su

Dr. Suzanne Urbanczyk
Academic Advisor - Certificate in Aboriginal Language Revitalization

Associate Professor - Department of Linguistics
University of Victoria

From: iedlang – Aliko Marinakis
Sent: August 1, 2018 12:07 PM
To: Suzanne Urbanczyk; Linguistics Chair
Subject: Re: CILP draft proposal for Cycle 1

Hi Annalee and Su,

Thank you so much for all your work and support. No apologies necessary, Su. As I understand it, I need to have everything compiled and total finalized by early September, so if I could have any additions, comments or support letters by mid month (August 14th) that would be ideal.

Thank you Annalee, for your willingness to write a support letter!
Su, I hope your meeting goes well. I'll touch base with you after mine as well.

Thanks again, Aliko

From: Suzanne Urbanczyk <urbansu@uvic.ca>
Date: Wednesday, August 1, 2018 at 11:57 AM
To: Linguistics Chair <lingchair@uvic.ca>, Aliko Marinakis <iedlang@uvic.ca>
Subject: Re: CILP draft proposal for Cycle 1

Hi there,

My apologies for not getting the feedback sooner, I get a bit overloaded with administrative things some days. I'll send feedback today.

Just a clarification though: I won't be talking to Nancy Wright about the IED certificate, the meeting relates to Calendar changes that LING is putting through, that were pulled out of Cycle 2 because of procedural issues:

- reduction in course for CALR from 9 to 8
- change in concentration, etc.

We can only put things through Cycle 1 that the LING department has approved. The consultation with AVPAP is needed because the procedures changed about a month ago.

best, Su

Dr. Suzanne Urbanczyk
Academic Advisor - Certificate in Aboriginal Language Revitalization
Associate Professor - Department of Linguistics
University of Victoria

From: Linguistics Chair
Sent: July 31, 2018 12:48 PM
To: iedlang – Aliko Marinakis
Cc: Suzanne Urbanczyk; Linguistics Chair
Subject: RE: CILP draft proposal for Cycle 1

Dear Aliko,

Thank you for your message and your kind welcome. I will review the document in the next day or two. I am very happy to write a letter of support. What is my deadline?

I believe that Su is also speaking to Nancy Wright, AVP Academic Planning about the new certificate. Lisa Surridge did review the document in early July (according to my emails) and sent her comments to Su.

All the best! Annalee

From: iedlang – Aliko Marinakis
Sent: July 31, 2018 10:28 AM
To: Linguistics Chair <lingchair@uvic.ca>
Cc: Suzanne Urbanczyk <urbansu@uvic.ca>
Subject: CILP draft proposal for Cycle 1
Importance: High

Good morning Annalee,
Welcome to your new position!

I just wanted to introduce myself and our project in hopes that you might be able to provide a note of support on behalf of the LING department.

My name is Aliko and I work in Indigenous Education. I am a grad of the LING department, many years ago. I manage the undergraduate language revitalization programs. We currently have three full-time community partnerships where we deliver courses towards a Diploma (and possibly a BEd) in Indigenous Language Revitalization in the communities of W'SANEC, Dease Lake, and Port Alberni for the SENCOTEN, Tahltan and Nuu-chah-nulth languages respectively. We also have a cohort of BEDILR students on campus. We have a protocol agreement with LING regarding our inter-departmental partnership and how we utilize LING courses in our programs. (I will probably need to update it soon, if the certificate is successful.)

We are proposing a certificate in Indigenous Language Proficiency for the next calendar change cycle and so are trying to finalize everything this week. Discussions for this have been in the works for many years, and we are finally putting in a proposal through cycle 1. There has been extensive consultation and collaboration with our partners in LING and Continuing Studies, and everyone seems to be happy about if finally moving forward. Su Urbanczyk and I have been in frequent communication about the process of calendar changes going forward as well, and are collaborating on making sure the calendar changes going forward are consistent and parallel to the proposal.

I have attached the most recent draft of the proposal for your perusal. I have incorporated changes from our IED Chair and program lead, as well as Tania Muir. I am awaiting any changes from Lisa Surridge and Su, as well.

I wonder if you might be able to write an email for the calendar changes to prove consultation, and little note of endorsement for the proposal on behalf of LING?

Many thanks, I look forward to meeting you soon!
Aliko



Aliko Marinakis, M.A.
Indigenous Language Programs Manager
Department of Indigenous Education
University of Victoria
T 250-721-7855 F 250-853-3943
E iedlang@uvic.ca
MAC A266
Unceded W'SANEC & Lekwungen Territory

Library:

From: Pia Russell <prussell@uvic.ca>
Date: Tuesday, June 5, 2018 at 11:50 AM
To: Aliko Marinakis <iedlang@uvic.ca>
Subject: Re: Consultation with librarian

ÍY SÇÁCEL!

Great to hear from you.

Please consider this email as confirmation that your unit has consulted with the library and that I don't foresee any additional library resources required. As you know, Indigenous education and language revitalization have been a

leading collections priority for the library in the last three years. You can be assured that the library is well stocked with materials to support your program's students and I'm frequently adding new items.

Let me know if you need more in writing, happy to write a proper letter pending your timelines.

HÍ,SWKE

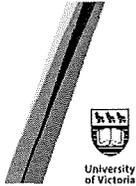
P



Pia Russell MSt MEd
Education & Gender Studies Librarian
The University of Victoria Libraries
PO Box 1800 STN CSC
Victoria, BC V8W 3H5 Canada
1-250-721-8259 | prussell@uvic.ca

Faculty of Humanities:

Yes, we would be very interested in such a certificate—both Christine and Jeff are interested. I will FWD the proposal to Jeff now.



Dr. Lisa Surridge
Associate Dean Academic
Faculty of Humanities
[University of Victoria](#)
Office: Cle C309
T 250-721-7246
F 250-721-7059
[web page](#)

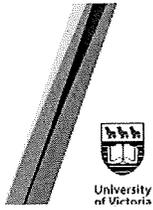
from: iedlang – Aliko Marinakis <iedlang@uvic.ca>
Date: Tuesday, July 3, 2018 at 2:05 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Re: CILP draft proposal for Cycle 1

Yes please!! The more endorsement we get, the better. I did send a heads up to Christine, but haven't heard back. Please do send it to Jeff as well. I understand IS might be interested in creating a Certificate in Indigenous Language and Culture, so it would be good for them to know what we are doing too, especially if we can mutually support!

Thank you so much!
Aliko

From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Tuesday, July 3, 2018 at 2:01 PM
To: Aliko Marinakis <iedlang@uvic.ca>
Subject: Re: CILP draft proposal for Cycle 1

Also, can I send this to Jeff Corntassel, now acting director of IS?



Dr. Lisa SurrIDGE
Associate Dean Academic
Faculty of Humanities
University of Victoria
Office: Cle C309
T 250-721-7246
F 250-721-7059

From: iedlang – AlikI Marinakis <iedlang@uvic.ca>
Date: Tuesday, July 3, 2018 at 12:33 PM
To: "Lisa SurrIDGE - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Linguistics Chair <lingchair@uvic.ca>
Subject: FW: CILP draft proposal for Cycle 1

Dear Lisa and Margaret,

Thank you both so much for chatting with me today! Here is the draft of the proposal I sent out to the main stakeholders. I haven't had any significant feedback, or specific direction on where to send it next. James Nahachewsky is going to try to set up a meeting with James in Calendar Changes once I have the calendar changes drafted. I'm a bit worried the July 10 deadline I gave may be too late...

I don't know if it is useful for you to see it, but here it is just in case. I don't have appendixes attached yet.
Thanks again,
AlikI

Continuing Studies and Linguistics:

From: AlikI Marinakis <iedlang@uvic.ca>
Date: Thursday, June 21, 2018 at 11:02 AM
To: IED Chair <iedchair@uvic.ca>, Helen Raptis <adup@uvic.ca>, Tania Muir - CRM Program Director <cmpdir@uvic.ca>, Janna Wilson - Certificate in Aboriginal Language Revitalization <calr@uvic.ca>, Suzanne Urbanczyk <urbansu@uvic.ca>, Hossein Nassaji <nassaji@uvic.ca>, Trish Rosborough <rosboro@uvic.ca>
Subject: CILP draft proposal for Cycle 1

Dear all,

I am attaching a draft of the Certificate in Indigenous Language Proficiency proposal. I have not yet finalized the appendices, as I am still waiting for some support letters and some of the short Faculty CVs. (So the missing pieces are the support letters, faculty CVs, and all the calendar changes that will have to go hand in hand with the proposal, both from IED and LING.) I will work on calendar changes as the next step.

I am sending this version to our Associate Dean, James Nahachewsky, as I promised to do so this week, but I didn't want to presume to send it to the Humanities Associate Dean Lisa SurrIDGE before CALR and LING representatives got to have a read or provide feedback. So, I will leave that to you, Su, or Hossein to determine when to do that.

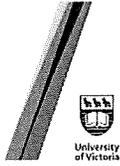
Please provide feedback! And if you have changes and edits to suggest, please do so in a track changes document and send it back to me ASAP. I will try to compile all the changes into one. We have until September to finalize calendar changes for the Faculty of Ed, but I know the LING timeline is MUCH shorter & this will have implications for LING calendar changes as well. Their deadline is July 15. **If we could have any suggested changes in before July 10, that would be greatly appreciated!**

....

If this draft needs to be sent or circulated to anyone outside this email list, please let me know. I am not intentionally leaving anyone out, but also don't want to burden anyone we don't need to & I am not sure how widely we should be distributing a draft proposal. (I remember from the BEDILR proposal that we were not allowed to distribute outside of UVIC until approved, but I can't remember if there were any restrictions within UVIC.) I wonder, for example, if I should be sending it to IS, or IACE as well.

Thank you to everyone for your contributions and support of this process!

Aliki



Aliki Marinakis, M.A.
Indigenous Language Programs Manager
Department of Indigenous Education
University of Victoria
T 250-721-7855 F 250-853-3943
E iedlang@uvic.ca
MAC A266
Unceded W̱SÁNEĆ & Lekwungen Territory

Student recruitment:

From: Lydia Toorenburgh <lait@uvic.ca>
Date: Tuesday, July 31, 2018 at 11:43 AM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: CILP proposal :)

To whom it may concern,

I am writing to voice my strong support of the proposed Certificate in Indigenous Language Proficiency. In my position as the Indigenous Student Recruitment Officer in the department of Student Recruitment and Global Engagement, I am particularly interested in initiatives which will contribute to our goal of increasing Indigenous student enrolment (listed as Goal #6 and as part of Goal #1 in our SRC Committee Goals, Strategies and Tactics – June 18, 2019). I believe this Certificate will support these goals by offering more culturally relevant, more accessible, and more Indigenized programs, thereby not only increasing initial interest in UVic, but also conversion rates, and the success of retained Indigenous students. Through the program's close, respectful relationship with communities, the university can strengthen and decolonize these relationships which will build a rapport that can lead to further future enrolment from those communities.

In the past few months taking over this position, I have already met with several students interested in our Language Revitalization programming. At this time, I believe that there are not enough pathways for this excellent program to keep up with the demand from individuals and communities. Implementing a shorter program, such as the CILP, will provide a great on-ramp to further education at UVic for individuals and to further partnerships with UVic for communities. As a program which satisfies the goals of my unit's Strategic Plan, the Indigenous Plan, and the TRC, I highly recommend this Certificate.

Sincerely,

Together, we transform students' lives.

Lydia Toorenburgh (BA)
Indigenous Student Recruitment Officer
Student Recruitment and Global Engagement
Division of Student Affairs
University of Victoria
T 250-853-3729
Fax 250-472-4031
Email lait@uvic.ca
www.uvic.ca

I respectfully acknowledge the history, customs and culture of the Songhees, Esquimalt and W̱SÁNEĆ peoples on whose traditional lands the university is housed.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 9, 2018

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 27, 2018

Subject: Proposal to Establish a Neurobiology Option within the Combined Biology and Psychology Programs

Basis for Jurisdiction: Senate Committee on Planning meeting October 2, 2018
Senate meeting November 2, 2018

Previous Consultation: At its meeting on November 2, 2018, Senate approved and recommended that the Board of Governors approve the proposal to establish a Neurobiology Option within the combined Biology and Psychology Programs. This proposal was approved by the Senate Committee on Planning on October 2, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Neurobiology Option within the Combined Biology and Psychology Programs, as described in the document "Neurobiology Option within the Combined Biology and Psychology Programs", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Strategic Relevance

This Option directly addresses Strategy 3.5 of the new UVIC Strategic Framework:

To develop and evolve high-quality academic programs that align with UVic strengths and directions;

- *The Option aligns with the strengths in Neurobiology within the Biology department, Division of Medical Sciences and Social Sciences.*

To respond to student interest and social need;

- *The Option is in direct response to student demand*

To provide students with meaningful opportunities to engage with issues from diverse perspectives;

- *The Option mirrors the popular Neurobiology Concentration in Biology which provides significant experiential learning opportunities.*

Overview/nature of the Certificate

The Neurobiology Option directs students who wish to focus on the neurobiological aspects of neuroscience to appropriate courses and explicitly recognizes this focus on student transcripts. The Neurobiology Option is a prescribed set of neurobiology-related courses that students may take within their Combined Biology and Psychology Program. Labelling it as an Option will indicate on students' transcripts that this specialization was taken.

Alignment with the university's mission and strategic plan

As noted above, this added Option aligns with several strategies in the new UVic Strategic Framework and will intensify dynamic learning and help cultivate an extraordinary academic environment in the combined area of biology and psychology.

Senate/academic considerations:

UVic has a strong reputation in the area of neuroscience, relative to our size. There is demand in the Combined Biology and Psychology programs for specialization in the area of neurobiology, and this Option meets the demand. We expect that top undergraduates with the Option may continue in the Neuroscience Graduate Program, which is a growth area and addresses the developing health initiative at UVic.

Demand and availability

We are experiencing strong student demand for the Combined Biology and Psychology Programs (143 declared Majors + 12 declared Honours) and many students have a desire to specialize in neurobiology as they see this as fitting a growing labour market. Graduates of the Combined Programs go on to careers in counselling, mental health, medicine, neuroscience, and medical research.

We expect the Option to draw more students to the Combined Programs. As it mirrors the very successful and growing Neurobiology Concentration in Biology, and we have had many students requesting this Option, we are confident the Option will be successful.

Resource implications (including resource plan, revenue and expenditure implications)

No new resources will be required for the Option as all courses are currently being offered and can accommodate the expected increase in students in the near future. The Option will augment the profile of the Combined Programs, which will draw more students to UVic over the longer term.

Other relevant factors (including impact and outcomes)

This change will raise the profile of health-related teaching and research at UVic.

Attachment(s): Proposal to Senate, dated October 16, 2018, to establish a Neurobiology Option within the Combined Biology and Psychology Programs.



Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposal to Establish a Neurobiology Option within the Combined Biology and Psychology Programs

At its meeting of October 2, 2018, the Senate Committee on Planning considered a proposal to establish a Neurobiology Option within the Combined Biology and Psychology Programs, as described in the document “Neurobiology Option within the Combined Biology and Psychology Programs”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Neurobiology Option within the Combined Biology and Psychology Programs, as described in the document “Neurobiology Option within the Combined Biology and Psychology Programs”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

Neurobiology Option within the Combined Biology and Psychology Programs

Dean's Name: Dr. R. Lipson	Signature Dean: Original signed by Dr. R. Lipson
Contact Name and Number:	
Date approved by Department: June 19, 2018	Head: Barbara Hawkins Original signed by Barbara Hawkins
Date approved by Faculty:	Dean or Faculty Chair:



**Proposal of a Stream or Option
for an
Existing Undergraduate Program**

PROPOSAL (up to 2,500 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new stream / option	Neurobiology Option in the Combined Biology and Psychology Majors and Honours Programs Biology (Science) and Psychology (Social Science)
Anticipated stream /option start date	May 1, 2019
Name, title, phone number and email address of contact person	Real Roy, Biology Curriculum Committee Chair 250-472-5071 realroy@uvic.ca

B. History and context of the program indicating value of a new stream or option

The Combined Majors and Honours Programs in Biology and Psychology were first offered in the 2002-03 academic year and have grown to be a very popular programs, with 30-40 graduates each year. There is some degree of course overlap in these Programs with the Neurobiology Concentration in Biology, and ever since the Neurobiology Concentration was introduced in 2016-17, students in the Combined Programs have been asking to take the Neurobiology Concentration as part of their program. This is not possible because the Concentration is within Biology Majors and Honours Programs, only. It is also not possible to fit a Concentration into the upper level elective units available in the Combined Programs.

The Concentration in Neurobiology in the Biology Majors and Honours Programs attracts a small and passionate group of students. At present, there are 40 students who have declared the Concentration in their program. This concentration focuses the choice of upper level courses to the areas of animal physiology, neurobiology and neuroscience.

We have designed a Neurobiology Option for the Combined Biology and Psychology Programs that is very similar to the Concentration in Neurobiology in Biology Programs but that will fit within the Combined Programs. Completion of this Option will indicate that students in the Combined Program have specialized in the study of neurobiology and neuroscience. Students who wish to focus on the neurobiological aspects of neuroscience will have this focus recognized on their transcripts, which is desirable from a student and employer perspective.

C. Aims, goals and/or objectives

Distinctive characteristics

The Neurobiology Option will direct students who wish to focus on the neurobiological aspects of neuroscience to the appropriate courses and will explicitly recognize this focus on student transcripts.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

This Option directly addresses Strategy 3.5 of the new UVIC Strategic Framework:

To develop and evolve high-quality academic programs that align with UVic strengths and directions;

- *The Option aligns with the strengths in Neurobiology within the Biology department, DMS and Social Sciences.*

are responsive to student interest and social need;

- *The Option is in direct response to student demand*

provide students with meaningful opportunities to engage with issues from diverse perspectives;

- *The Option mirrors the popular Neurobiology Concentration in Biology which provides significant experiential learning opportunities.*

and are financially sustainable.

- *No new resources are required for this Option.*

Target audience, student and labour market demand

The target audience is students in the Combined Biology and Psychology Programs who wish to focus on Neurobiology. This group has been demanding a concentration or option for several years. This Option would enhance the Combined Programs whose graduates go on to careers in counselling, mental health, medicine, neuroscience, and medical research.

Include plans for student recruitment, retention, and success

The Option will draw more students to the Combined Programs. As it mirrors the very successful Neurobiology Concentration in Biology that graduates and increasing number of students each year, and we have had many students requesting this Option, we are confident the Option will be successful.

--

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

n/a

E. Areas of specialization and evidence of adequate faculty complement and faculty and staff resources

This Option indicates a specialization in neurobiology. As it mirrors the Neurobiology Concentration in Biology there are no needs for new faculty or staff resources. For the most part, the interested students are taking the prescribed courses already. This Option will recognize their focus on the students' transcripts.

F. Curriculum design

Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

Neurobiology Option

The Department of Biology offers an option in Neurobiology. Students have the possibility to declare this option, and must complete the courses noted below within the Bachelor of Science, Combined Biology and Psychology, Major or Honours programs. The chosen option will appear on students' transcripts.

The option will require a minimum of 6 courses as follows:

Two of BIOL 404, 447, 448, 467

Four of BIOL 345, 404, 409B, 432, 447, 448, 467, 499B, 490H, MEDS 410, EPHE 380

Note: BIOL 499B credit may be counted toward the Neurobiology Option only if the thesis topic is approved by the department

ALL COURSES CURRENTLY EXIST AT UVIC.

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

n/a

Linkages between the learning outcomes and the curriculum design

The curriculum is designed to focus student learning in neurobiology.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

- Describe use and purpose of practica, Co-op work terms, field placements or other forms of experiential learning
- Where work terms or field placements are a component of the stream, describe the unit's plans to develop placement opportunities for students
- Where applicable, describe the anticipated outcomes of the work term or field placement and how the students will be evaluated during their placements.
- Opportunities for community engagement and research-enriched learning

Students in the Combined Programs can be part of the Biology or Psychology co-op programs.

Residency requirements and anticipated times to completion

If a full course load is taken and prerequisite planning is undertaken, the Combined Program with the Option can be completed in four years.

Policies on student evaluation, candidacy exams, and oral examinations

n/a

Plans for integration of teaching and research

Neurobiology is an area of research strength within the Biology department. The courses in the Neurobiology Option integrate these research strengths into the teaching program. Many of the courses have labs which allow for experiential learning opportunities in neurobiology research techniques.

Describe any plans to develop international or Indigenous content or perspectives

n/a

G. Enrolment plan for the length of the program (Include a table of anticipated annual intake and graduates related to the new stream or option including those in any existing programs)

Annual enrolment in Combined Biology and Psychology Programs – 30-40
Expected annual enrolment in the Neurobiology Option – 10-20

H. Resource plan for the stream or option

Resources required for Space

No new space required.

Resources required from Library

(Include evidence of consultation with UVic Librarian)

No new library resources required.

I. Related streams or options in UVic programs or other British Columbia post-secondary institutions

Related programs:

UBC BSc in Behavioural Neuroscience program

SFU BSc in Behavioural Neuroscience program

J. Evidence of support from other UVic Faculties and Departments and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

Letter of support from the Department of Psychology.

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Subject: Re: proposed Combined BIOL Psychv program change
From: "PSYC Undergrad Advisor" <psycadv@uvic.ca>
Date: Tue, May 15, 2018 4:42 pm
To: "realroy" <realroy@uvic.ca>
Cc: "Kerry Delaney" <kdelaney@uvic.ca>
Priority: Normal
Options: [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#) | [View as HTML](#)

Hi Kerry and Réal,

Our Department has voted to approve the changes to the combined Biology and Psychology program.

Can you please send me the proper wording for the Neurobiology Option once it has been approved, and I will make sure that we include it on our Calendar Changes as well.

We are asking to make one small change to the combined BioPsych program (attached).

We are moving away from GPA and Letter Grades to include only percentages.

Consequently we would like to modify note #1 stating that BIOL 184/186/225 must have a minimum of C+ just be changed to a minimum of 65%

If you have any questions, please let me know.

Thanks

David

David A. Medler, PhD
 Assistant Teaching Professor
 Undergraduate Advisor
 Department of Psychology
 University of Victoria

Attachments:

cid: 2CBD059BC151E44D9E1E86560C26EFE1@local.uvic.ca	4.5 k [text/html]	Download View
UG-PSYC-May19 Bio.docx	42 k [application/vnd.openxmlformats-officedocument.wordprocessingml.document]	Download
ATT00001.htm	11 k [text/html]	ATT00001.htm Download View

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Subject: Fwd: proposed Combined BIOL Psychv program change

From: "Kerry Delaney" <kdelaney@uvic.ca>

Date: Mon, April 30, 2018 11:47 am

To: "Jim Tanaka" <jtanaka@uvic.ca>

Cc: "realroy@uvic.ca" <realroy@uvic.ca>

Priority: Normal

Options: [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#) | [View as HTML](#)

Hi Jim

I assume you are still caretaking hte BioPsych Major over in Psychology – if not forward this to whomever is tasked with this. We are suggesting a couple of small changes to the Bio Psych program, contained below.

The first is a minor change – previously we added Biol 467 Developmental Neurobiology to the Biology curriculum and it was included as an option in the BioPsych program. Due to some overlap with Biol 309 we propose that students should only be permitted to use one of 309 OR 467 as one of the 3 required upper level Biol courses for the BioPsych program (your approval needed).

The second change is to make the Concentration in Neurobiology available to BioPsych major/honours students

As you may know we have been offering a concentration in neurobiology for Biology majors/honours for a couple of years. Several (many) students in the BioPsych Major program have requested to be able to also complete the concentration (this can be done within the scope of the existing BioPsych major/honours using their flexible units) and after some wrangling with the registrar we have managed to find a way for that to happen.

The document below has two entries. The first outlines the requirements for the neuro concentration. It is included since we are making a minor change to it to allow both a directed studies and an honours course to be used towards completion of the concentration, hence the need for a calender change

The next entry however outlines our proposal to allow the concentration in neurobiology to be undertaken by BioPsych majors – in order for this to happen it has to be listed as an option within the biopsych program. see the end of the calender entry

Besides the benefit of keeping the students happy this also eliminates any direct competition between the BioPsych program and the concentration.

If you have ANY questions let me know and we can go over them by phone.

Thanks, KD

Attachments:

cid: 33F4BA0958DB364D80437000048C5F1C@local.uvic.ca	3.7 k	[text/html]		Download View
UG-BIOLPsych-May2019.doc	353 k	[application/msword]	UG- BIOLPsych- May2019.doc	Download
ATT00001.htm	3.8 k	[text/html]	ATT00001.htm	Download View



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

November 09, 2018

FOR DECISION

To: Finance Committee
Operations and Facilities Committee

From: Vice-President Finance & Operations
Vice-President Academic & Provost

Two handwritten signatures in blue ink. The top signature is more stylized and appears to be 'G. Hill'. The bottom signature is more legible and appears to be 'Wesley Stuebe'.

cc: President and Vice-Chancellor

Meeting Date: November 27, 2018

Subject: Student Health and Wellness Project Program of Requirements and Project Approval

Basis for Jurisdiction: Committee's Terms of Reference

Strategic Relevance:

Strategy 3.4: Design and continually update quality co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation.

Previous Consultation:

2018-19 Five Year Capital Plan (#BOG-Sep25/18-12; Operations & Facilities Committee)

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the program of requirements for the Student Health and Wellness Centre; and

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors authorize the Vice-President Finance and Operations to award contracts up to the approved budget for the Student Health and Wellness Centre subject to project approval; and

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the project budget of \$6.3M for the Student Health and Wellness Centre.

Background:

The 2015/16 capital plan outlined the need to review the longer-term space requirements with respect to the provision of health services on campus. New, expanded space was required due to overall growth in the student population since the Petersen Health Clinic was opened, new regulatory requirements with respect to medical space, as well as the increasing focus and services required to comprehensively support mental health for students. The capital plan outlined the need to explore the best approach to the provision of this expanded space, including locating it within a new student housing building, another building or renovation project, or in a stand-alone facility.

Before determining the best capital solution, a program of requirements was required. In developing a program of requirements, a review of best practices at peer institutions was undertaken, as well as a review of space needs in order to support UVic's deliverables for physician services according to the contract with Island Health and to comply with Island Health space design regulations. These reviews not only informed individual space types and sizes but also led to the decision to co-locate health and counseling services. This co-location would allow for the creation of a new Student Health and Wellness Centre (SHWC) that would provide an integrated facility that would advance UVic's model of student health and wellness by:

- Supporting the clinical operations associated with delivering modern primary health care, integrated mental health services, as well as proactive health and wellness programming;
- Offering students a one-stop destination of integrated practitioners and resources, including a comprehensive model of personal and group health, counselling programming and wellness programming;
- Fostering a highly interdisciplinary and collaborative work environment that better integrates professional practitioners;
- Providing a range of flexible environments for students that respects confidentiality, reduces stigma related access, and provides health and wellness programming, services and supports that are inviting, engaging and more inclusive;
- Responding more efficiently to the current high volume of student traffic that continues to increase annually;
- Ensuring alignment with local health authority requirements and recommendations for related space as per the Island Health guidelines; and

- Locating the Centre in close proximity to CARSA, creating opportunities for strategic links between active healthy living and health and wellness, as well as other key student amenities including student housing, the Student Union Building and the Grad House, the bus loop, and the Campus Services building.

Program of Requirements:

The program required to deliver on the above goals contains three major components:

- **Clinical Spaces** – shared exam and treatment rooms, nurse care areas, offices, collaborative care hub and support areas for nurses and Physicians;
- **Counselling space** - Individual counselling offices, group rooms, library and collaborative touchdown area; and
- **Education, Collaborative and shared support spaces** – reception and waiting area, support spaces and education /resource centre.

The program is summarized as follows:

Table 1

Description	Net Assignable Square Metres (NASM)	Gross Square Metres (GSM)
Clinical spaces	412.1	556.3
Counseling spaces	229.6	310.0
Education, Collaborative and shared support spaces	<u>424.4</u>	<u>573.0</u>
Total	1,066.1	1,439.3

Building Solution:

Once a program of requirements was developed, options for the location of the new SHWC were considered. Renovation options were limited given current space constraints on campus and the scope of the SHWC (over 1,000 NASM). Fortunately during this time, the federal government, through the Strategic Investment Fund (SIF), approved funding to redevelop Queenswood. This approval meant that Ocean’s Network Canada would be vacating the Technology Enterprise Facility (TEF).

As a result of the SIF approval, initial discussions were undertaken to determine whether the TEF building would be an appropriate location for the above program and whether the building could support the special needs of the SHWC (required ventilation, etc.). These discussions were undertaken with student affairs and facilities management and it was agreed the space could work well for the following reasons:

- TEF is a newer building with full HVAC systems and therefore could likely handle ventilation and other health requirements;

- a preliminary test for fit was conducted that showed there was sufficient space to house;
- the location supports our objective of providing a more holistic, integrated service to students;
- it could effectively respond to concerns raised by Island Health about our current space;
- moving health and counselling to TEF would help to create a wellness hub as the facility already houses the Canadian Institute for Substance Use Research (CISUR) and is close to CARSA;
- the building has adjacent parking, both longer term and metered, for visitor's ease and access and has immediate road access for emergency vehicles including EMS;
- the building is fully accessible; and
- the location would provide some privacy for people visiting the building compared to a stand-alone space or the current location of counselling in university centre which is very public.

Based on the above, there was internal support for locating the SHWC within TEF and an initial budget was developed with the estimate of \$4.9M.

Before determining that the renovation approach was the preferred solution, consideration was also given to adding the SHWC to the program for the 600 bed student housing and dining project. The estimated cost for including the SHWC within the new building was estimated at ~\$10M or about double the renovation costs. As well as being more cost effective, the TEF option also provides a resolution to the regulatory space issue for health and the creation of the integrated student health and wellness centre in a more timely way than the student housing and dining approach (two years faster). There were also concerns that its inclusion in the student housing project would increase project complexity and size which would impact program management, design and siting.

As the budget for the project was below \$5.0M, executive approved moving the project to the design development stage in 2017/18. In order to inform design development, the project team undertook consultations with students, the UVSS and GSS student executives and specific student leaders, key academic administrators and faculty members with expertise and interests in the model of care, the local health authority (Island Health) and related community partners, and the Health and Counselling teams as well as stakeholders across the Division of Student Affairs. Additionally, a major research project was established to examine comparable models across North American peer institutions. The project team also evaluated UVic's data related to student health & wellness reported in both the 2013 and 2016 NCHA (National College Health Assessment) studies to affirm the direction of the Centre.

Through this consultation, an overarching goal for the design was developed to respect confidentiality and focus on inclusivity, inspiration and empowerment to a diverse student population in order to foster student resilience and success. To accomplish this goal, the space will be designed to serve students in accordance with OASIS principles:

- Operations – creating an operating environment that promotes the efficient and effective delivery of healthcare services, ensuring positive outcomes;

- Accessibility – creating barrier-free environment for the students’ access to receiving care and the caregivers’ ability to provide care;
- Safety and Security – creating an environment that is safe and secure for all occupants;
- Infection Prevention and Control – creating an environment that prevents acquired infections and control of infectious diseases; and
- Sustainability – material and methods that are sustainable through the operations over time.

The design will also incorporate elements and materials from this land. Materials, textures and finishes will speak to tradition and provide a warm, welcoming and safe environment for all.

Project Budget and Schedule

The projected budget for this project is \$6.3M as follows:

<u>Table 2</u>	Total Project (millions)
Consulting	\$0.39
Construction	4.61
Completion	1.00
Contingency	0.20
GST	0.1
TOTAL	\$6.30

The above budget, developed by the project cost consultants, is based on the program of requirements and design development work noted above. The increase from the initial estimate reflects cost escalation in the marketplace since the initial cost estimate, as well as site work required to ensure appropriate access to the building, that was not included in the original estimate. As the budget is now over \$5.0M, Board approval is required to move it to the next stage. The budget will be monitored carefully as design is finalized and any increase would be subject to Board approval. As part of the normal reporting process, the Board will be provided with update reports starting in the January 2019 meeting.

The one-time funding required for this project comes from non-recurring funds already approved (\$1.9M) in prior years, incremental revenue from international tuition and funding within the university’s capital reserve.

The preliminary schedule is for construction to commence in late spring 2019 and occupancy in late spring 2020.

Next Steps

If approval is obtained, the next steps include:

- Development of detailed construction documents;
- Project tender and award;

- Construction; and
- Regular reporting to the Board throughout the project.



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 9, 2018

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: November 26, 2018

Subject: 2018/19 Enrolment Analysis Report

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

A handwritten signature in blue ink, reading "Valerie S. Kuehne".

Strategic Relevance:

This enrolment analysis supports the Strategic Framework's objective to actively recruit and retain outstanding students from diverse regions and backgrounds and assists the university in developing effective student recruitment and retention programs. This year, UVic is developing a Strategic Enrolment Management (SEM) framework that has been informed by the Strategic Framework. The SEM framework will ensure that our enrolment priorities regarding size, composition, diversity, quality, and student success are aligned with our strategic institutional objectives and are informed by evidence. This report also informs our annual "Institutional Accountability Plan and Report" which is approved by the Board and submitted annually to the Ministry of Advanced Education, Skills and Training.

Previous Consultation: None

Background:

The enrolment analysis is an annual report that describes enrolment projections for the current year and contains information about the enrolment size and composition of the university's student body as well as trends in applications, admissions, and new registrations.

Summary:

The interim enrolment report to the Ministry of Advanced Education, Skills and Training (AEST) shows that 2018/19 AEST-funded enrolments are projected to exceed both the graduate enrolment target set by AEST by 431 FTE and the domestic undergraduate enrolment target set by AVED by 414 FTE, ensuring that UVic's total FTE targets will be surpassed. While the overall size of our campus student population is expected to remain about the same, UVic has drafted six high-level enrolment goals for the coming five to ten years as part of our new SEM framework.

The enrolment report articulates the strategic context in which UVic operates as it pertains to enrolments; areas of new and growing program enrolments; our overall enrolments of both full-time-equivalent and headcounts; our Indigenous and International enrolments; the geographic and admissions category of origin for our new students; and, an assessment of enrolment challenges and opportunities UVic may face along with new strategies and initiatives to address them.

Planned Further Action: None

Attachment: 2018/19 Enrolment Analysis

2018/19 Enrolment Analysis Report

November 2018



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Executive Summary

The Strategic Framework and other institutional plans provide important direction for the University of Victoria, including our enrolment priorities. We expect to achieve our enrolment goals for the current year and beyond and are taking active measures to ensure that we anticipate and meet future enrolment challenges. Under the leadership of the Provost, a Strategic Enrolment Management (SEM) framework is being developed this year which will ensure that both student enrolment and retention goals, including size, composition, quality, and student success, will be in clear focus over the coming decade. With implementation plans to accompany each goal of the SEM framework, UVic will be well-positioned to achieve our enrolment priorities well into the future.

UVic's recruitment efforts and scholarship programs are tailored such that we continue to attract and retain the highest quality students in our applicant pool. UVic has moderated new intake by raising admissions cut-offs which has the dual benefit of reinforcing quality and enabling us to remain at about the same size. The average entering grades of our new students have been consistent and sit above 85 percent.

The University of Victoria's annualized student FTE enrolment is expected to be about 19,074 this year – or 37 FTE higher than last year. Our 2018 fall term headcount is 21,834 with undergraduate students comprising a projected annualized FTE of 16,333 or a headcount of 18,661, and, graduate students comprising a projected annualized FTE of 2,741 or a headcount of 3,173. While overall registrations are about the same compared to last year, reducing the size of our new intake is required to both maintain our overall size (because of larger entering classes in the past) and our focus on commitments to enhancing the diversity and quality of our new students.

The interim enrolment report to the Ministry of Advanced Education, Skills and Training (AEST) shows that 2018/19 AEST-funded enrolments (which excludes international undergraduate students) at UVic are projected to be 4 FTE lower than last year. UVic is, nevertheless, projected to significantly exceed the graduate enrolment target set by AEST by 431 FTE and the domestic undergraduate enrolment target set by AEST by 414 FTE, ensuring that total FTE targets will be surpassed.

We have exceeded our recommended enrolment level associated with full-fee-paying international undergraduate students. Growing our international undergraduate population has been a strategic priority although we expect stability at current levels. UVic's SEM process has established a specific goal focussed on increasing the overall quality and diversity of the incoming international cohort while enhancing student success and increasing retention rates.

UVic's Indigenous student population continues to grow and is now representative of the BC population. UVic is committed to improving access and success and is implementing initiatives to ensure a welcoming campus for all. Further, we are committed to advancing the calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan.

Introduction: Strategic Context

UVic has a new Strategic Framework that was developed through university wide consultation to capture the vision for and direction of the university over the next five years. Our six key priorities are: cultivate an extraordinary academic environment; advance research excellence and impact; intensify dynamic learning; foster respect and reconciliation; promote sustainable futures; and, engage locally and globally. Over the past 3 years, we have put considerable effort into the development of other important institutional plans, including the Indigenous Plan, the International Plan, the Strategic Research Plan, the Campus Plan, the Employment Equity Plan, and the Communications and Marketing Plan. Together, the Strategic Framework and institutional plans provide important direction for the university, including enrolment priorities.

As part of its Strategic Enrolment Management (SEM) framework, UVic will focus on supporting limited targeted growth in areas of demand, supporting the growth of international students in academic programs where they are currently under-represented, increasing Indigenous student enrolment and success, and continuing to enhance the student experience for all students. From an enrolment perspective, the SEM quality enhancements will be achieved by offering a competitive entrance scholarship package, increasing applications and admissions of high caliber undergraduates, and enhancing student success for all students. The university will continue to rebalance the undergraduate-graduate mix in order to better reflect our mission as a research intensive institution. This will also allow us to continue achieving the Ministry and internal targets associated with domestic undergraduates.

The SEM plan's six high-level draft goals are directly aligned with the University's new Strategic Framework and are supported by a number of strategies and specific action plans for implementation. The draft goals are to:

1. Strengthen the entering domestic undergraduate class,
2. Improve undergraduate retention and progression,
3. Increase opportunities for experiential learning,
4. Strengthen the international undergraduate population,
5. Increase graduate enrolment and progression, and,
6. Increase the Indigenous student population.

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

With a substantial growth in post-secondary capacity across the province, the student recruitment environment is increasingly competitive. This competition is further compounded by a demographic trough for the 18-24 year-old age cohort which started in 2014-15 and is expected to continue to 2021. With a goal of being a university of choice, the recruitment and retention of outstanding students from diverse backgrounds and areas continues to be a high priority.

This year we are launching a number of programs and initiatives that advance enrolment goals aligned with UVic’s strategic priorities:

- UVic’s Faculty of Law is an international leader in research and teaching on Indigenous law. UVic’s new joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID) welcomed its first intake of students in September 2018, and is the first program of its kind in the world. Students will graduate in four years with two professional degrees: a Juris Doctor (JD) and a Juris Indigenarum Doctor (JID).
- Following the recent launch of our new Civil Engineering program, UVic is increasing enrolment in computer science and engineering programs. The University has received provincial funding to increase undergraduate enrolment in these program areas by 500 FTE over the next four years and planning is underway for an addition to the Engineering and Computer Science Building (ECSB) to provide the space required for this expansion.
- Through funding from the Aboriginal Service Plan and in partnership with many Indigenous communities, UVic has implemented the Aboriginal STEM Outreach program for Indigenous youth. The program—facilitated by faculty, staff and students from the Faculties of Science and Engineering—enables elementary and high school students, as well as adult learners, families and Elders, to develop their skills and interests in science, computer technology, engineering and math.
- New graduate program proposals have been submitted to the AEST Ministry for approval. The PB Gustavson School of Business has submitted a proposal for a Masters of Management program and the Faculty of Engineering has submitted a proposal for a Masters of Engineering in Applied Data Science. Both program proposals are based on strong indications of student interest and job market capacity.

Annualized FTEs

Full-time equivalent (FTE) enrolment is a weighted measure of student enrolment that takes into account course load. This measure is used as the principal enrolment accountability mechanism with the province. For undergraduates, the FTE for a particular term is calculated by dividing a student’s total registered units by the expected unit total for that particular program and year level (usually 15.0). For full-time graduate students, the term FTE is 1.0, while for part-time graduate students, it is 0.33.

An annualized full-time equivalent (FTE) measures course activity over a twelve-month-period, beginning with the summer term. For an undergraduate, this is simply the sum of the FTEs for the summer, fall, and spring terms. For a graduate student, the annualized FTE is the sum of the three FTEs divided by 3.

Grant funding from the Province of BC is accompanied by undergraduate and graduate enrolment targets and accountabilities. This represents our “AEST-funded target” and an annual “Institutional Accountability Plan and Report” is submitted through the Board to AEST each summer.

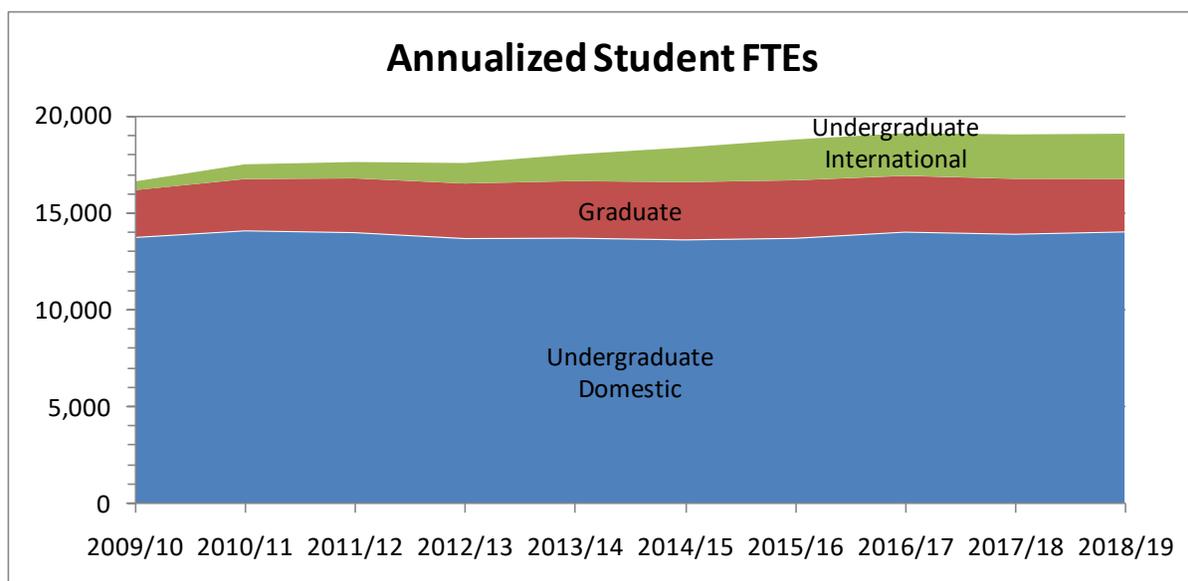
The University sets a higher internal target for enrolments for the purpose of its own academic and budget planning. We take into account undergraduate international students who are not

funded by government and pay full international tuition. International graduate students are included along with domestic students in the AEST graduate targets – out of a 2017/18 annualized total of 2,903 FTE, 958 were international. Our total enrolments should eventually exceed AEST-funded enrolments by the number of full-fee international undergraduate students. Our total 2018/19 enrolment is 845 over the AEST target. We further exceed our undergraduate international student goal by 261 FTE. Our overall enrolment of 19,074 exceeds our target of 17,968 by 1,106 FTE.

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

Over the past decade at the University of Victoria, the greatest enrolment growth has been in international students. Whereas international student numbers have more than quadrupled over ten years, there has been more modest growth in domestic undergraduates in that same time period. Graduate growth has been strong but has moderated recently.

Annualized Student FTEs											
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	10-Year
	Actual	Forecast	% Change								
Undergraduate Domestic	13,733	14,077	13,984	13,677	13,697	13,608	13,689	14,011	13,902	14,022	2.1
Undergraduate International	449	751	831	1,049	1,368	1,773	2,083	2,179	2,270	2,311	414.7
All Undergraduate	14,182	14,828	14,815	14,726	15,065	15,381	15,772	16,190	16,172	16,333	15.2
Graduate	2,447	2,678	2,808	2,847	2,952	2,986	3,002	2,911	2,865	2,741	12.0
All Students	16,629	17,506	17,623	17,573	18,017	18,367	18,774	19,101	19,037	19,074	14.7



The BC AEST Ministry sets targets for UVic based on annualized FTEs. It is expected that the University will exceed these targets for 2018/19.

Annualized FTE Target Comparison					
	18/19 Projection	18/19 Target	FTE Difference	% Difference	
Domestic Undergraduates	14,022	13,608	414	3.0	
International Undergraduates	2,311	2,050 *	261	11.3	
Total Undergraduates	16,333	15,658	675	4.1	
Graduate	2,741	2,310	431	15.7	
Total Student	19,074	17,968	1,106	5.8	

* University of Victoria internal enrolment level

Headcounts

Student enrolment is usually measured in two ways: as a headcount and as a full-time equivalent (FTE). A headcount is simply an unweighted count of individuals, where part-time and full-time students contribute equally to the final tally. Headcount totals are always referenced to a particular date and term, such as November 1 in the fall term.

While headcount enrolment at UVic has increased by 8% over the past ten years, enrolments within most Faculties have been fairly stable and within a range related to their enrolment targets. The greatest headcount growth has been in the Faculty of Engineering, with the total almost doubling in seven years, followed by the PB Gustavson School of Business. The largest decrease has been in the Faculty of Humanities which is reflected in national and international trends. Enrolments in the Division of Medical Sciences represents students enrolled in UBC's Faculty of Medicine.

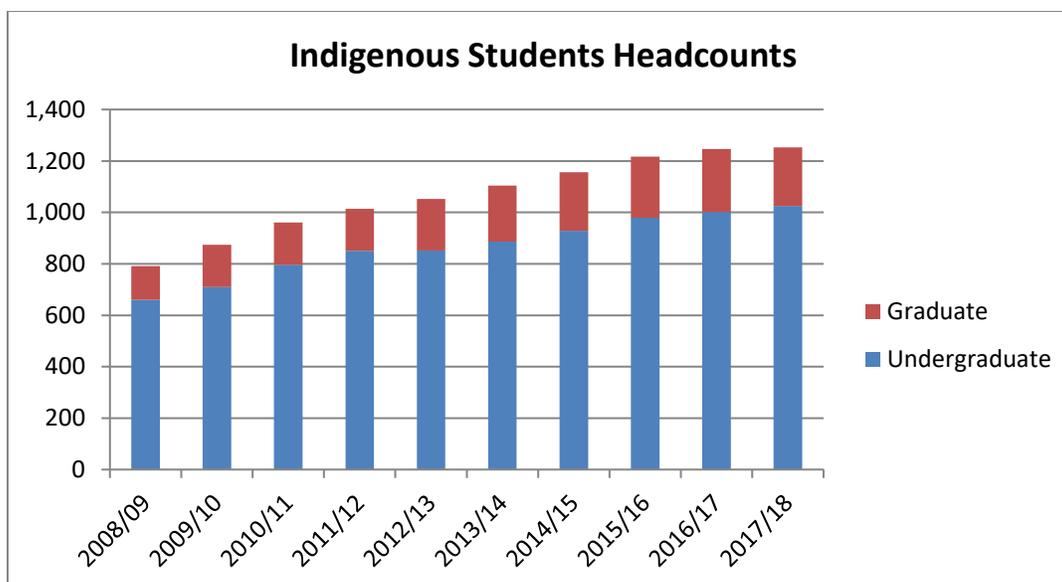
Fall Student Headcounts								
Faculty	2012	2013	2014	2015	2016	2017	2018	7-year
	Nov-01	% Chg						
Education	1,054	1,068	1,008	1,097	1,031	1,023	1,027	-2.6
Engineering	1,593	1,914	2,242	2,443	2,703	2,926	3,017	89.4
Fine Arts	1,174	1,168	1,142	1,154	1,125	1,090	1,078	-8.2
Human & Social Development	1,458	1,555	1,571	1,510	1,534	1,452	1,452	-0.4
Humanities	2,135	2,009	1,986	1,987	2,002	1,912	1,804	-15.5
Law	377	388	364	358	382	382	411	9.0
Science	2,915	2,899	2,969	2,945	2,931	2,897	3,007	3.2
Social Sciences	5,176	5,282	5,292	5,348	5,394	5,439	5,512	6.5
Medical Sciences	126	129	132	132	99	95	97	-23.0
PB Gustavson Schl of Business	921	995	1,091	1,173	1,188	1,201	1,256	36.4
Total Undergraduate	16,929	17,407	17,797	18,147	18,389	18,417	18,661	10.2
Graduate Studies	3,272	3,406	3,412	3,446	3,307	3,281	3,173	-3.0
University Total	20,201	20,813	21,209	21,593	21,696	21,698	21,834	8.1

Indigenous Enrolment

Indigenous student enrolment has grown dramatically at UVic over the past ten years. Congruent with our SEM Plan, our goal is to continue that growth by keeping Indigenous student recruitment closely aligned with our national recruitment team and linked to the Office of Indigenous Academic and Community Engagement. Included in that alignment is a continual evaluation of the nature and efficacy of support programs provided to Indigenous students. In addition, new community-based programs may lead to important changes in existing admission and registration processes. Our goal is to have Indigenous students comprise at least 10% of the overall student population at UVic by 2029, representing a 112% increase over the coming decade.

Indigenous students may self-identify at any point in their education. Because of that, there is some uncertainty as to their actual enrolment numbers, which may be higher than indicated. The student headcounts show strong growth, particularly in Engineering.

Indigenous Student Headcounts											
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	10-Year % Change
Undergraduate	660	709	796	851	852	886	929	979	1,001	1,025	55.3
Graduate	131	165	165	163	200	218	227	238	246	228	74.0
Total	791	874	961	1,014	1,052	1,104	1,156	1,217	1,247	1,253	58.4



Indigenous Student Headcounts by Faculty

Faculty	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	7-Yr-% Chg.
Education	85	78	85	91	115	96	75	-11.8
Engineering	44	56	64	78	94	99	113	156.8
Fine Arts	64	61	76	78	73	59	61	-4.7
Human & Social Development	155	138	139	142	139	158	159	2.6
Humanities	143	140	141	138	147	137	166	16.1
Law	26	24	22	22	28	34	37	42.3
Science	94	104	98	112	121	116	127	35.1
Social Sciences	215	227	237	243	234	273	261	21.4
Medical Sciences	15	11	6	6	6	8	7	
PB Gustavson Schl of Business	10	13	18	19	22	21	19	
Total Undergraduate	851	852	886	929	979	1,001	1,025	20.4
Graduate Studies	163	200	218	227	238	246	228	39.9
University Total	1,014	1,052	1,104	1,156	1,217	1,247	1,253	23.6

Sources of New Students

U Vic sets enrolment targets every year for its new incoming classes to ensure overall enrolment levels are met and that we achieve goals associated with new and growing programs (computer science, engineering, and law are current examples) as well as strategic goals such as diversifying international enrolments or growing Indigenous enrolments. The applications and admissions cycle requires the setting of enrolment targets and admissions

cut-offs to meet those enrolment levels. As a destination university, new students come to UVic from across the province, Canada and from around the world.

Following several years of larger first-year entry classes, smaller new entry classes have been required to maintain our overall enrolment level. This has been achieved by increasing the recruitment of high achieving students and increasing admissions cut-offs for entry. Indeed for the last three years, UVic has kept the size of the incoming class roughly constant.

In terms of geographic distribution, the greatest number of undergraduate registrants have consistently been from Vancouver Island, while the next largest group has been from the Lower Mainland. As UVic stabilizes and diversifies its international enrolment, new enrolments from that cohort have also been reduced. Five years ago, the university admitted a larger incoming cohort of international students, almost 1,000, in order to achieve the 17% representation as articulated in our International Plan. For the most recent three years, the incoming class has remained constant, at about 800, in order to sustain that 17% representation without growing further.

<i>Undergraduate Applications, Admissions, Registrants</i>						
	2014	2015	2016	2017	2018	5-Year
	Fall	Fall	Fall	Fall	Fall	% Change
Total Applicants	15,500	14,472	14,035	14,871	15,576	0.5
Total Admissions	9,207	10,130	10,181	10,249	10,038	9.0
Registrants						
Vancouver Island	1,455	1,478	1,457	1,332	1,469	1.0
Lower Mainland	1,014	878	809	846	921	-9.2
Rest Southern BC	403	462	421	427	377	-6.5
Other BC	181	172	181	181	191	5.5
Rest of Canada	697	758	790	745	698	0.1
Outside Canada	996	862	749	827	786	-21.1
Total Registrants	4,746	4,610	4,407	4,358	4,442	-6.4

The largest group of new undergraduate students are from high schools. The five-year trend of increases from BC Colleges follows a decade of substantial decreases as local degree opportunities became available across the province in 2008. Recent increases are largely due to strong partnership and pathway agreements.

	2014	2015	2016	2017	2018	5-Yr-% Chg.
BC High Schools	2,293	2,215	2,044	1,970	2,030	-13.0
BC Colleges	543	540	577	565	654	17.0
Total BC	2,836	2,755	2,621	2,535	2,684	-5.7
All High School	3,111	2,964	2,803	2,784	2,823	-10.2
All Post-Secondary	1,635	1,646	1,604	1,574	1,619	-1.0
Overall Total	4,746	4,610	4,407	4,358	4,442	-6.8

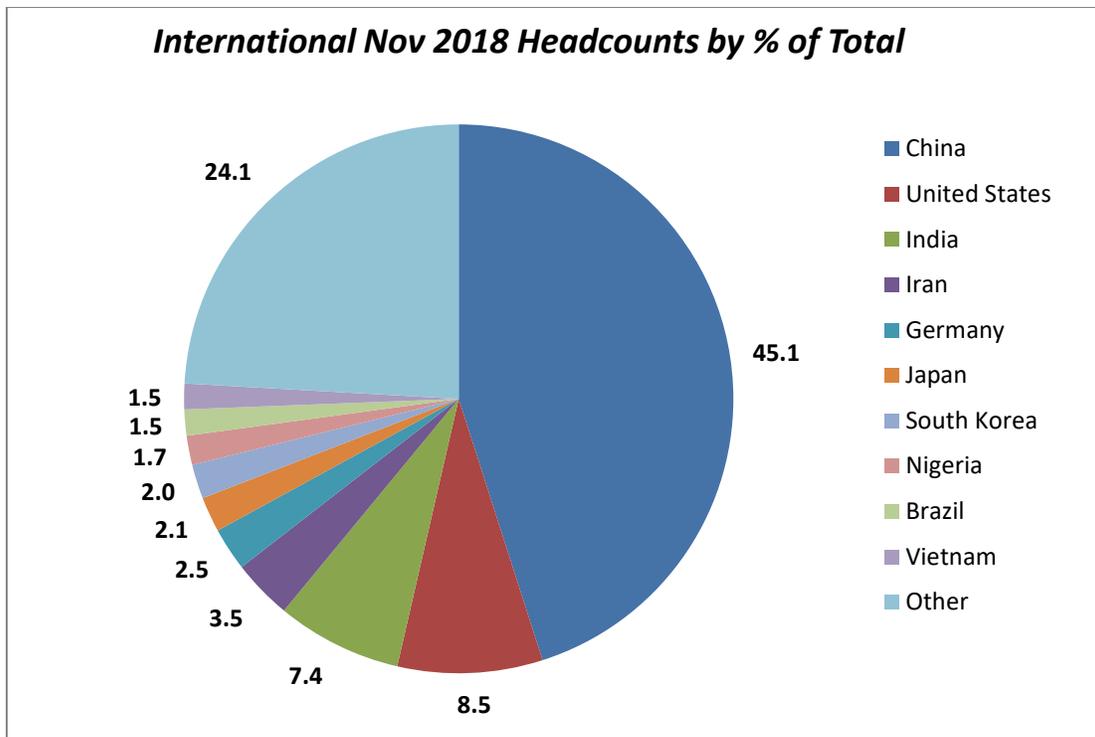
Internationalization

UVic is relatively unique in that over 70% of our students come from outside our geographic region. UVic's Strategic Enrolment Management (SEM) framework includes a goal to increase and diversify our international undergraduate student population by 2024 in three ways:

- Sustaining a cohort of international undergraduate students that will comprise approximately 17% of our undergraduate population (our current level),
- Further diversifying the international undergraduate student population by country, and,
- Rebalancing the international undergraduate student representation across faculties.

UVic currently has students from 123 different countries. The largest country of origin, by far, is China, with the United States a distant second. For international undergraduate enrolments, our diversification efforts have reduced the proportion of students from China from 54% to 45% over the last five years.

Country	Headcount	% of Total
China	1,673	45.1
United States	317	8.5
India	274	7.4
Iran	131	3.5
Germany	94	2.5
Japan	77	2.1
South Korea	75	2.0
Nigeria	64	1.7
Brazil	57	1.5
Vietnam	56	1.5
Other	895	24.1
	3,713	



Challenges, New Strategies and Initiatives

The demographic trough for 18-24 year-old age cohort in BC began in 2014-15 and is expected to continue to 2021. During the trough, this cohort is projected to decline between 1 and 2 percent every year, at which point modest (<1%) growth is anticipated. In the Greater Victoria region, declines in that age group are in the 1 to 3 percent range and will continue through to 2023. Indeed, most regions in BC are experiencing declines in the 18-24 year-old age cohort with the exception of the Lower Mainland. While recruitment efforts in that region have increased, conversion from applicant to registration has been difficult due to the competitive nature of that market. As indicated earlier, there is certainly high post-secondary institution competition in the province, notably from “teaching” universities in communities where we see significantly higher school graduation rates (e.g., Surrey). The choice to attend these schools is attractive for students and parents as the overall cost is less and access is readily available.

One of the fastest growing groups in BC is the 18-24 year-old Indigenous population. With provincial efforts underway to increase graduation rates from the K-12 system, and UVic’s goal of increasing enrolment such that Indigenous students represent ten percent of our student population, recruitment efforts for these students will continue to intensify.

There is also increasing competition for student enrolment in specific programs. For example, the province’s investment in post-secondary institutions across BC to support computer science and engineering creates a more competitive student recruitment market. The University of British Columbia, Simon Fraser University and Thompson Rivers University are all expanding their engineering programs with provincial funding as well.

There are also increasingly competitive entrance scholarship programs at competitor institutions. UVic annually reviews the size and scope of our scholarship programs to ensure we are competitive and successful in attracting and retaining the best students.

In light of these challenges and to achieve our enrolment goals going forward, a number of initiatives are underway:

- UVic's SEM plan, to be approved in early 2019, will focus our campus on achieving enrolment goals for the university over the coming decade and systematically aligning our student recruitment, retention and success initiatives. This process will optimize resources while maintaining overall student enrolment at about the current size. In particular, goals related to student success, diversifying international enrolments, growing graduate enrolments, and increasing Indigenous enrolment will be priorities over the next ten years.
- A comprehensive review of scholarship programs is planned to increase our competitiveness in attracting and supporting high quality students. Focus will also include improving admissions processing time and ensuring that scholarship offers are matched with offers of admission.
- We will increase focus on greater coordination between the office of Student Recruitment and Global Engagement and the Faculties to organize conversion activities such as regional events, call campaigns and an expanded recruitment webinar program. In addition, we will ensure all recruitment materials are aligned with UVic's Edge campaign to present a coherent UVic message to prospective students and their families.

Conclusion

While there are ongoing challenges and opportunities associated with demographics (a temporarily decreasing number of 18-24 year-olds, growth in the Lower Mainland and a fast growing Indigenous population) and increased competition from other universities, UVic is well positioned to meet its enrolment goals for the coming years. The university must ensure that our branding and outreach activities resonate in the post-secondary market, that our scholarship and bursary programs are competitive and appropriately targeted as well as being fine-tuned to match our SEM goals, and that key university services, such as academic advising, career services, housing and student supports, are responsive to the current needs of students. Our Strategic Enrolment Management framework will help guide our enrolment priorities above and identify further opportunities for us to move forward together with our Faculties, so that we can continue to meet our enrolment goals and support our students for success.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 9, 2018

To: Operations and Facilities Committee

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

Meeting Date: November 26, 2018

Subject: **Report on Student Financial Aid 2017-18**

Basis for Jurisdiction: Strategic Framework

A handwritten signature in blue ink, which appears to read "Valerie S. Kuehne".

Strategic Relevance:

The report provides information on UVic's longstanding priority of recruiting and retaining outstanding students from diverse backgrounds and removing barriers to admission and retention. The report supports the following strategies articulated in the Strategic Framework:

Strategy 1.1

To attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs – including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness.

Strategy 4.3

Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.

Background:

The report on student financial aid is an annual report presented to the Board of Governors for information.

Summary:

The attached report provides an overview of the types and levels of financial assistance available to undergraduate students and need-based funding received by graduate students during the 2017/18 academic year. This includes scholarships, bursaries, awards, and work-study funding.

In 2017/18, undergraduate students received more than \$13 million in financial aid from a variety of sources including: operating budget, carry over i.e. unspent funds from prior years, annual donor funds, and endowed sources of funding (see table on page 3). More than \$8 million in scholarships was awarded to 2,918 full time undergraduate students. In addition, 1,332 undergraduate students received bursaries and awards valued at more than \$4 million and 136 graduate students received bursaries and awards valued at more than \$697K. The work-study program provided part-time employment opportunities to 483 students who earned more than \$640 K from September 2017 to April 2018.

From 2013 to 2017, the annual value of student financial aid received by undergraduate students and bursaries received by graduate students has increased by more than \$535K or 4% (see table on page 3).

The University's gross expenditures (including expenditures from the specific purpose and sponsored research funds) for scholarships and bursaries for all students has increased by more than \$3.8 million or 12% from \$32.4 million in 2011-12 to \$36.3 million in 2017/18. (see table on page 4)

2017-2018 Report on Student Financial Aid

UVic Strategic Framework

The Strategic Framework (2018-2023) articulates the following strategies:

Strategy 1.1

To attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs – including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness.

Strategy 4.3

Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.

Student financial aid offered as scholarships, bursaries, and through the work-study program support the recruitment and retention of a diverse community of talented students.

Student Financial Aid Funding

This report details funding for undergraduate scholarships, undergraduate and graduate bursaries, and the work-study program administered by the Office of Student Awards and Financial Aid (SAFA) ¹. Merit based awards for graduate students are administered by the Office of the Dean of the Faculty of Graduate Studies and are not included in this report.

Over the past four years, the commitment of additional funding from various sources (base budget, carry over, annual donor funds, and endowed sources) has made it possible to increase both the value and number of undergraduate scholarships and undergraduate and graduate bursaries. While there has been slight fluctuations year to year due to planned use of carry over funds, the overall trend has been robust support for all forms of financial aid.

	2013-14	2014-15	2015-16	2016-17	2017-18
Scholarships	\$8,029,202	\$9,849,772	\$8,863,835	\$8,424,656	\$8,111,205
Bursaries and Awards	\$4,189,456	\$4,585,880	\$4,110,174	\$3,967,071	\$4,708,338
Work Study	\$706,772	\$714,538	\$661,929	\$652,027	\$640,990
Total	\$12,925,430	\$15,150,190	\$13,635,938	\$13,043,754	\$13,460,533

¹SAFA administers bursaries and work-study for both undergraduate and graduate students and the dollar values for these types of aid include funding awarded to graduate students.

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

All Gross Expenditures for Scholarships, Fellowships & Bursaries

2011/12	\$32,484,000
2012/13	\$33,500,000
2013/14	\$35,925,000
2014/15	\$37,440,000
2015/16	\$37,157,000
2016/17	\$35,873,000
2017/18	\$36,358,000

A. Undergraduate Scholarship Program

The University of Victoria offers one-time and renewable entrance and in-course scholarships in support of the recruitment and retention of high achieving students.

In 2017/18, 2,918 undergraduate students received 3,727 entrance and in-course scholarships totalling \$8,111,205 from base budget, carry over, annual donor, and endowed sources of funding. This represents a 3.72% decrease in the total dollar value of scholarships awarded from the previous year. This decrease resulted from a number of factors discussed later in this report.

Scholarships are awarded to undergraduate students in two categories: entrance and in-course. The majority of entrance scholarships are offered based on the admission average of the applicant. There is also a category of entrance scholarships awarded with consideration given to admission average, volunteer commitment, athleticism, leadership, or other criteria specified in the terms of reference for each award.

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

The following table compares all undergraduate scholarships awarded in 2016/17 and 2017/18:

Summary of Entrance Scholarships			
	May 2016 - Apr 2017	May 2017 - Apr 2018	Change from 2016-17 to 2017-18
Number of scholarships	1786	1815	↑ 29
Number of recipients	1599	1637	↑ 38
Value of scholarships	\$3,965,297	\$3,804,898	↓ \$160,399
Average award per recipient	\$2,480	\$2,324	↓ \$156
Summary of In-Course Scholarships			
	May 2016 - Apr 2017	May 2017 - Apr 2018	Change from 2016-17 to 2017-18
Number of scholarships	1910	1912	↑ 2
Number of recipients	1527	1281	↓ 246
Value of scholarships	\$4,459,359	\$4,306,307	↓ \$153,052
Average award per recipient	\$2,920	\$3,361	↑ \$441

Entrance Scholarships:

The largest category of entrance scholarships is automatic scholarships awarded based on admission average only. To be considered for this scholarship category, prospective students were required to self-report their grade 12 marks by March 31, 2017. Students entering with a self-reported admission average of 85% or higher were offered entrance scholarships with values ranging from \$1,500 to \$6,500. The scholarship offer letter advised that the award would be granted upon confirmation of final grades in August and registration in a full course load in the 2017-18 winter session. The number and total value of offers made each year varies depending on the admission average of each student in the entering class.

The following table details a comparison of all automatic entrance scholarships offered and accepted in 2016-17 and 2017-18:

Admission average required to qualify	Value	2016-17 # Offered	2016-17 # Accepted	2016-17 \$ Awarded	2017-18 # Offered	2017-18 # Accepted	2017-18 \$ Awarded	Change in # accepted from 2016-17 to 2017-18	Change in \$ awarded from 2016-17 to 2017-18
Renewable									
98.00 - 100%	\$6,500	51	23	\$ 149,500	38	14	\$ 91,000		
96.00 - 97.99%	\$5,000	156	65	\$ 325,000	230	83	\$ 415,000		
Total Renewable		207	88	\$ 474,500	268	97	\$ 506,000	↑ 9	↑ \$31,500
Non-Renewable									
94.00 - 95.99%	\$2,500	400	95	\$ 237,500	420	101	\$ 252,500		
90.00 - 93.99%	\$2,000	1185	363	\$ 726,000	1233	348	\$ 696,000		
85.00 - 89.99%	\$1,500	2257	739	\$ 1,108,500	2256	712	\$ 1,068,000		
Total Non-Renewable		3842	1197	\$ 2,072,000	3909	1,161	\$ 2,016,500	↓ 36	↓ \$55,500
Totals		4049	1285	\$ 2,546,500	4177	1258	\$ 2,522,500	↓ 27	↓ \$24,000

Automatic entrance scholarships:

- In 2017/18, 1,258 automatic renewable and non-renewable entrance scholarships were accepted with a total value of \$2,522,500
- There was a 2% decrease in the total number and a 6% decrease in the average value of \$2,480 in the previous year.

Automatic renewable entrance scholarships:

- There were 268 offers of renewable entrance scholarships made to eligible applicants in 2017/18 compared to 207 offers made in 2016-17. This was a 29% increase.
- The entering averages required to qualify for the \$20,000 and \$26,000 renewable entrance scholarships are:
 - 98.00 – 100% \$26,000 payable at \$6,500 per year for four years
 - 96.00 – 97.99% \$20,000 payable at \$5,000 per year for four years

In-Course Scholarships:

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

- In 2017/18, 1,281 students who demonstrated academic excellence in their previous year of study at UVic received in-course scholarships with a total value of \$4,306,307
- This is a 16% decrease in the number of in-course scholarship recipients and a 3% decrease in the total value from the previous year.
- Included in totals mentioned on the previous page, 320 students received renewals of entrance scholarships with a total value of \$1,771,818. This 6% decrease in the number and a 11% decrease in the total value of renewals awarded resulted from the discontinuation of the \$16,000 renewable entrance scholarships in 2015/16.
- The average value of in-course scholarships was \$3,361 for a 15% increase from the previous year.

Competitiveness of UVic's Entrance Scholarship Program:

With over 70% of students coming from outside the south Vancouver Island region, our position as a destination university results in higher costs for students who relocate to study at UVic. In 2012, our scholarship strategy was reviewed with a view to enhancing the entrance scholarship program to better ensure our competitiveness in recruiting high quality students, to meet our past Strategic Plan goal of being in the top 20% of Canadian universities in terms of expenditures on student financial assistance, and to support our domestic recruitment targets.

As a result of that review, significant short-term enhancements were made to our entrance scholarship program that included the use of carry forward funds as well as a significant short-term investment recommended by the Integrated Planning Committee. Prospective students who were admitted in September 2013 with an admission average between 85-94.49% and domestic International Baccalaureate applicants reporting 32-37 IB points were offered higher value scholarships than those offered in previous years. In addition, students transferring from Canadian colleges or universities were eligible for higher value transfer scholarships.

The enhanced scholarship program was very successful but not sustainable. In 2014/15, there was an increase of \$733K in the value of scholarships accepted. The financial commitment necessary to sustain the ongoing renewals of those scholarships was greater than had been anticipated and, as a result, the program was modified in subsequent years. A proposal for an

adjustment to the enhanced scholarship program was presented to the Integrated Planning Committee in June 2014 that included (a) one-time funding of \$1.5 million for 2015/16 and (b) reductions in scholarship values for 2015/16 to offset the decrease in available carry forward funding for this purpose:

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

The entrance scholarship program was adjusted again in the 2016-17 program year to reduce the demand on the scholarship base budget while still remaining competitive amongst our peers:

- Reduced scholarship values offered within revised admission average ranges
 - Non-renewable scholarships previously valued at \$3,500 per year reduced to \$2,500
 - Non-renewable scholarships previously valued at \$2,500 per year reduced to \$2,000

From 2016/17 to 2017/18 the most common scholarship amount offered was \$1500 for students with an admission average of 85% to 89.99%.

The following chart show UVic's competitive position in 2017/18:

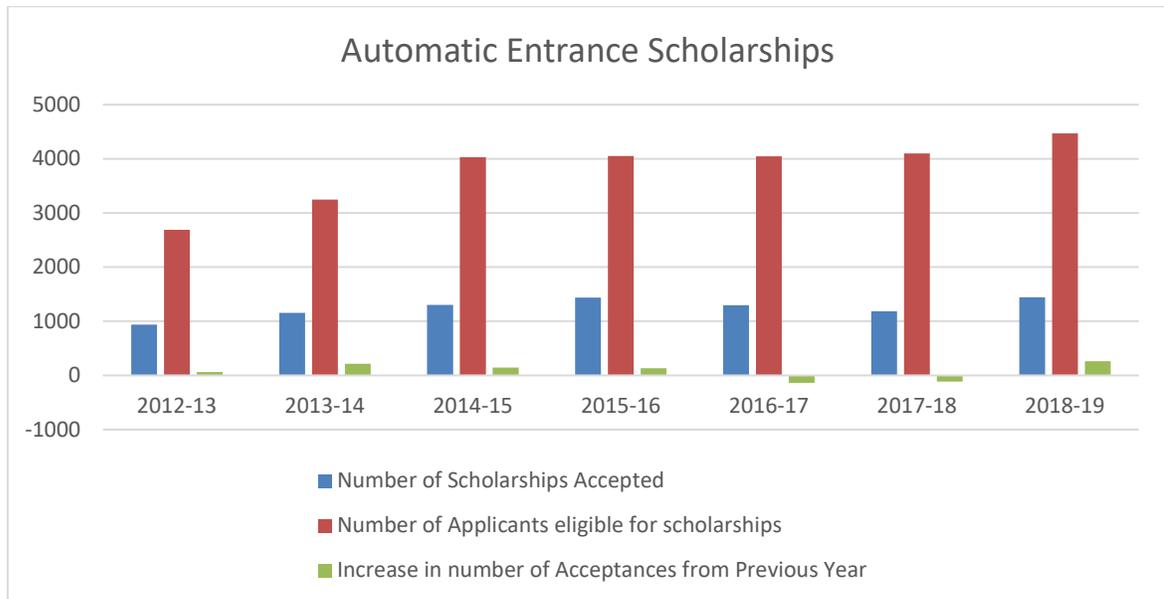
Automatic Entrance Scholarship Comparators 2017 - 2018			
School		Amount	Admission Average
UVic	UVic Excellence	\$6500 x 4 years	98% - 100% (IB 40+)
		\$5000 x 5 years	96% - 97.99% (IB 38-39)
		\$2,500	94% - 95.99% (IB 32-37)
		\$2,000	90% - 93.99%
		\$1,500	85% - 89.99%
Guelph	University of Guelph Entrance Scholarship	\$3,000	90%+
	University of Guelph Entrance Scholarship	\$2,000	85% - 89.99%
Queen's	Senator Frank Carrel Merit Scholarship	\$5000 x 4 years	92% + (IB 38 +)
	Principal's Scholarship	\$6,000	95% + (IB 39+)
	Excellence Scholarship	\$2,000	90% 94.99% (IB 36-38)
	Dean's Admission Scholarship for Bachelor of Arts and Science (Honours)	\$1,000	88.50% - 89.99% (IB 35)
SFU	Ken Caple College Transfer Entrance Scholarship	\$3,500	3.70/4.0
	International Summit Transfer Entrance Scholarship	\$3,500	3.70/4.0
	Automatic Academic Excellence Entrance Scholarship	Discontinued 2017-18	
U of Calgary	President's Admission Scholarships	\$5,000	95%+
	International Baccalaureate Diploma Entrance Schola	\$3,500	IB 35 +
UBC	Automatic Entrance Scholarships	\$0	None offered

In November 2015, 2016, and 2017, requests for additional student financial support were presented to the Integrated Planning Committee. The requests outlined the four important outcomes that UVic had realized because of implementing the enhanced entrance scholarship program in 2013/14:

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

The Integrated Planning Committee recommended an additional \$1.5 million in 2016/17, 2017/18, and 2018/19 to support the entrance scholarship program. While this represents a continued and significant investment, SAFA was required to adjust scholarship values in 2016/17. Those adjusted values were also offered to the incoming class of 2017/18. In 2019, SAFA will be conducting a review of all entrance award categories in order to align award values in support of the institution's new Strategic Enrolment Management plan.

The following graph illustrates automatic scholarship offers and acceptances over the last 7 years:



B. Domestic Undergraduate Bursary Program

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

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

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

Students who do not qualify for government student assistance due to extenuating circumstances or who experience unforeseen financial crisis are also eligible to apply for bursary funding. These

students meet with a Financial Aid Officer to discuss their financial situation and bursary funding may be approved on a discretionary basis.

In 2017/18

- 1332 undergraduate students shared bursaries and awards valued at \$4,010,530
- This is a 10% increase in undergraduate students and a 21% increase in total value from 2016/17.
- The average value of need-based funding per bursary recipient was \$4,158.

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

The allocation formula used to distribute bursary funding ensures a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily composed of students with dependents. In consideration of the significant financial barriers that exist for high need students, applicants with need greater than \$15,000 received bursaries to cover 100% of the need not covered by other sources. The allocation of funding is as follows:

Range of Unmet Need	Percentage of Need met with Bursary Funding
\$15,000+	100%
\$10,001 - 15,000	90%
\$7,501 - 10,000	80%
\$5,001 - 7,500	70%
\$4,001 - 5,000	70%
\$3,001 - 4,000	70%
\$2,001 - 3,000	70%
\$1,001 - 2,000	70%
\$501 - 1,000	70%
\$0 - \$500	0%

C. Graduate Bursary Program

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

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

In 2017/18

- 136 graduate students shared bursaries and awards valued at \$697,808
- The average amount of need-based funding per bursary recipient was \$5,525

In 2016/17:

- 291 graduate students shared bursaries and awards valued at \$659,770.
- The average amount of need-based funding per bursary recipient was \$2,261.

Bursaries are awarded throughout the academic year and a detailed breakdown of bursaries and awards received by graduate students is included with this report (see Appendix B).

D. Need-Based Funding for International Students

Bursary Funding

International undergraduate and graduate students who experience financial crises during their school year are eligible to apply for bursary funding. International students are invited to meet with a Financial Aid Officer in SAFA to discuss their extenuating circumstances and eligibility for bursary assistance. Bursary funds for international students are intended to assist students working towards completion of their program of study; they are not a recruitment tool offered to students commencing a UVic program.

Prior to the 2017/18 academic year international graduate students could apply on-line for a bursary valued up to \$375 to offset the difference between domestic and international graduate tuition fees. Commencing in September 2017 the bursary application process for international graduate students was changed to ensure that the students with existing extenuating circumstances could meet with a Financial Aid Officer and be considered for higher valued bursaries when needed. This change to the application process resulted in a reduction in the number of bursaries awarded to international graduate students in 2017/18, however, the individual bursaries awarded were of a much higher value.

The following table details the base budget funded undergraduate and graduate international student bursaries awarded from 2012 to September 2018:

Year	Number of Bursaries Awarded	\$ Value of Bursaries Awarded
2017-18	31	\$ 109,645
2016-17	224	\$ 146,353
2015-16	252	\$ 195,226
2014-15	195	\$ 140,379
2013-14	174	\$ 120,799
2012-13	111	\$ 87,304

In addition to the \$109,645 in base budget funded bursaries awarded in 2017/18, four international students also received donor-funded bursaries (annual and endowed) totaling \$5,075.

The base budget funding allocated for bursaries to international undergraduate and graduate students is \$219,500. An additional \$50k in bursary assistance for international students was approved for 2017/18. The total base budget funding allocated and available for international student bursaries in 2017/18 is \$269,500.

The SAFA will continue to monitor the demand on the international bursary funding and will advise the Associate Vice-President Student Affairs if there is concern that demand will exceed the funding available.

Work-study Program (see also section E. below)

International students who demonstrate financial need are eligible to participate in the work-study program. While the demand for the program amongst all UVic students is always significantly higher than the funding available, international students are participating in the work-study program in a ratio relevant to their representation on campus. In 2017/18, international students represented approximately 16% of the total graduate and undergraduate student population. Of the total pool of applicants, the percentage of international students who applied for work-study eligibility in the last two years was 17% in 2016/17 and 22% in 2017/18. The percentage of international students hired into work-study positions was 17% (\$99,904 earned) and 17% (\$119,835) in those same years.

E. Work-study Program

The work-study program creates valuable experiential learning opportunities for students to engage in research activities as part of their programs. The program is designed to provide on-campus work experience for currently registered undergraduate and graduate, domestic and international students who require financial assistance.

Facts about the work-study program:

- Students are not required to be in receipt of government student assistance to participate in the work-study program, but must demonstrate financial need according to a standardized needs assessment.
- In 2017/18 the program had a base budget of \$695,000 and the hourly rate of pay in 2017/18 was a minimum of \$12 per hour (up from \$11 per hour in 2016/17).
- In 2017/18, more than 1,117 students were eligible to participate in the program.
- 483 students were hired into 371 positions.
- Participants earned \$640,990 for an average of \$1,327 per student.

F. Indigenous Students

The University of Victoria is committed to increasing the number and success of Indigenous students graduating from all faculties and building programs to support success.

The table on the following page reports the types of funding received by undergraduate scholarship recipients, and both undergraduate and graduate bursary, award, and work-study funding recipients who have self-identified as Indigenous.

Funding Received by Indigenous Students				
	2016-17		2017-18	
	# of Recipients	\$ Value	# of Recipients	\$ Value
Scholarships (undergraduate only)	63	\$ 177,307.00	82	\$ 218,206.00
Bursaries	76	\$ 129,098.00	90	\$ 213,928.00
Awards	4	\$ 5,200.00	9	\$ 18,921.00
Work Study	8	\$ 11,483.00	17	\$ 19,788.00
Total Students and Funding	142*	\$ 323,088.00	183**	\$ 470,843.00
* 9 students received more than one type of funding				
**15 students received more than one type of funding				

G. Youth in Care Award

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

In 2014-15, the University of Victoria Youth in Care Award was approved. Originally the award covered up to eight terms of funding or completion of a first degree, whichever came first, of actual tuition costs excluding mandatory fees. Entering, in-course, and transfer students who met the eligibility criteria and were registered in their first undergraduate degree were eligible to apply.

In 2017-18, the terms of reference for the award were amended to complement the new BC Government Tuition Waiver announced by the BC Ministry of Advanced Education, Skills and Training as well as donor provided funds including those from the Sisters of St. Ann's. The UVic award now covers the actual tuition costs and mandatory fees for all terms required for completion of a first undergraduate degree. The revised award will continue to provide a tuition award for former youth in care who had been in care in BC for at least one year but do not meet the Tuition Waiver age or number of years in care criterion. In addition, funding will be made available to assist those who meet either criteria with tuition, fees, books and living expenses.

Additional information about support for Former Youth in Care in BC:

- The UVic Youth in Care Award has no age limit and the minimum amount of time in care to qualify for the award is 12 months. Time in care must have been in the province of BC.
- The BC Government Tuition Waiver is available to students between the ages of 19 and 26 years and must have been in care in BC for a minimum of 24 months.
- In 2017/18, 26 students received the UVic award (compared to 13 recipients in 2016/17) totaling \$247,808. Of these students, 17 also qualified for the BC Government Waiver.

H. Government Student Assistance

In 2017-18, 4,992 undergraduate and graduate students received \$59 million in funding through all Canadian federal and provincial/territorial student assistance programs. Approximately \$13 million was awarded as non-repayable grant funding. Federal grant programs continue to play a significant role in meeting the financial need of students.

In addition to Canadian government student assistance, 64 students received Direct Loans from the US Department of Education totalling USD \$805K.

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

and, where possible, our programs will be adjusted to meet the needs of students.

Plan for Further Action

In 2019, we will be developing a funding proposal that will review the outcomes of the significant, short-term investments that have been made in student financial aid over the last 5 years. This proposal will be informed by work done through our Strategic Enrolment Management (SEM) initiative and be aligned with our UVic Strategic Framework in order to ensure that we are positioned to meet our provincially funded targets as well as internal objectives regarding quality, particularly entering average and program utilization, and our commitment to supporting student success.

Appendix A

All Undergraduate Bursary Program May 2017 - April 2018							
Range of Awards	Number of Recipients	Total Assessed Need of applicants	Average Assessed Need	Total Bursary Awarded	Average Bursary Awarded	Average Remaining Unmet Need	Total Remaining Unmet Need
Over \$10,000	127	2,082,528	16,398	1,234,019	9,717	6,681	848,508
\$9,001-10,000	39	374,125	9,593	264,280	6,776	2,817	109,845
\$8,001- 9,000	29	246,947	8,515	161,058	5,554	2,962	85,889
\$7,001-8,000	45	337,998	7,511	203,416	4,520	2,991	134,582
\$6,001-7,000	41	263,905	6,437	152,820	3,727	2,719	111,485
\$5,001-6,000	79	431,054	5,456	292,532	3,703	1,753	138,522
\$4,001-5,000	96	425,511	4,432	283,973	2,958	1,474	141,538
\$3,001-4,000	92	321,427	3,494	232,542	2,528	966	88,885
\$2,001-3,000	96	244,780	2,550	173,982	1,812	737	70,798
\$1,001-2,000	72	110,637	1,537	84,114	1,168	368	26,523
\$401-1,000	28	20,817	743	18,857	673	70	1,960
\$0 - \$400	2	653	327	645	323	4	8
Totals	746	\$ 4,860,382		\$ 3,102,238			\$ 1,758,543

Undergraduate Awards May 2017 - April 2018			
	Number of Recipients	Total Funding Awarded	Average Award
Totals	586	\$908,292	\$1,550

Appendix B

UVic Graduate Bursary Program May 2017 - April 2018							
Range of Awards	Number of Recipients	Total Assessed Need of applicants	Average Assessed Need	Total Bursary Awarded	Average Bursary Awarded	Average Remaining Unmet Need	Total Remaining Unmet Need
Over \$10,000	35	572,176	16,348	418,825	11,966	4,381	153,351
\$9,001-10,000	7	67,425	9,632	41,126	5,875	3,757	26,299
\$8,001- 9,000	7	57,403	8,200	36,150	5,164	3,036	21,253
\$7,001-8,000	7	51,493	7,356	26,370	3,767	3,589	25,123
\$6,001-7,000	8	52,140	6,518	33,515	4,189	2,328	18,625
\$5,001-6,000	9	48,158	5,351	29,840	3,316	2,035	18,318
\$4,001-5,000	15	67,041	4,469	39,105	2,607	1,862	27,936
\$3,001-4,000	8	29,328	3,666	20,163	2,520	1,146	9,165
\$2,001-3,000	12	31,226	2,602	31,875	2,656	- 54	- 649
\$1,001-2,000	15	22,674	1,512	11,950	797	715	10,724
\$401-1,000	2	1,782	891	1,800	900	- 9	- 18
\$1-400							
Totals	125	\$ 1,000,846		\$ 690,719			\$ 310,127

Graduate Awards May 2017 - April 2018			
	Number of Recipients	Total Funding Awarded	Average Award
Totals	11	\$7,089	\$644



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 9, 2018

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: November 27, 2018

Subject: Revisions to Licensing Program Policy (AD2215)

Basis for Jurisdiction: *University Act*, s. 27(2)(u)(ii)
Strategic Framework, Strategy 1.3

A handwritten signature in blue ink, appearing to read "Valerie S. Kuehne".

Strategic Relevance:

Cultivate an Extraordinary Academic Environment

Strategy 1.3: Advance service excellence and collaboration by updating systems, spaces, processes and policies so they fully underpin research and teaching, maximize efficiency, and ensure our accountability and responsibility to our people, partners and society as a whole.

Previous Consultation:

- Associate Vice-President Faculty Relations and Academic Administration
- Associate Vice-President Student Affairs
- Campus Services
- General Counsel
- University Communications + Marketing
- Vice-President Academic and Provost
- Vice-President External Relations
- Vice-President Finance and Operations

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the revisions to the Licensing Program Policy (AD2215), effective December 1, 2018.

Background:

As Board members may recall, the University Secretary's Office has been carrying out a Policy Renewal Project, which is a review of institutional policies that are out of date or due for review. The Policy on University Policies and Procedures (GV0100) requires university policies to be reviewed at least once every seven years. This project has been ongoing since March 2016.

Policy AD2215, Licensing Program Policy, was last reviewed in June 1990. Policy AD2215 governs the licensing and use of the university's trademarks. This policy needed updating to reflect current practice and terminology. Specific policy changes include the following:

- updating the policy's purpose with a current statement of the licensing program's objectives;
- updating office names, position titles, and responsible individuals, to reflect current practice;
- updating the Licensing Program Committee membership;
- updating the royalty amount included in contract terms to 7%;
- clarifying that student organizations and clubs must request permission from Communications + Marketing to use official university trademarks; and
- designating appropriate authorities and officers, as required by the Policy on Policies.

The substantive changes to this policy reflect the organizational changes that have taken place since 1990. The goal of the review of the policy was to ensure that the policy reflects current practices, responsible authorities, and committee compositions.

Planned Further Action: If the Board of Governors approves these policy revisions, they are anticipated to take effect on December 1, 2018.

Attachment(s):

- *AD2215 Licensing Program Policy* (revised policy)
- *AD2215 Licensing Program Policy* (revised policy with tracked changes)
- *AD2215 Licensing Program Policy* (policy currently in force)

Licensing Program Policy

University Policy No.: AD2215
Classification: Administration
Approving Authority: Board of Governors
Effective Date: December 2018
Supersedes: June, 1990
Last Editorial Change:
Mandated Review: December 2025

Purpose

- 1.00 The primary object of the Licensing Program Policy is the protection of the University of Victoria's reputation, brand, and the value of the trademarks. A secondary object is the promotion of the university by applying trademarks to products appropriate to the university by a means that is consistent with the primary object.

Scope

- 2.00 This statement applies to the policies and administration of trademarks registered by the University of Victoria and to the licensing of these trademarks.

Policy

- 3.00 The management of the program shall be through Campus Services, a department of Student Affairs. The officers responsible for managing the policy shall be the Campus Services Director, the Trademark Licensing Officer(s), and the Bookstore Manager.
- 4.00 There shall be a Licensing Program Committee established consisting of the following officers:
- (a) Campus Services Director;
 - (b) Trademark Licensing Officer(s)
 - (c) Manager, Bookstore; and
 - (d) Manager, Strategic Marketing.
- 5.00 Trademarks administered under this policy are those registered under the Trade-marks Act and those trademarks in process of such registration.
- 6.00 Products licensed under this policy shall be determined by the Trademark Licensing Officer(s) or designate, and shall reflect the quality and taste appropriate to the standards of the University of Victoria brand and its sub-brands.
- 7.00 Contract terms with licensees shall be negotiated by the Trademark Licensing Officer(s) or designate. Royalties charged shall normally be not less than 7% of the wholesale cost of the products.

- 8.00 The Trademark Licensing Officer(s) or designate shall enforce license agreements and oversee university trademarks which may be subject to infringement.
- 9.00 Campus and support group use of trademarks and licensed products shall be regulated by the Trademark Licensing Officer(s) or designate. Normally, such groups consist of faculty, students, staff, student organizations including the University of Victoria Students' Society (UVSS) and the Graduate Students' Society (GSS), alumni, athletic groups, recreational groups, and off-campus groups. Student organizations and clubs are normally prohibited from using official university marks, but can request special permission from University Communications + Marketing.

Authorities and Officers

- 10.00 The following are the authorities and officers for this policy:

- (a) Approving Authority: Board of Governors
- (b) Designated Executive Officer: Vice-President Academic and Provost
- (c) Procedural Authority: Vice-President Academic and Provost
- (d) Procedural Officer: Associate Vice-President Student Affairs

Relevant Legislation:

[Trade-marks Act, RSC 1985, c. T-13](#)

Related Policies and Documents:

[Bookstore Operation policy \(AD2500\)](#)

Licensing Program Policy

Purpose

- 1.00 The primary object of the Licensing Program Policy is the protection of the ~~reputation of the University of Victoria's reputation, brand, as well as~~ and the value of the trademarks. A secondary object is the promotion of the ~~university~~ University by applying trademarks to products appropriate to the ~~university~~ University of Victoria by a means that is consistent with the ~~other primary two~~ objects.

Scope

- 2.00 This statement applies to the policies and administration of trademarks registered by the University of Victoria and to the licensing of these trademarks.

Policy

- 3.00 The management of the program shall be through ~~the Office~~ Campus Services, a department of the Vice-President, Finance and Operations, Student Affairs. ~~The officer~~ Officers responsible for ~~the management of~~ managing the ~~policy~~ Policy shall be the ~~Vice-President, Finance and Operations and the signator to agreements shall be the Vice-President, Finance and Operations or designate~~ Campus Services Director, the Trademark Licensing Officer(s), and ~~&~~ the Bookstore Manager.
- 4.00 There shall be a ~~Policy Review~~ Licensing Program Committee established consisting of the following officers:

~~(a) 4.1 Associate Vice-President, Research (Chair)~~

~~4.2 Vice-President, Finance and Operations~~

~~(a)~~ Campus Services Director;

~~(b)~~ Trademark Licensing Officer(s);

~~Vice-President, Academic~~

~~4.4 Vice-President, Development and External Relations~~

~~4.5 Executive Assistant to the President (Secretary)~~

~~(b)(c) 4.6 Manager, Bookstore; and:~~

~~(d) Manager, Strategic Marketing.~~

~~The terms of reference of the Policy Review Committee shall be to consider all policy and licensing matters referred to it by the Vice-President, Finance and Operations.~~

~~5. Program goals for the licensing function shall be established on an annual basis by the Vice-President, Finance and Operations in consultation with the Policy Review Committee.~~

5.00 ~~6~~The ~~T~~trademarks administered under this ~~policy~~Policy are those registered under the ~~Trade-Mmarks Act~~Acts(s) and those trademarks in process of such registration.

6.00 ~~7~~Products licensed under this ~~policy~~Policy shall be determined by the ~~Vice-President, Finance and Operations, Trademark Licenesing Officer(s)~~ or designate, and shall reflect the quality and taste appropriate to the University of Victoria standards of the University of Victoria brand and its sub-brands.

7.00 ~~8~~Contract terms with licensees shall be negotiated ~~throughby~~ the ~~Office of the Vice-President, Finance and Operations, Trademark Licenesing Officer(s) or designate.~~ Royalties charged shall normally be not less than ~~6~~7% of the wholesale cost of the products.

8.00 ~~9. The Office of the Vice-President, Finance and Operations~~The Trademark Licenesing Officer(s) or designate shall ~~see to the enforcement of~~enforce license agreements and ~~oversee to the control of university~~University trademarks which may be subject to infringement.

9.00 ~~10~~Campus and support group use of trademarks and licensed products shall be regulated by the ~~Office of the Vice-President, Finance and Operations, Trademark Licenesing Officer(s) or designate.~~ Normally, such groups consist of faculty, students, staff, student organizations including the University of Victoria Students' Society (UVSS) ~~and~~, the Graduate Students' Society (GSS), ~~a~~Alumni, athletic groups, recreational groups, and off-campus groups. Student organizations and clubs are normally prohibited from using official university marks, but can request special permission from University Communications + Marketing.

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10.00 The following are the authorities and officers for this policy:

(a) Approving Authority: Board of Governors

(b) Designated Executive Officer: Vice-President Academic and Provost

- (c) Procedural Authority: Vice-President Academic and Provost
- (d) Procedural Officer: Associate Vice-President Student Affairs

Relevant Legislation:

Trade-marks Act, RSC 1985, c. T-13

Related Policies and Documents:

Bookstore Operation policy (AD2500)

University Policy No.: AD2215
Classification: Administration
Approving Authority: Board of Governors
Effective Date: June/90
Supersedes:
Last Editorial Change:
Mandated Review:

LICENSING PROGRAM POLICY

1. This statement applies to the policies and administration of trademarks registered by the University of Victoria and to the licensing of these trademarks.
2. The primary object of the Licensing Program Policy is the protection of the reputation of the University of Victoria as well as the value of the trademarks. A secondary object is the promotion of the University by applying trademarks to products appropriate to the University of Victoria by a means that is consistent with the other two objects.
3. The management of the program shall be through the Office of the Vice-President, Finance and Operations. The Officer responsible for the management of the Policy shall be the Vice-President, Finance and Operations and the signator to agreements shall be the Vice-President, Finance and Operations or designate.
4. There shall be a Policy Review Committee established consisting of the following officers:
 - 4.1 Associate Vice-President, Research (Chair)
 - 4.2 Vice-President, Finance and Operations
 - 4.3 Vice-President, Academic
 - 4.4 Vice-President, Development and External Relations
 - 4.5 Executive Assistant to the President (Secretary)
 - 4.6 Manager, Bookstore

The terms of reference of the Policy Review Committee shall be to consider all policy and licensing matters referred to it by the Vice-President, Finance and Operations.

5. Program goals for the licensing function shall be established on an annual basis by the Vice-President, Finance and Operations in consultation with the Policy Review Committee.

6. The trademarks administered under this Policy are those registered under the Trade Mark Acts(s) and those trademarks in process of such registration.
 7. Products licensed under this Policy shall be determined by the Vice-President, Finance and Operations, or designate, and shall reflect quality and taste appropriate to the University of Victoria.
 8. Contract terms with licensees shall be negotiated through the Office of the Vice-President, Finance and Operations. Royalties charged shall normally be not less than 6% of the wholesale cost of the products.
 9. The Office of the Vice-President, Finance and Operations shall see to the enforcement of license agreements and to the control of University trademarks which may be subject to infringement.
 10. Campus and support group use of trademarks and licensed products shall be regulated by the Office of the Vice-President, Finance and Operations. Normally, such groups consist of faculty, students, staff, student organizations including the University of Victoria Students' Society (UVSS), the Graduate Students' Society (GSS), Alumni, athletic groups, recreational groups, and off-campus groups.
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