



University
of Victoria

Board and Board Committee Meetings Monday March 29 and Tuesday March 30, 2021

Open Session
Tuesday March 30, 2021
11:00 a.m. – 12:00 p.m.
Via Videoconference

DRAFT AGENDA

1. **Approval of Agenda**
MOTION:
THAT the agenda of the open session of the regular meeting of March 30, 2021 be approved.
2. **Approval of Summary Record of the Meeting held January 26, 2021 (attached)**
MOTION:
THAT the summary record of the open session of the regular meeting held January 26, 2021 be approved.
3. **Business Arising from the Summary Record**
4. **Chair's Remarks**
5. **Correspondence**
 - a. **Divest UVic and UVSS (attached)**
 - b. **UVSS – International Student Relations (attached)**
6. **President's Report**
7. **External Relations Update** BOG-Mar30/21-16

CONSENT

8. **Finance Committee (Ms. Carolyn Thoms)**
 - a. **Collection & Remission of Student Fees for the University of Victoria Students' Society (UVSS)** BOG-Mar30-/21-07
MOTION:
THAT the Board of Governors collect and remit the fees as approved by the UVSS members and as outlined in the letter of March 04, 2021 from the Director of Finance and Operations of the UVSS to Jim Dunsdon, Associate Vice-President Student Affairs.

b. Collection & Remission of Student Fees for the Graduate Students' Society (GSS)

BOG-Mar30/21-08

MOTION:

THAT the Board of Governors collect and remit fees for the GSS in 2020/21 as outlined in the letter of March 05, 2021 from the Executive Director of the GSS to Kristi Simpson, Acting Vice-President Finance and Operations, subject to confirmation of approval of the fees at the GSS Semi-Annual General Meeting on March 23rd, 2021.

9. Operations and Facilities Committee (Mr. Merle Alexander)

a. New and Revised Awards

BOG-Mar30/21-13

MOTION:

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

- Judy Zhu & James Thom Business & Entrepreneurship Award (New – UG)
- Faculty of Engineering Equity, Diversity and Inclusion Leadership Award (New – UG)
- Alexander and Mary Mackenzie Entrance Scholarship (Revised – UG)
- Gildardo and Lucia Garcia-Alvarez Award (Revised – UG)
- Nancy Margaret South Memorial Award (New – UG)
- Barkley Sound Field School Student Award (New – UG)
- Jeto Sangara Award in Nursing* (New – UG)
- Morag MacNeil Scholarship* (New – UG)
- Hugh and Lilian Salmond Engineering Scholarship* (Revised – UG)
- Lafarge Canada Scholarship in Civil Engineering (Revised – UG)
- E. L. Pasin Memorial Scholarship* (New – GS)
- Athenic Entrepreneurship Award (New – UG/GS)
- TANSI Scholarship (New – UG)
- Henry, Annie and Harry Cathcart Award* (Revised – UG/GS)
- Paul Parizeau Graduate Scholarship* (New – GS)
- Carmanah Prize in Eco-Technology* (Revised – UG)
- Wuitchik Family Marine Sciences Undergraduate Award (New – UG)
- Wuitchik Family Marine Sciences Graduate Scholarship (New – GS)
- Evelyn Adu-Febiri International Business Scholarship (Revised – UG)
- Faculty of Education Emergency Bursary (Revised – UG/GS)
- William and Gladys Partridge Award in Child Care* (Revised – UG)
- National Entrance Scholarship* (Revised – UG)
- Dr. Marion Porath Memorial Graduate Scholarship in Voice (New – GS)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Scholarship* (Revised – GS)
- Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New – UG)

- A. Hugh Salmond Memorial Scholarship in Elementary Science Education (Revised – UG)
- Mrs. Matilda M. Schill Scholarship* (Revised – UG)
- Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised – UG)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education* (Revised – UG)
- John Boom Graduate Scholarship* (Revised – GS)
- Jeremy and Carolyn Webber Award in Law (New – UG)
- Joseph Arvay Social Justice Award (New – UG)

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b. Proposal to Establish an Undergraduate Certificate in Gender Studies

BOG-Mar30/21-20

MOTION:

THAT the Board of Governors approve the proposal to establish an Undergraduate Certificate in Gender Studies, as described in the document “Gender Studies Undergraduate Certificate”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

c. Proposal to Discontinue the Humanities/Continuing Studies Diploma Program in the Faculty of Humanities

BOG-Mar30/21-22

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Humanities/Continuing Studies Diploma Program in the Faculty of Humanities, as described in the document “Discontinuance of the Humanities/Continuing Studies Diploma Program”, effective immediately.

d. Proposal to add a Master of Music Performance-Conducting Stream in the School of Music

BOG-Mar30/21-23

MOTION:

THAT the Board of Governors approve the proposal to add a new stream in the Master of Music Performance-Conducting in the School of Music, as described in the document “MMusic Performance-Conducting”, effective immediately.

e. Proposal to Discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities

BOG-Mar30/21-24

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities, as described in the document “Discontinuance of the Hispanic Studies (Master of Arts)”, effective immediately.

f. Proposal to Discontinue the Master of Arts in Hispanic and Italian Studies in the Faculty of Humanities

BOG-Mar30/21-25

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Arts in Hispanic and Italian Studies in the Faculty of Humanities, as described in the document "Discontinuance of the Hispanic and Italian Studies (Master of Arts)", effective immediately.

g. 2020 Policy Annual Report

BOG-Mar30/21-02

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

REGULAR

10. Finance Committee (Ms. Carolyn Thoms)

a. Planning and Budget Framework 2022-2024

BOG-Mar30/21-06

MOTION:

THAT the Board of Governors approve the Planning and Budget Framework 2022–2024, including the tuition and fee increases contained therein, and authorize the President to develop and implement the detailed operating budget for the 2021/22 fiscal year.

11. Operations and Facilities Committee (Mr. Merle Alexander)

a. Enrolment Projections for 2021/22

BOG-Mar30/21-14

MOTION:

THAT the Board of Governors approve a recommended enrolment level of 18,475 FTE for the 2021/22 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, application rates, and current world events, consistent with the motion approved by Senate at its meeting on February 5, 2021 and subsequent information from the Ministry of Advanced Education and Skills Training.

b. Rescinding the Policy on Conflict of Interest in Employment Practices (HR6200)

BOG-Mar30/21-26

MOTION:

THAT the Board of Governors rescind the Policy on Conflict of Interest in Employment Practices (HR6200) effective immediately.

c. Revisions to Environmental Health and Safety Policy (SS9200)

BOG-Mar30/21-17

MOTION:

THAT the Board of Governors approve the revisions to the Environmental Health and Safety Policy (SS9200) effective immediately.

d. Revisions to the Use of Vehicles and Parking Policy (BP3200)

BOG-Mar30/21-19

MOTION:

THAT the Board of Governors approve the revisions to the Use of Vehicles and Parking Policy (BP3200), effective immediately.

12. Strategic Enrolment Management

13. Other Business

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

Adjournment



University
of Victoria

Board and Board Committee Meetings Monday January 25 and Tuesday January 26 2021

Open Session

Tuesday January 26, 2021 11:00 a.m.

Via Videoconference

DRAFT SUMMARY RECORD

Present: Dr. David Zussman, (Acting Chair), Mr. Merle Alexander, Mr. Keith Barbon, Dr. Shailoo Bedi, Dr. Marilyn Callahan, Ms. Katherine Fairley, Dr. Kevin Hall, Dr. Adam Monahan, Dr. Monica Prendergast, Mr. Paul Ramsey, Ms. Shelagh Rogers, Ms. Carolyn Thoms, Ms. Beverly Van Ruyven, Ms. Juliet Watts, Ms. Carrie Andersen (Secretary)

By Invitation: Mr. Chris Horbachewski, Dr. Lisa Kalynchuk, Ms. Kimberley Kennard, Dr. Valerie Kuehne, Ms. Kristi Simpson

Regrets: Ms. Cathy McIntyre

1. Approval of Agenda

MOTION: (M. Callahan/M. Prendergast)

THAT the agenda of the open session of the regular meeting of January 26, 2021 be approved.

CARRIED

2. Approval of Summary Record of the Meeting held November 24, 2020

MOTION: (S. Rogers/A. Monahan)

THAT the summary record of the open session of the regular meeting held November 24, 2020 be approved.

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

There were none.

5. Correspondence

There was none.

6. President's Report

Dr. Hall reflected on his first few months as president and thanked the UVic community for continuing to make him feel welcome.

Dr. Hall announced the appointment of Dr. Lois Harder as incoming Dean of the Faculty of Social Sciences for a five-year term starting July 1, 2021.

Dr. Hall spoke of recent and upcoming engagements with staff, faculty and alumni and of meetings with internal and external stakeholders.

With respect to the university's response to COVID-19, Dr. Hall provided an update on the implications of Public Health Orders on the university's operations and academic programming. Dr. Hall reported on spring term instruction, supports for students and enrolment numbers. He informed the Board that planning is underway for the upcoming summer session.

With respect to collaborations with university partners, Dr. Hall spoke of recent work to advance the Westshore initiative with the presidents of Camosun and Royal Roads. He also noted that the Building Owners and Managers Association of BC, 10 major property managers, the City of Victoria, District of Saanich, the Province and UVic, are partnering in an initiative aimed at reducing energy consumption and greenhouse gas emissions for a number of buildings in the region.

Dr. Hall commented on the university's recent investment in the Raven Indigenous Impact Fund.

Dr. Hall highlighted recent awards given to faculty members as well as recent donations to the university.

Dr. Zussman thanked Dr. Hall for his report. There were no questions from the Board members.

7. External Relations Update

Chris Horbachewski, Vice-President External Relations provided highlights from his circulated report. There were no questions for Mr. Horbachewski.

CONSENT

8. Finance Committee (Ms. Carolyn Thoms)

a. University of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 30, 2020

BOG-Jan26/21-13

b. University of Victoria Staff Pension Plan: Statement of Investment Policies and Goals

BOG-Jan26/21-14

MOTION:

THAT the proposed amendments to the University of Victoria Staff Pension Plan Statement of Investment Policies and Procedures (formerly Staff Pension Plan Statement of Investment Policies and Goals) be approved, effective immediately.

9. Operations and Facilities Committee (Mr. Merle Alexander)

a. New and Revised Awards

BOG-Jan26/21-36

MOTION:

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

- Winner Medical Young Pioneer in Social Innovation Scholarship* (New)
- Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)
- Scotiabank Scholarship for Law Students (New)
- Indigenous Perspectives Camp 25th Anniversary Award (New)
- Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts* (Revised)
- Victoria Musical Arts Society Scholarship* (Revised)
- Harper Grey LLP & Life in Law Diversity Award (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation* (Revised)
- John Geerdes Memorial Bursary* (New)
- Chuck Curtis Memorial Scholarship* (Revised)
- For the Love of Film Scholarship* (New)
- Faculty of Fine Arts Student Community Impact Award* (New)
- Victoria Nikkei Cultural Society Award* (New)
- Howlers Rugby Award* (Revised)
- Marilyn (Leslie) Kan and John YH Kan Award (New)
- TANSI Bursary (New)
- Dr. Carolyn Lee Crippen Scholarship* (New)
- Langford-Seaborne Scholarship* (Revised)
- Chris Barran Memorial Fund* (New)
- Boehm-Hesser Graduate Research Excellence in Astronomy Award* (Revised)

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b. Proposal to add a Thesis Option to the Master of Arts in Community Development BOG-Jan26/21-22

MOTION:

THAT the Board of Governors approve the addition of a thesis option to the Master of Arts in Community Development”, as described in the document “MA in Community Development-adding Thesis (CD 599), effective immediately.

c. Proposal to Discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program BOG-Jan26/21-23

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science double degree program, as described in the document “MBA+MSC-CSBU Discontinuation of Program” effective immediately.

d. Proposal to Discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program BOG-Jan26/21-24

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering double degree program, as described in the document “MBA+MENG-ELBU Discontinuation of Program”, effective immediately.

e. Proposal to Discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program BOG-Jan26/21-25

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering double degree program, as described in the document “MBA+MENG-MEBU Discontinuation of Program”, effective immediately.

f. Proposal to Discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with EDHEC Business School BOG-Jan26/21-26

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Business Administration and Master of Science in Business double degree program with EDHEC Business School, as described in the document “MBA+BUSI-EDHEC Discontinuation of Program”, effective immediately.

g. Proposal to Discontinue the Master of Global Business Double Degree Program with the EDHEC Business School

BOG-Jan26/21-27

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Master of Global Business double degree program with EDHEC Business School, as described in the document "Discontinuance", effective immediately.

h. Proposal to Establish a Bachelor of Education Indigenous Post-Degree Professional Program (I-PDPP)

BOG-Jan26/21-29

MOTION:

THAT the Board of Governors approve the proposal to establish a Bachelor of Education Indigenous Post-degree Program (I-PDPP), as described in the document "Bachelor of Education in Indigenous Post-degree Professional Program", effective immediately.

i. Status Report on Capital Projects

BOG-Jan26/21-15a

Pro Forma Motion: (C. Thoms/A. Monahan)

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

CARRIED

REGULAR

9. Operations and Facilities Committee (Mr. Merle Alexander)

a. Revised policy GV0245 – Sexualized Violence Prevention and Response Policy

BOG-Jan26/21-34

Mr. Alexander introduced the proposal. He noted that the committee had commented on the extraordinary consultation process undertaken during the review process. He said the policy placed UVic as a leader in this critical area.

Mr. Alexander invited Cassbreea Dewis, Executive Director, Equity and Human Rights office to provide a presentation to the Board. Ms. Dewis provided background on the policy and the review process. She highlighted the major revisions and outlined the next steps for implementation.

MOTION: (M. Alexander/M. Prendergast)

THAT the Board of Governors approve the revised policy GV0245 – Sexualized Violence Prevention and Response Policy, effective immediately.

CARRIED

10. Aspiration 2030: Collaborating for Impact – UVic’s Strategic Research and Creative Works Plan

Dr. Zussman introduced Lisa Kalynchuk, Vice-President Research and Innovation.

Dr. Kalynchuk reviewed the process for developing the draft strategic research and creative works plan. She provided an overview of the four pillars of climate and sustainability, health and wellness, social justice and Indigenous knowledge.

Dr. Kalynchuk invited Board members to provide feedback on the proposed 2030 timeline for the plan and the intention to develop an aspirational plan.

Members of the Board expressed support for the process being undertaken to renew the plan. In response to a question regarding integration with the Strategic Framework and focus on experiential learning and co-op, Dr. Kalynchuk indicated that one of the aspirations is to support researchers at all levels to reach their full potential. It is an opportunity to work with the Provost to expand experiential learning and co-op opportunities for undergraduate students.

11. Other Business

- a) Review of action items identified

There were no action items.

- b) Any other business

There was none.

Adjournment

There being no other business, the meeting was adjourned at 11:56 a.m.



February 14th, 2021

Divest UVic wrote this letter on the unceded, unsundered territories of the Lekwungen and W̱SÁNEĆ peoples.

Dear Board of Governors,

The Divest UVic campaign applauds your decision to remove fossil fuel investments from the Working Capital Fund. This is a major stride in the right direction. This decision reflects the urgency of the climate crisis, your commitment to reconciliation and the voices of students, staff, and faculty who have advocated for the divestment of UVic's funds for the last eight years.

We appreciate your decision to immediately transfer these funds into a Fossil Fuel Free Fund. This action sets UVic apart from other institutions, such as UBC, who have not followed through on their commitments to divestment. We are also excited by the recent thematic investments which support our shared values of climate action and social equity.

However, there is still more to be done. Importantly, the Foundation has not stated targets for decarbonization and negative screening, and does not use emissions data or analysis to inform long-term investment decision making. If the University's priorities of sustainability and reconciliation leadership are serious, then the Foundation's endowment fund needs to be next.

We call on the Board of Governors to:

- Recommend that the Foundation publicly release a Responsible Investment Policy, which should include a commitment to full divestment from fossil fuel companies by 2025 and other commitments that support a holistic responsible investment approach,
- Recommend that the Foundation should critically review and publicly report on barriers to full and immediate divestment, such as long-term investment contracts, and
- Recommend that the Foundation should use emissions data or analysis, such as climate risk, to inform investment decision making and practice transparency by reporting findings publicly on at least an annual basis.

On behalf of the UVic community, we thank you for taking the meaningful changes you have made. We now invite you to use your position to encourage the Foundation to follow in your footsteps.

Sincerely,
The UVSS Divest UVic Campaign

Morag Mochan - Governance Services Manager

From: Morag Mochan - Governance Services Manager
Sent: March 15, 2021 1:26 PM
To: Morag Mochan - Governance Services Manager
Subject: FW: March 30 Board of Governors Submission
Attachments: UVIC%20Divestment%20%20Assessment-2.docx; 2021%2002%2022%20-%20%20Opinion%20-%20Legal%20obligations%20and%20divestment%20-%20UVic.pdf; VCIM%20Fossil%20Fuel%20Opinion%20%2808JAN2021%29.pdf

From: UVSS Director of Campaigns and Community Relations
Sent: March 15, 2021 10:42 AM
To: Kim Kennard - Board Coordinator and Executive Assistant
Subject: March 30 Board of Governors Submission

Good morning Kim,

I've attached the submission to the UVic Board of Governors March 30, 2021 Meeting from the UVSS and Divest UVic. Please let me know if you have any questions.

Hope you have a wonderful week!

Emily Lowan (she/her/hers)

Director of Campaigns and Community Relations | University of Victoria Students' Society
Unceded, unsundered territories of the Lekwungen and W̱SÁNEĆ peoples

O: 778-587-7998 | **E:** campaigns@uvss.ca | **W:** www.uvss.ca

UVSS - Run by students, for students.

Portfolio Divestment Assessment: University of Victoria Foundation

To:	Director of Campaigns and Community Relations University of Victoria Students' Society
Re:	Financial Opinion on Divestment of Fossil Fuel Related Investment Holdings
Dated:	March 8, 2021

Summary

The following is a summary analysis of the fossil fuel related exposure contained within the University of Victoria Foundation's ("Foundation") investment portfolio and options for divestment from fossil fuel related investments.

This assessment is based on publicly available data contained in the University of Victoria Foundation Schedule of Investments and the Foundation Annual Reports. The most recent reports are dated March 31, 2020.

The University of Victoria Foundation assets class exposures are listed in the following table.

Asset Class	Market Value	Foundation Assets	Energy Issuers in Asset Class Benchmark
Fixed Income	124,720,224.00	28%	6%
Canadian Equities	52,331,625.00	12%	13%
Global Equities	165,450,076.00	38%	4%
Alternatives	97,480,232.00	22%	N/A
Total	439,982,157.00	100%	4.76%

Fixed Income Portfolio

The fixed income portfolio, representing 28% of foundation assets, appears to be managed using segregated bond holdings for government exposure and pooled funds for corporate and other (e.g. mortgages) exposure. At March 31, 2020 the fixed income portfolio exposures comprised approximately 49.5% Canadian federal, provincial, and government agency bonds, 39.5% investment-grade corporate bonds (pooled), 4.3% mortgages (pooled) 4.2% municipal bonds (pooled) and less than 2% high-yield bonds (pooled). Approximately 6% of the FTSE Universe Bond Index, used to benchmark this asset class, consists of credits in the energy sector having significant fossil fuel exposure.

The portfolio's segregated bond holdings generally do not contain direct exposure to fossil fuels lending and would commonly be considered acceptable for inclusion in a fossil fuel free portfolio. The exceptions are the Ontario Hydro debentures, representing 1.3% of the fixed income portfolio, which may contain funding exposure to natural gas fired generation.

The investment grade corporate bond fund and the two high yield bond funds, representing approximately 41.2% of the fixed income portfolio, can be expected to contain exposure to fossil fuel related lending that would typically be prohibited in fossil fuel free portfolios. It is not apparent with

available materials if the mortgage fund contains what would be considered prohibited investments in a fossil fuel free portfolio.

Divestment Option

It is feasible to divest from fossil fuel exposure within the portfolio while maintaining diversity and a similar level of credit quality. This could be accomplished by selecting either fossil fuel free pooled fund exposures, or utilizing segregated bond holdings for the corporate bond exposure within the portfolio, adding an investment policy statement (IPS) prohibition on investing in lenders associated with fossil fuels.

The Canadian high-yield exposure would likely be difficult to replicate using a fossil fuel free approach, as this area of investment in Canada has a high proportion of fossil fuel related issuers, however at 1.7% of the fixed income portfolio (.48% of Foundation assets), exposure to this asset class is not significant.

Return expectations for fossil fuel free, investment-grade fixed income exposure might vary somewhat compared with an unrestricted portfolio, however the direction of any potential return differentials is not reliably predictable and could be expected to be small over time. The primary factors driving returns in Canadian investment grade fixed income are interest rate exposure (duration) and credit quality, more so than industry involvement.

Canadian Equity Portfolio:

The Canadian equity portfolio, 12% of foundation assets by market value, consisted of 35 segregated equity holdings. Eight securities covering 12.1% of the portfolio were energy sector names, while 10 holdings representing 17.4% of portfolio value would have likely been considered ineligible for investment in a fossil fuel free strategy. The Canadian equity benchmark for this asset class contains approximately 13% exposure to the energy sector.

The Canadian equity portfolio materially underperformed its benchmark over the previous four-year period, suffering heavy losses attributable to its exposure to fossil fuels, which were exacerbated in the past year. Unrealized losses for the previously referenced 10 names totalled \$12.8 million dollars, or 74.1% of the \$17.3 million in total unrealized losses in the portfolio.

Divestment Option

The Canadian equity portfolio is managed on a segregated basis, it is therefore feasible to divest from fossil fuel exposure within the portfolio by placing a restriction on energy sector issuers in the IPS. Due to Canadian equity markets having a relatively high proportion of energy issuers compared with other global developed markets, divestment is especially important. Canada's economy is vulnerable to systemic risks related to the impact of climate change policies, with roughly nine percent of GDP derived from the energy sector. In its 2019 Financial System Review the Bank of Canada explicitly recognized climate change as a vulnerability and committed to a multi-year research effort to integrate climate related risks into financial stability analysis. The Review stated:

“Investor and consumer preferences are shifting toward lower-carbon sources and production processes, suggesting that the move to a low-carbon economy is underway. Transition costs will be felt most in carbon-intensive sectors, such as the oil and gas sector. If some fossil fuel

reserves remain unexploited, assets in this sector may become stranded, losing much of their value.

All sectors of the economy and the investment market will be impacted by climate change, but the most vulnerable will likely be fossil fuel producers, distributors, and the service companies that depend on those industries.

Over long investment horizons, continued investment in Canadian oil and gas comes with risk of impaired, stranded assets and continuous capital flight. Over short time horizons divested portfolios are likely to experience periods of relative underperformance and outperformance as oil price volatility increases, however these assets contain an asymmetric risk-reward profile, where the long-term outlook is unfavourable compared to any potential for short-term gains. Prudent investors should divest from fossil fuel related investments and manage the climate risk of their portfolios using carbon foot-printing tools, to minimize the economic impact of climate change and a declining fossil fuel industry on their investments.

Global Equity Portfolio:

The global equity portfolio, 38% of foundation assets by market value, consisted of 50 segregated equity holdings and two pooled investment vehicles. Three of the segregated securities representing 1.9% of the portfolio were energy sector names. One of these securities was issued by the China National Offshore Oil Corporation (“CNOOC”) which was recently sanctioned by the US government, calling into question the efficacy of the stated ESG policies of the investment manager.

It is not clear what level of fossil fuel exposure is contained within the pooled investment vehicles managed by Hexavest, although the publicly available data does not indicate a prohibition on fossil fuel related investments. The global equity benchmark for this asset class contains approximately 4% exposure to the energy sector.

Divestment Option

It is feasible to divest from the fossil fuel exposure within the segregated global equity portfolio while maintaining a diversified portfolio, given the relatively small percentage of energy related issuers within global benchmarks. Given the low percentage of portfolio assets with exposure to fossil fuels, a modest impact to overall performance might be expected over longer time horizons.

It is not clear whether divestment within the pooled fund trusts is a path that has been explored, however given the Foundations relatively large (\$80 million) investment with Hexavest, negotiation with the manager is a viable option. Alternatively, the performance of these assets has not been strong, with losses of \$37 million on a cost base of \$116 million (a decline of 32%), an alternative manager might be a practical solution.

Alternative/Real Estate Portfolio:

The alternatives and real estate asset classes represented 22% of foundation assets by market value, consisting of two real estate limited partnership investments and two infrastructure limited partnerships. Publicly available data does not indicate the level of fossil fuel exposure contained within these investment vehicles, however it is likely that the real estate asset class contains minimal exposure

to fossil fuels while the infrastructure asset class contains considerable exposure to fossil fuel distribution networks.

Divestment Option

Further review would be required before determining feasibility of divestment from fossil fuels in the existing alternative and real estate portfolios. Further, the liquidity of current foundation investments is not clear based on available information. Many limited partnership investment structures contain lengthy lock up periods and limited transferability.

Summary Divestment Assessment

It is feasible to divest foundation assets from most fossil fuel exposure in the near term while creating a path for full divestment over time. At approximately five percent of foundation assets, direct fossil fuel related investments such as oil and gas industry stocks and energy sector credits exemplify an outsized percentage of capital losses, and contain meaningful risk of further impairment compared with their potential for short term gains. Deteriorating fundamentals, increasingly negative optics, reputational risks, and desire from foundation stakeholders all underly the need to divest.

Steps that should be taken to limit fossil fuel exposure include:

1. Adopting a date for full fossil fuel divestment of foundation assets;
2. Setting an immediate prohibition on any further investments in fossil fuel related securities by implementing IPS prohibition on energy sector holdings in fixed income, Canadian, and global equity mandates
3. Committing to review fossil fuel exposure in the alternative and real estate sleeves, and explore fossil fuel free investment options

February 22, 2021

Sent via E-mail to campaigns@uvss.ca

*University of Victoria Students' Society
Student Union Building, University of Victoria
3800 Finnerty Road
Victoria, BC*

Attention: *Emily Lowan*

Dear Ms. Lowan:

Re: Obligations of the University of Victoria Board of Governors and Foundation Board to Divest from the Fossil Fuel Industry and other High-Emitting Sectors

I have been asked to provide a legal opinion for the University of Victoria Students' Society on the legal obligations of members of the University of Victoria Board of Governors and the University of Victoria Foundation Board to address climate risk and divest from the fossil fuel industry and other high-emitting sectors. This opinion has been provided solely for the benefit of the University of Victoria Students' Society. Any advice in this opinion should not be relied upon by any other party, including the University of Victoria Board of Governors and the University of Victoria Foundation Board, who should receive their own legal advice.

For the purpose of this opinion, I have reviewed publicly available documents about the investments of the Board of Governors and Foundation, relevant case law and commentary in Canada, as well as commentary and case law in other relevant common law jurisdictions, especially the United Kingdom. The majority of this opinion was prepared prior to the announcement of the Board of Governors that the working capital fund was free of fossil fuel investments on February 2, 2021, but it has been updated to refer to this announcement.¹

Although I have made reference to financial analyses regarding climate risks in this opinion, I have done so to provide factual context for my legal analysis. I have assumed for the purpose of this opinion that these financial analyses are correct and emphasize that my focus is only on the legal obligations of the Board of Governors and the Foundation Board in dealing with these risks. As will be described below, the Board of

¹ University of Victoria, "UVic's working capital fund goes fossil fuel free" (02 February 2021), <<https://www.uvic.ca/news/topics/2021+capital-fund-fossilfree+media-release>> accessed 20 February 2021.

Governors and the Foundation Board will need to justify any approach they take to address risks from climate change based on financial analyses.² This opinion is not investment or financial advice.

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² For example, as was done by the University of British Columbia, see University of British Columbia, *Responsible Investing Update – Divestment Financial Justification* (25 March 2020) <https://bog3.sites.olt.ubc.ca/files/2020/04/2.2_2020.04_Divestment-FInancial-Justification.pdf> accessed 14 December 2020.

Issues

I have been asked by the University of Victoria Students' Society to address the following issues:

1. What are the legal obligations³ of the University of Victoria Board of Governors ("Board of Governors") and the Board of the University of Victoria Foundation ("Foundation Board")⁴ when making investment decisions?
2. Are the Board of Governors and the Foundation Board prevented from divesting from the fossil fuel industry and other high-emitting sectors due to their legal obligations?
3. What legal obligations do the Board of Governors and the Foundation Board have to inform themselves of and manage climate risks?
4. In what situations, if any, would the Board of Governors and the Foundation Board be obligated to divest from fossil fuels?

Summary

Based on the following analysis, I have made the following conclusions to the four questions set out by the University of Victoria Students' Society:

- 1. Both the Board of Governors and the Foundation Board have duties of loyalty and prudence when making investment decisions that are based in the common law and set out in their relevant statutes.**

The Board of Governors likely has greater flexibility in their approach to investing because of their broad fiduciary obligation to act in the "best interests of the university". This likely means that although their primary duty when investing is to generate returns, they can also consider the broader purposes of the University, including the University's reputational interests and its long-term interests in the well-being of the institution and the community at large. This flexibility is primarily constrained by their duty of care to make decisions as a prudent and reasonably informed investor, meaning that their investment strategy must be defensible and financially prudent.

The Foundation Board must act in good faith in the best interests of the charitable purpose of the Foundation, as well as in the best interests of any specific charitable purposes of the funds they hold in trust on behalf of donors. Generally, this means the Foundation Board has an obligation to generate returns over the short and long-term so that income from endowment funds can continue

³ This refers to the Board members' statutory and common law obligations, including their fiduciary obligations and their duty of care.

⁴ The University of Victoria has two foundations that are created under statute: the University of Victoria Foundation under the *University of Victoria Foundation Act*, SBC 2005, c 23, and the Foundation for the University of Victoria under the *University Foundations Act*, RSBC 1996, c 471. My understanding based on communications between the University of Victoria Students' Society and the Foundation Treasurer is that the University of Victoria Foundation receives and administers the majority of the endowment funds of the university. This opinion only examines the University of Victoria Foundation Board's obligations.

to be used to advance education and specific purposes of trusts. The long-term interests of the Board means that they cannot only consider short-term returns, but also must balance this against long-term risks and interests. The charitable purpose of advancing education can also inform the Board's investment decisions, although it likely cannot be used to justify decisions that would lower returns and raise risk. Like the Board of Governors, the Foundation Board also has a duty of care to invest as a prudent and reasonably informed investor.

2. Neither Board is prevented from adopting a divestment policy as a way to reduce their exposure to material financial risks from climate change.

In order to meet their legal obligations, both Boards will have to demonstrate that any investment strategy, including a divestment policy, is financially prudent and aligns with their respective duties of loyalty. They cannot choose an investment strategy based on the Board members' personal moral or political views; their investment strategy must be based on what they believe is best for the purposes of the fund over the long-term. They can, however, consider the reputational interests of the University or the Foundation when making investment decisions. Divestment or exclusion policies are increasingly being adopted as a way to avoid the risks of stranded assets from the transition to a low-carbon economy.

When designing a divestment or exclusion policy, as with any investment strategy, the Board will have to demonstrate that the policy is financially prudent and does not expose the fund to significant increases in risk or losses in returns. A prudent divestment policy will be linked to an analysis of the financial risks of climate change to justify an exclusion of corporations that are exposed to significant climate risk, either because of the overall quantity of fossil fuel reserves they hold or the portion of their revenue that is tied to developing and burning these reserves. The Board of Governors likely also can consider broader reputational and other concerns for the University when designing a fossil fuel divestment policy. Similarly, the Foundation Board can consider whether there are reputational risks to the charitable purpose of the Foundation when designing its divestment policy, although these concerns must clearly connect back to advancing the charitable purpose of the Foundation. As high carbon investments are both financially risky over the long term and create reputational risk, the Board of Governors and the Foundation Board should be able to justify a well-defined policy of divestment from companies with high carbon emissions.

3. Both Boards have an obligation to inform themselves of financially material risks from climate change as part of their duties to prudently invest.

As market standards develop, both Boards should align themselves with these ways of assessing climate risk to ensure that they monitor and respond to climate risks. This likely includes conducting scenario analyses to ensure that their investment strategy is resilient to a transition to a low carbon economy that meets the *Paris Agreement* targets. Neither Board can rely completely on their investment managers to manage this risk, but rather they must ensure they provide guidance and oversight regarding how this risk is to be assessed and managed.

When managing climate risks in their investments, the Boards have a fair degree of discretion. However, their duty of loyalty to the purposes of the fund and their duty of prudence must always guide their decisions. Decisions to ignore climate risk or to assume that diversification will manage risk appropriately will not suffice in meeting the duty of prudence. Therefore, the Boards are likely required to take approaches to reduce the material risks from climate change in their portfolio, in ways which they reasonably believe will effectively protect the long-term interests of the fund.

4. **Both Boards likely should divest funds from the fossil fuel industry and other climate risk-exposed investments to meet their legal obligations where there is no reasonable and prudent alternative to reduce the risk of stranded assets.**

The primary alternative to divestment from corporations exposed to significant climate risk is usually shareholder engagement—the process by which investors use their position as shareholders to influence the decisions of corporations in their portfolios. However, engagement is only a reasonable way to reduce risk if there is a possibility of engagement actually succeeding in changing corporate practices and reducing climate risks. In situations where a corporation’s business model cannot be aligned with *Paris Agreement* targets according to the urgent timelines required to meet those targets, or where it refuses to adopt a plan that aligns with *Paris Agreement* targets, then continued engagement only exposes the investor to increasing risks without any hope of reducing this risk. Companies whose revenue is based primarily on extracting and burning fossil fuels are unlikely to be able to align with *Paris Agreement* targets, unless they commit to a radical shift in their business model. Where there is no realistic plan to align with the *Paris Agreement* targets, divestment is the prudent option.

The Boards cannot prudently pursue an investment strategy to reduce climate risks which they have no reason to believe will effectively deal with material financial risks to the fund. Although Boards are not required by their legal obligations to adopt a specific or full policy of divestment, it will also likely be a breach of their obligations of loyalty and prudence to exclude divestment from the suite of options they can exercise when dealing with climate risk to address situations where there is no other prudent response to this risk.

Defining climate risk and divestment

Climate change is a defining issue of our time. In order to prevent the catastrophic economic and social consequences from climate change, nearly 200 governments, including Canada, signed on to the *Paris Agreement* and committed to holding the increase in the global average temperature to well below 2°C above pre-industrial levels and to pursue efforts to limit the temperature increase to 1.5°C (the “Paris Targets”).⁵ In order to meet this 1.5°C target, carbon dioxide emissions must decline by 45% from 2010 levels by 2030 and reach net zero by 2050.⁶ Meeting these targets requires a significant and urgent economic and financial shift by public and private actors around the world.⁷

⁵ *Paris Agreement*, being an Annex to the *Report of the Conference of the parties on its twenty-first session, held in parties from 30 November to 13 December 2015--Addendum Part two: Action taken by the Conference of the parties at its twenty-first session*, 12 December 2015, UN Doc FCCC/CP/2015/10/Add.1, 55 ILM 740 (entered into force 4 November 2016) [*Paris Agreement*], Article 2.1(a).

⁶ Intergovernmental Panel on Climate Change, “Summary for Policymakers” in *Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development and efforts to eradicate poverty* (2018) <https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf> accessed 8 January 2021, at 12.

⁷ *Paris Agreement*, Article 2.1(c); *Final Report of the Expert Panel on Sustainable Finance: Mobilizing Finance for Sustainable Growth* (Gatineau: Environment and Climate Change Canada, 2019) <http://publications.gc.ca/collections/collection_2019/eccc/En4-350-2-2019-eng.pdf> accessed 18 December 2020, at 1-2 [Expert Panel on Sustainable Finance Report].

There are two primary ways that climate change and investors interact. First, investors have impacts on the climate by directing capital towards projects that either hinder climate change mitigation or support the transition to a low-carbon economy. Investors may face pressure from beneficiaries or stakeholders to stop financing corporations that are not compatible with a future that meets the Paris Targets. An investor might decide to invest in the economic transition necessary to meet the *Paris Agreement* targets as an ethical decision, in the same way they consider other non-financial environmental, social and governance (ESG) factors.

Second, climate change affects investors, by creating material financial risks that can impact investment returns. Mark Carney, former governor of the Bank of Canada and Bank of England, has stated that:

Changes in climate policies, technologies and physical risks in the transition to a net zero world will prompt reassessments of the value of virtually every asset. The financial system will reward companies that adjust and punish those who don't.⁸

This potential reassessment of value elevates climate change from an ethical concern to a material financial risk that is relevant to all investors. The financial risks of climate change are current material risks. As put by the Canadian Expert Panel on Sustainable Finance, “we are already paying for the effects of climate change today.”⁹ The Bank of Canada along with other central banks have acknowledged the need to integrate climate-related risks into their monetary models and are working to do so.¹⁰

The industry-led Taskforce on Climate-Related Financial Disclosures (TCFD) categorizes climate-related financial risks as “physical risks” or “transition risks”. Physical risks are risks resulting from extreme climate and weather events as well as risks from longer term shifts in climate patterns, such as sea level rise and sustained higher temperatures. The asset management firm, Mercer, has predicted that the physical risks of climate change mean that long-term investors should be attempting to avoid 3°C and 4°C scenarios in favour of a below 2°C scenario to maximize returns and minimize risks.¹¹

Transition risks are risks that arise from the transition to a lower-carbon economy, including:

- Policy risks: The introduction of policies to reduce emissions or adapt to climate change such as carbon pricing or promoting more sustainable land use.
- Litigation risks: The risks from litigation arising from people harmed by climate change bringing claims against those who have caused climate change.¹²
- Technology risk: The impacts of technology that supports the transition to lower carbon economy, which may displace and disrupt parts of the existing economic system.

⁸ Mark Carney, *Remarks given during the UN Secretary General's Climate Action Summit 2019* (23 September 2019) <<https://www.bankofengland.co.uk/-/media/boe/files/speech/2019/remarks-given-during-the-un-secretary-generals-climate-actions-summit-2019-mark-carney.pdf>> accessed 14 December 2020, at 7.

⁹ Expert Panel on Sustainable Finance Report, at 2.

¹⁰ Network for Greening the Financial System, *Climate Change and Monetary Pathways: Initial Takeaways* (June 2020) <https://www.ngfs.net/sites/default/files/medias/documents/climate_change_and_monetary_policy_final.pdf> accessed 17 December 2020.

¹¹ Mercer, *Investing in a Time of Climate Change: The Sequel* (Mercer LLC, 2019), at 34-35.

¹² Litigation risks have also started to include direct litigation risks to investors that fail to inform themselves of and disclose climate risks in their investments. See, e.g., the settlement in the Australian case of *McVeigh v REST*, where the institutional investor settled by making several commitments including acknowledging that climate change was a material financial risk and adopting a net zero carbon footprint for the fund by 2050: Rest, “Media Release: Statement from Rest” (2 November 2020) <<https://equitygenerationlawyers.com/wp/wp-content/uploads/2020/11/Statement-from-Rest-2-November-2020.pdf>> accessed 14 December 2020.

- Market risk: Shifts in supply and demand as climate risks and opportunities are disclosed and considered.
- Reputation risk: Risks to an organization if perceived as contributing to or hindering the transition to the lower carbon economy.¹³

These risks cannot be ignored until 2030 or 2050. Sudden market shifts and re-pricing to align with Paris Targets can happen suddenly and have already begun to occur.¹⁴ As recognized by the Bank of Canada, these shifts can create risks of fossil fuel reserves becoming “stranded assets”, meaning the reserves are rendered unusable if the world meets the Paris Targets.¹⁵ Studies continue to confirm that large portions of fossil fuel reserves are unusable if we are to achieve the Paris Targets:

- A letter published in the prestigious scientific journal *Nature* predicted that in order to meet the 2°C target, without carbon capture and storage (CCS), a third of oil reserves, half of gas reserves, and over 80% of coal reserves would have to remain unused from 2010 to 2050, with no allowable increase in unconventional oil production.¹⁶
- A recent report from the think tank Carbon Tracker determined that, without CCS, the 1.5°C Paris Target will be exceeded based on already sanctioned oil and gas projects, meaning no further projects can be developed to meet the 1.5°C target.¹⁷ Even with CCS, in a 1.6°C or 1.7-1.8°C scenario, capital expenditure on oil between 2019 and 2030 is predicted to decrease by 83% and 60% respectively.¹⁸ No new oil sands projects can occur in any Paris-aligned scenario, even with a realistic amount of CCS, and most oil sands projects are not even needed in a 2.7°C scenario.¹⁹
- The *Production Gap*, a United Nations-backed report, has determined that fossil fuel production must decrease by 6% a year between 2020 and 2030 to meet the Paris Targets.²⁰

Some companies are starting to recognize their stranded assets: in December 2020, Imperial Oil said it will write down between \$900 million and \$1.2 billion this quarter because it is no longer planning to develop “a significant portion” of its unconventional assets in Alberta.²¹ Similarly, Exxon, Total, British Petroleum

¹³ Task Force on Climate-related Financial Disclosures, *Final Report: Recommendations of the Task Force on Climate-related Financial Disclosures* (June 2017) <<https://assets.bbhub.io/company/sites/60/2020/10/FINAL-2017-TCFD-Report-11052018.pdf>> accessed 14 December 2020, at 5-6 [TCFD Recommendations].

¹⁴ Mark Carney, Governor of the Bank of England, *Breaking the Tragedy of the Horizon = climate change and financial stability* (29 September 2015) <<https://www.bankofengland.co.uk/-/media/boe/files/speech/2015/breaking-the-tragedy-of-the-horizon-climate-change-and-financial-stability.pdf?la=en&hash=7C67E785651862457D99511147C7424FF5EA0C1A>> accessed 8 January 2021.

¹⁵ Miguel Molico, “Researching the Economic Impacts of Climate Change” (Bank of Canada, 2019) <<https://www.bankofcanada.ca/2019/11/researching-economic-impacts-climate-change/>> accessed 11 December 2020.

¹⁶ Christophe McGlade and Paul Ekins, “The geographical distribution of fossil fuels unused when limiting global warming to 2°C” (2015) 517 *Nature* 187, at 187.

¹⁷ Andrew Grant and Mike Coffin, *Breaking the Habit: Why none of the large oil companies are “Paris-aligned”, and what they need to do to get there* (Carbon Tracker, 2019) <<https://carbontracker.org/reports/breaking-the-habit/>> accessed 9 December 2020 [Carbon Tracker Report], at 10.

¹⁸ Carbon Tracker Report, at 16.

¹⁹ Carbon Tracker Report, at 18.

²⁰ SEI, IISD, ODI, E3G, and UNEP, *The Production Gap Report: 2020 Special Report* (2020) <<http://productiongap.org/2020report>> accessed 14 December 2020, at 2.

²¹ Sarah Rieger, “Imperial Oil to write down up to \$1.2B, no longer plans to develop 'significant portion' of Alberta assets” *CBC News* (30 November 2020), online: <https://www.cbc.ca/news/canada/calgary/imperial-oil-1.5822984>.

and Shell have also written off the value of some of their assets in the last year.²² Despite this, all major oil companies in 2018 approved projects for oil and gas development that do not align with the *Paris Agreement*, raising the potential for stranded assets if the world meets the Paris Targets.²³ Overall, these studies and reports show that climate risks are current, immediate financial risks.

There are also significant opportunities related to climate change for sectors that are able to benefit from the transition to a lower-carbon economy. However, since this opinion is focussed on the legal obligations of the Board of Governors and Foundation Board to divest from fossil fuels, I have focussed on their obligations to inform themselves of and address climate risks, although their legal obligations would also inform how they should deal with climate-related opportunities.

There are several ways that an investor can respond to climate risks: they may rely on a diversified portfolio to manage risk of particular investments, they may engage with their portfolio companies to have companies change practices to reduce risks, they may invest in alternative low-carbon investments, or they may divest from those companies exposed to the highest risk.²⁴ None of these options are mutually exclusive. In this opinion, I address the duties the members of the Board of Governors and Foundation Board likely have in addressing this risk, and then specifically focus on whether they can and/or must use divestment as a tool to manage this risk.

When using the term “divestment”, I include any policy which excludes specific companies or sectors from a portfolio due to their exposure to climate risk. This can also be called “negative screening” or “exclusion”. I have not analyzed a specific divestment policy or defined what is meant by “the fossil fuel industry” or “high-emitting sectors”, as the definition of what is excluded will depend on a financial analysis of the risks of specific investments and alternatives available for dealing with climate risk. Instead, I have focused on what factors would define a divestment policy that would likely align with the Boards’ respective legal obligations.

Obligations of the Board of Governors and Foundation Board

For the purpose of this opinion, I have been asked to focus on the legal obligations of two different entities with investment powers within the University of Victoria: the Board of Governors and the Foundation. I have only examined the obligations of the Board of Governors in managing working capital investments, not employee pensions, as the Board would have similar but not identical obligations for pensions which would be set out in pension statutes and the pension plan documents.

As I will explain in more detail below, both the members of the Board of Governors and the Foundation Board are fiduciaries and have two main legal obligations when making investment decisions: a duty of loyalty and a duty of prudence. The duty of loyalty is a fiduciary duty. Generally, a fiduciary is someone who has discretion or power to unilaterally impact the interests of someone who is particularly vulnerable to that discretion or power.²⁵ Although the exact nature of fiduciary obligations varies according to the specific relationship, a fiduciary obligation is primarily about loyalty—a fiduciary must solely act in the

²² Yadullah Hussain, “Posthaste: Imperial Oil’s massive write-off suggests the era of stranded Canadian assets is already here” *Financial Post* (1 December 2020), online: <https://financialpost.com/executive/executive-summary/posthaste-imperial-oils-massive-write-off-suggests-the-era-of-stranded-canadian-assets-is-already-here>.

²³ Carbon Tracker Report, at 4, 6.

²⁴ Mercer, *Investing in a Time of Climate Change – the Sequel*, at 66.

²⁵ *Frame v Smith*, [1987] 2 SCR 99, at 136.

best interests of the person or organization to which they owe a fiduciary duty.²⁶ For example, a director of a corporation has a fiduciary duty to act in the best interests of that corporation,²⁷ while a pension administrator has a fiduciary duty to act in the best interests of that pension's beneficiaries.²⁸

The members of the Boards also have a duty of care to invest as a reasonably informed and prudent person would in the circumstances; this is also called a duty of prudence.²⁹ Prudence is assessed primarily by the process adopted by the Boards in making investments, rather than their success in achieving results. This means that the Boards' process of obtaining relevant information and specialized assistance where needed will contribute to whether they met their duty of prudence.³⁰

Below, I set out the specific obligations of each Board in making investment decisions and summarize their current investment policies and practices.

The Board of Governors

I have been asked to look into the legal obligations of the Board of Governors in managing its working capital investments (previously called short-term investments). The working capital investments are funds held by the University, that come from "operating, research and capital project financing received in advance, insurance reserves, and from appropriations of funds set aside for equipment replacement and future initiatives".³¹

Overview of Legal Obligations

The members of the Board of Governors (the "Governors") have legal obligations in managing these working capital funds based in the common law and set out in the *University Act*.³² The Board of Governors has the power of "management, administration and control of the property, revenue, business and affairs of the university",³³ which includes the power to invest money belonging to the university that is available for investment.³⁴ In exercising any of the powers of the Board of Governors, the Governors have a duty of loyalty: an obligation to act in good faith and in the "best interests of the university".³⁵ The Board of Governors also have a duty of care to make investments that a prudent person would make.³⁶

The *University Act* therefore sets out obligations similar to the obligations of directors of corporations generally: a duty of care to invest prudently and a fiduciary duty to act in the best interests of the

²⁶ *Peoples Department Stores Inc (Trustee of) v Wise*, 2004 SCC 68, [2004] 3 SCR 461, at paras 35-37 [*Peoples Department*]; *Blueberry River Indian Band v Canada (Department of Indian Affairs and Northern Development)*, [1995] 4 SCR 344, at para 38.

²⁷ *Peoples Department*, at para 32.

²⁸ *Burke v Hudson's Bay Co*, 2010 SCC 34, [2010] 2 SCR 273, at para 41.

²⁹ *Peoples Department*, at para 32.

³⁰ *R v Christophe*, 2009 ONCJ 586, at para 79; *Ermineskin Indian Band and Nation v Canada*, 2009 SCC 9, [2009] 1 SCR 222, at paras 57-58.

³¹ University of Victoria, *Working Capital Investment Policy* (September 2020)

<https://www.uvic.ca/universitysecretary/assets/docs/policies/FM5200_1480_.pdf> accessed 10 December 2020 [*Working Capital Investment Policy*], at 1.

³² *University Act*, RSBC 1996, c 468.

³³ *University Act*, s 27(1).

³⁴ *University Act*, s 57(a).

³⁵ *University Act*, ss 19.1 and 69(1).

³⁶ *University Act*, s 57(b). Unlike the Foundation, the sections of the *Trustee Act* that further describe what is expected of a prudent investor for trustees do not apply to the Board of Governors.

university.³⁷ This makes sense as a university is a special type of corporation with purposes different from a for-profit corporation.³⁸

Acting in the “Best Interests of the University”

What is meant by the obligation for Governors to act in the “best interests of the university”? Although a university differs from a corporation, the Supreme Court of Canada has provided the following guidance on the “best interests of the corporation” that informs the duty of Governors to act in the “best interests of the university”:

- The duty to act in the best interests of the university is a statutory fiduciary duty, which requires that the Governors act honestly, loyally, and in good faith towards the university.³⁹
- Because a university is an entity intended to last over the long-term and provide education to students for the foreseeable future, the best interests of the university include the long-term interests of the university.⁴⁰
- Governors can consider the impact of their decisions on a wide range of university stakeholders as long as they ultimately act in the best interests of the university.⁴¹ This means they can consider the impact of their decisions on the university’s reputation, students, faculty, and the environment when determining the best interests of the university.
- This duty of loyalty requires Governors to avoid conflicts of interest with the university and not abuse their power for personal benefit.⁴² This does not mean that Governors can never have interests that align with the university, but they must ultimately act in the best interests of the university.⁴³ This means they, at minimum, must disclose when they are significant shareholders, owners, or directors in a corporation that the university may invest in and should not participate in decisions to invest in those corporations.⁴⁴
- The fiduciary duty of Governors is informed by context, but at a minimum requires that Governors ensure that the university meets its statutory obligations.⁴⁵

Even the best interests of a corporation go beyond short-term profit or share value.⁴⁶ The best interests of a university are even broader, as universities have public purposes beyond the generation of wealth.⁴⁷ At minimum, a university must meet its educational obligations set out in section 47 of the *University Act*. The purposes of a university are primarily educational, but also include other broad objectives of a modern Canadian university, including maintaining its teaching and research reputation to attract students and faculty and preserving its standing in the community.⁴⁸ For example, it likely also includes the advancement

³⁷ *Peoples Department*, at para 32.

³⁸ See *University Act*, s 3(4), which clarifies that each university continues as a corporation and states that the *Business Corporations Act* does not apply to the university unless specified in regulation.

³⁹ *Peoples Department*, at para 35.

⁴⁰ *BCE Inc v 1976 Debentureholders*, 2008 SCC 69, [2008] 3 SCR 560, at para 38 [*BCE Inc*].

⁴¹ *Peoples Department*, at para 42; *BCE Inc*, at para 40.

⁴² *Peoples Department*, at para 35.

⁴³ *Peoples Department*, at para 39.

⁴⁴ Donovan WM Waters, Mark R Gillen and Lionel D Smith, eds, *Waters’ Law of Trusts in Canada*, 4th ed (Toronto: Carswell, 2012) at 960, 968, fn 255.

⁴⁵ *BCE Inc*, at para 38.

⁴⁶ *BCE Inc*, at para 38; *Peoples Department*, at para 42.

⁴⁷ Ben Richardson, “Fossil Fuel Divestment: Is it Lawful?” (2016) 39:4 USWLJ 1686, at 1696.

⁴⁸ *University Act*, s. 47; *Assessors of Areas #1 and #10 v University of Victoria*, 2010 BCSC 133, at para 154; Richardson, “Fossil Fuel Divestment” at 1696.

of objectives in the University's strategic plan, which includes promoting a sustainable future through all aspects of the university.⁴⁹

Although a university has an underlying educational purpose, it still requires money to operate and therefore must invest funds to generate returns in order to maintain and construct new facilities, which further support learning.⁵⁰ The purpose of the working capital fund is primarily financial. Therefore, a key obligation of the Board of Governors is to invest the fund to maximize returns. However, in making these investment decisions, the Board of Governors can also balance the effect of its investments on the purposes of the university, including the need to maintain its reputation and community standing. As will be explained further, this supports the ability of the Board of Governors to divest from companies whose plans do not align with the Paris Targets, given the focus of the University of Victoria's commitment to a sustainable future and leading research on climate change.⁵¹

The Duty to Invest Prudently

In addition, the Governors have a duty of care to invest the funds prudently.⁵² This is a duty of care that is similar, but not identical, to the duty of care on corporate directors and trustees. The prudent person standard is based on what a reasonably informed and prudent person would have done in managing their own affairs.⁵³ Generally, a prudent investor must determine the appropriate level of risk and then seek to maximize return within those constraints.⁵⁴ A duty of prudence refers to following a reasonable process in making investment decisions; it does not require that the Governors guarantee returns.⁵⁵ Relevant prudent investment practices are generally understood as including: a duty to consider the circumstances of the fund when creating the investment strategy, a duty to take appropriate expert advice where necessary, a duty to diversify investments, and a duty to monitor the performance of the fund and respond to changing market conditions.⁵⁶

The Current Investment Strategy

The Board of Governors exercise their investment powers by setting investment objectives and policies and overseeing investment managers. Their *Working Capital Investment Policy* sets out investment objectives to preserve capital, provide liquidity, provide yield at a low level of volatility, maintain purchasing power and achieve a commitment of investing at least 25% of the portfolio in thematic impact investments. This policy also sets out performance benchmarks based on the Canadian Consumer Price Index and asset mix guidelines.

The Board of Governors also adopted a *Responsible Investment Policy* as of January 2020 for its working capital investments. In this policy, the Board of Governors recognizes the need to address climate change in every university domain. The Board of Governors states its belief that taking ESG factors into

⁴⁹ University of Victoria, *Strategic Framework 2018-2023* <<https://www.uvic.ca/strategicframework/assets/docs/strategic-framework-2018.pdf>> accessed 11 December 2020 [Strategic Framework].

⁵⁰ University of Victoria, "Working Capital Investments" <<https://www.uvic.ca/vpfo/capitalinvestments/about/index.php>> accessed 18 December 2020.

⁵¹ Strategic Framework, at 7.

⁵² *University Act*, s 57(b). Unlike with the Foundation, the sections of the *Trustee Act* that further describe what is expected of a prudent investor for trustees do not apply to the Board of Governors.

⁵³ *Fales v Canada Permanent Trust Co*, [1977] 2 SCR 302, at 315.

⁵⁴ *Miles v Vince*, 2014 BCCA 289, at para 62 [*Miles*]; *Peoples Department*, at para 67.

⁵⁵ *Ermineskin Indian Band and Nation v Canada*, 2009 SCC 9, [2009] 1 SCR 222, at paras 57-58; *University Act*, s 69(1); *R v Christophe*, 2009 ONCJ 586, at para 79.

⁵⁶ *Ermineskin Indian Band and Nation v Canada*, 2006 FCA 415, [2007] 3 FCR 245 (Sexton JA, in dissent).

consideration will reduce long-term risks and improve risk-adjusted returns. This policy specifically sets goals in relation to addressing the physical and transition risks and opportunities of climate change and refers to using positive and negative screening to reduce the carbon intensity of its investments by at least 45% by 2030 to align with the 2019 Report from the Intergovernmental Panel on Climate Change.⁵⁷ Negative screening is the exclusion of certain investments from a portfolio based on certain criteria – in other words, the policy acknowledges that divestment is a tool available to the Board of Governors.

As noted above, the Board announced recently that it is divested from companies that are directly involved in extracting, processing or transporting fossil fuels.⁵⁸ I will address further below how this policy is consistent with its legal obligations.

University of Victoria Foundation

The Foundation manages the university's endowment funds, which were valued at \$451 million as of March 2020.⁵⁹ The funds are raised through endowed donations to the University of Victoria. The Foundation discloses its portfolio publicly. The portfolio currently shows holdings in a number of companies with significant fossil fuel reserves, including Imperial Oil, Canadian Natural Resources Ltd, Husky Energy, and Suncor Energy – all of which lost value in 2020.⁶⁰

Overview of Legal Obligations

The legal obligations of the members of the Foundation Board are based in the common law and enshrined in the *University of Victoria Foundation Act*.⁶¹ The purpose of the Foundation is to “encourage the financial support of the university” including by soliciting and receiving donations and endowments for the purposes of furthering the interests and objectives of the university and providing funds for awards, facilities and land, and other operational requirements.⁶²

The Foundation is incorporated under the *University of Victoria Foundation Act* and is a registered charitable foundation. As a registered charitable foundation, the Foundation has an exclusive charitable purpose to advance education through its management and investment of the endowments.⁶³ Some of the income from the funds is restricted by donors to specific uses, meaning that the Foundation acts as a trustee in administering and investing these funds. Other funds are donated outright to the university to be invested to provide funds for the university generally.⁶⁴

⁵⁷ University of Victoria, *Responsible Investment Policy* (September 2020) <https://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf> accessed 10 December 2020, at 3 [*Responsible Investment Policy*]

⁵⁸ University of Victoria, “UVic’s working capital fund goes fossil fuel free” (02 February 2021), <https://www.uvic.ca/news/topics/2021+capital-fund-fossilfree+media-release>.

⁵⁹ University of Victoria Foundation, *Statement of Financial Position* (2020) <<https://www.uvic.ca/vpfo/accounting/reports/foundationfinancialstatements/2020%20UVIC%20Foundation%20Financial%20Statements.pdf>> accessed 10 December 2020.

⁶⁰ University of Victoria Foundation, *Schedule of Investments* (March 31, 2020) <<https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/Portfolio%20Holdings/20192020portfolioholdings.pdf>> accessed 10 December 2020.

⁶¹ *University of Victoria Foundation Act*, SBC 2005, c 23.

⁶² *University of Victoria Foundation Act*, s 3.

⁶³ Canada Revenue Agency, “Detail page: University of Victoria Foundation” <<https://apps.cra-arc.gc.ca/ebci/hacc/srch/pub/chrttydts?selectedCharityBn=123060022RR0001&isSingleResult=false&dsrdPg=1&q.srchNm=University+of+Victoria+Foundation&q.stts=0007>> accessed 10 December 2020.

⁶⁴ *University of Victoria Foundation Act*, s 7.

In investing the endowment fund, the Foundation Board members have two primary obligations: 1) fiduciary obligations to advance the charitable purposes of the charity and any money held in trust and 2) a duty of care to invest prudently.

Fiduciary Obligations

As a charitable corporation, the Foundation Board members have a fiduciary duty to use the Foundation's assets strictly in accordance with its charitable purposes.⁶⁵ In addition, the members have fiduciary duties as trustees to advance the charitable purposes of the trust funds they administer by ensuring that donor funds are used for their specified purposes, such as scholarships, buildings, or academic programs.⁶⁶ As described above, a fiduciary duty is primarily a duty of loyalty and the Foundation members must act in the best interests of the charitable purposes of the trusts and the Foundation when making investment decisions.

As with the Board of Governors, part of the Foundation Board members' fiduciary duty is to avoid conflicts of interest. The Foundation's *Statement of Investment Objectives and Guidelines* provides a mechanism for disclosing conflicts, including any material ownership of securities that could impair them from making unbiased decisions. Any person making a disclosure cannot participate in any discussion, decision or vote relating to a proposed relevant investment or transaction.⁶⁷

The Duty to Invest Prudently

The Foundation Board is also given the investment powers of a trustee under the *Trustee Act*.⁶⁸ This means they have a duty to "exercise the care, skill, diligence and judgment that a prudent investor would exercise in making investments."⁶⁹ This duty of prudence is similar to what I have set out above for the Board of Governors, although altered slightly by the *Trustee Act*.⁷⁰ Under the *Trustee Act*, the Foundation Board cannot invest in a way that is inconsistent with the trust.⁷¹ A trustee is protected from liability as long as they have "conformed to a plan or strategy for the investment of the trust property, comprising reasonable assessments of risk and return, that a prudent investor would adopt under comparable circumstances".⁷² Where the Foundation Board delegates investment responsibility to investment managers they must exercise prudence and oversight over the performance of the investment manager and provide guidance regarding investment strategy.⁷³

Current Investment Strategy

The Foundation Board has set out its investment strategy and objectives in its *Statement of Investment Objectives and Guidelines* and its *Summary of Investment Beliefs*. Setting out the investment strategy is the main way that the Foundation Board exercises its investment powers, as investment managers then have to follow this strategy. The *Statement of Investment Objectives and Guidelines* states that the purpose of the

⁶⁵ *Victoria Order of Nurses for Canada v Greater Hamilton Wellness Foundation*, 2011 ONSC 5684, at paras 72-74.

⁶⁶ University of Victoria, "Establishing a fund" <<https://www.uvic.ca/givingtouvic/ways/funds/index.php>> accessed 10 December 2020.

⁶⁷ University of Victoria Foundation, *University of Victoria Foundation Statement of Investment Objectives and Guidelines* (June 2019), <https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/statement_of_investment_objectives_and_guidelines_policy_8005_june_2019.pdf> accessed 10 December 2020 [*Foundation Investment Objectives*], at 6.1.

⁶⁸ *University of Victoria Foundation Act*, s 10(1); *Trustee Act*, RSBC 1996, c 464.

⁶⁹ *Trustee Act*, s 15.1.

⁷⁰ See p 10.

⁷¹ *Trustee Act*, s 15.1(b).

⁷² *Trustee Act*, s 15.3.

⁷³ *Trustee Act*, s 15.5.

fund is “to encourage financial support of the University through donations from individuals, corporations, and foundations to fund scholarships, bursaries and other University purposes; and to promote a continuing interest in the University and in higher education in general.”⁷⁴ To meet this purpose, the Foundation Board has adopted investment objectives and a framework that emphasize total returns. Regarding the consideration of ESG issues, including climate change, the Foundation Board states that it decides how to incorporate ESG issues into the investment decision-making process when evaluating and monitoring investment managers.⁷⁵ Managers are required to report annually on how ESG factors are incorporated into investment decision making.⁷⁶

In its *Summary of Investment Beliefs*, the Board has set out that it is a long term investor that believes that taking ESG factors into consideration can have a positive effect on long term financial performance and investment returns. The Foundation recognizes climate change “as a key global issue of our time” and has said it will take into account material climate-related investment risks and opportunities by requesting due diligence from investment managers to show alignment with a 1.5°C or 2°C pathway, encouraging active engagement with companies to seek disclosure of practices that reduce emissions, and investing in opportunities that reduce greenhouse gas emissions and capitalize on the transition to a low carbon economy.⁷⁷

Unlike the Board of Governors, the Foundation does not have a separate *Responsible Investment Policy*. However, the Foundation and its investment managers are signatories to the UN Principles for Responsible Investment (UNPRI), which include a commitment to be “active owners and incorporate ESG issues into [their] ownership policies and practices”.⁷⁸ Investment managers have been reporting to the Foundation Board on how they exercise proxy voting and other engagement practices to integrate ESG risks. The Foundation also reports climate risks to the UNPRI network. In their climate risk report, the Foundation Board stated that it takes climate risk into consideration, and will be creating an investment belief to reflect climate change as a systemic risk, conducting due diligence questionnaires with investment managers to ensure they are managing climate risks, and hiring a third party to engage with portfolio companies regarding climate change. However, its only reported activity taken to respond to climate risk and opportunity so far has been to invest in “thematic impact investments”⁷⁹ and encourage portfolio managers to monitor emission risks. The Foundation has not disclosed that it has set any emissions targets or conducted a scenario analysis to assess its climate risks.⁸⁰

Contrary to the Board of Governors *Responsible Investment Policy*, the Foundation does not appear to consider negative screening (or divestment from specific corporations) as an option for managing risk from

⁷⁴ *Foundation Investment Objectives*, at 1.2.

⁷⁵ *Foundation Investment Objectives*, at 4.1.2 (f).

⁷⁶ *Foundation Investment Objectives*, at 5.3

⁷⁷ University of Victoria Foundation, *Summary of Investment Beliefs* (17 November 2020) <https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/summary_of_investment_beliefs_november_2020.pdf> accessed 8 January 2021.

⁷⁸ University of Victoria Foundation, “Principles for Responsible Investment” <https://www.uvic.ca/universitysecretary/otherbodies/foundations/responsible_investment/principles_for_responsible_investment.php> accessed 10 December 2020.

⁷⁹ These are not defined, but I assume they are investments “in impactful opportunities that reduce green house [sic] gas emissions and capitalize on the transition to a low carbon economy” referred to in the *Summary of Investment Beliefs*.

⁸⁰ University of Victoria Foundation, *Climate Transparency Report 2020* <https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/Principles%20for%20Responsible%20Investment/cc_private_ri_report_university-of-victoria-foundation_2020.pdf> accessed 10 December 2020 [*Climate Transparency Report*].

climate change. However, the Foundation has established a small Fossil Fuel-Free Fund that donors can direct their donations towards, which does not invest in companies with proven and probable thermal coal, oil or natural gas reserves or that uses coal for power generation.⁸¹

Fiduciary obligations and investing with respect to climate change

Law on Fiduciaries Considering Non-Financial Criteria when Investing

There is limited case law in Canada regarding what fiduciaries can and must do to address non-financial criteria, like climate change, when investing. A key case in the United Kingdom, which does have an impact in Canadian law, is the case of *Cowan v Scargill*.⁸² In that case, union pension trustees proposed an investment strategy that would prevent the investment of coal miners' pension funds in foreign coal companies and oil in order to support the domestic coal industry. The judge in *Cowan* overturned this investment strategy and emphasized that the trustees' fiduciary duty was to act in the best interests of the beneficiaries, which was usually done by maximizing returns while minimizing risks.⁸³ The trustees could not make investment decisions based on their individual moral or political views.⁸⁴ This case has often been misunderstood as saying that pension trustees, and fiduciaries generally, must maximize returns and cannot consider ethical factors that are not relevant to maximizing returns.⁸⁵

Later cases in the UK have clarified that *Cowan* does not require fiduciaries to invest to maximize returns at all costs and fiduciaries can consider relevant non-financial criteria.⁸⁶ The duty of a fiduciary is to advance the purposes for which the trust was created.⁸⁷ For pensions, this will usually mean acting in the best financial interests of the pension beneficiaries, as the purpose of a pension is to pay workers when they retire. The problem with the investment strategy in *Cowan* was primarily that it only benefitted some of the beneficiaries who were continuing to work, rather than the workers who were retired and were relying on the trustees to invest in their best interests as well.⁸⁸

In another UK decision, *Harries v Church Commissioners*, the court clarified that the main purpose of investment property for a charity is to generate a maximum return, as money allows for the charity to function. However, because a charity has a charitable purpose, if trustees are convinced that investing in a particular type of business would conflict with the purpose of the charity (e.g., a cancer research charity investing in a tobacco company), they can refuse to invest in that business even if it would be financially

⁸¹ *Climate Transparency Report*, at 14.

⁸² *Cowan v Scargill*, [1984] 2 All ER 750 [*Cowan*].

⁸³ *Cowan* at 760.

⁸⁴ *Cowan* at 761.

⁸⁵ Freshfields Bruckhaus Deringer, *A legal framework for the integration of environmental, social and governance issues into institutional investment* (2005) at 9 [Freshfields Report]; Law Commission, *Fiduciary Duties of Investment Intermediaries* (Law Com No 350, 2014), at 4.42-4.45, accessed: <https://www.lawcom.gov.uk/project/fiduciary-duties-of-investment-intermediaries/>.

⁸⁶ E.g., *Harries v Church Commissioners for England* [1992] 1 WLR 1241 [*Harries v Church Commissioners*]; *Merchant Navy Ratings Pension Fund Trustees Ltd v Stena Line Ltd & Ors*, [2015] EWHC 448 (Ch) [*Merchant Navy*].

⁸⁷ *Merchant Navy*, at paras 228-29.

⁸⁸ Murray Gold and Adrian Scotchmer, *Climate change and the fiduciary duty of pension fund trustees in Canada* (2015), at 17.

detrimental for the charity to do so. Trustees of a charity can also choose to limit investments where they conclude that the reputational risk of investing, by alienating donors or making people accessing their services unwilling to be helped, outweighs the financial risks in limiting their investments.

Circumstances when a Fiduciary Can Consider Non-Financial Criteria

Given this, there are two relevant reasons that a fiduciary could consider non-financial criteria, like climate change, in their investments.

First, they *must* consider the factor if it presents a material financial risk to returns.⁸⁹ Ignoring a relevant financial risk would not be acting in the best financial interests of the corporation or purposes of the trust. In addition, a basic obligation of a prudent investor is to determine the appropriate level of risk and then seek to maximize return within those constraints; in order to do so, they must inform themselves of all material financial and non-financial factors relevant to risk or return.⁹⁰ For climate risks, this obligation becomes more certain as institutional investors around the world adopt standards for assessing and responding to climate risk, and climate risk becomes a risk that any reasonable and prudent investor ought to consider.

Second, a fiduciary can consider non-financial criteria if those criteria are relevant for advancing the purposes of the trust or organization.⁹¹ As noted in *Harries v Church Commissioners*, the primary goal of a charity having investment property is to generate returns, but fiduciaries can consider the objects of the charity when making their decisions to invest. In rare circumstances, fiduciaries can refuse to invest in a company or sector that directly conflicts with the purposes of the charity even if it harms the finances of the charity. Fiduciaries can also consider other factors related to the purposes of the trust or organization when this would not be financially detrimental to the fund. These non-financial criteria are not determinative of how the fiduciaries have to make their decision, but the charitable purposes allow fiduciaries to consider the broader interests of the trust or organization beyond maximizing returns. The key is that the trustees or directors act in the best interests of the purposes of the trust or organization rather than according to their own moral or political views.

Obligations of the Boards to Address Climate Risks

Given that climate change is a material financial risk, both the Board of Governors and the Foundation Board not only *may* consider the impacts of climate change, but *must* consider the material financial risks of climate change as part of their fiduciary duties and their duties to act as prudent investors. A failure to inform themselves and consider a relevant risk to investments would be a failure to invest prudently. Although not determinative, I note that this has also been the conclusion of legal opinions regarding a range of fiduciaries published by experienced corporate, trust and pension lawyers in Canada, the UK, and Australia.⁹²

⁸⁹ Alastair Marke, "Establishing the Legal Obligations of Pension Fund Trustees to Divest from Climate-Unfriendly Portfolios" [2018] 2018:4 Carbon & Climate L Rev 297, at 301-2; Richardson, at 1693-94; Freshfields Report, at 14.

⁹⁰ Janis Sarra, *Fiduciary Obligations in Business and Investment: Implications of Climate Change* (Commonwealth Climate Law Initiative, 2018), at 61-62, <<https://ccli.ouce.ox.ac.uk/wp-content/uploads/2018/08/Janis-Sarra-Fiduciary-Obligation-in-Business-and-Investment.pdf>> accessed 10 December 2020; Miles, at paras 62-65; Peoples Department, at para 67.

⁹¹ Susan N Gary, "Is it Prudent to be Responsible - The Legal Rules for Charities that Engage in Socially Responsible Investing and Mission Investing" (2011) 6:1 Nw J L & Soc Pol'y 106; Richardson, at 1697.

⁹² See, e.g., Hansell LLP, *Putting Climate Change Risk on the Boardroom Table* <<https://www.hanselladvisory.com/content/uploads/Hansell-Climate-Change-Opinion.pdf>> accessed 14 December 2020, at 8 [Hansell Opinion]; Gold and Scotchmer, *Climate change and the fiduciary duty of pension fund trustees*

The real question then is not whether either Board can consider climate risk, but rather what actions it can or must take in addressing climate risk. The same obligations of loyalty and prudence apply in determining what actions either Board must take in response to an identified risk.

In order to address climate risk, the Boards must inform themselves of climate risks related to their investments. A proper and full assessment of climate risk is the only way a Board can act on a prudent and reasonably informed basis in deciding how to address climate risk, especially as climate risk disclosure standards continue to be adopted across the market.⁹³ For a Board to be reasonably informed, it needs expert advice and scenario analysis to determine whether their investment strategy is resilient to likely emission scenarios, especially the emission scenarios that align with the Paris Targets.⁹⁴ The more standards for climate risk disclosure are adopted, the more a prudent investor should follow these standards to act as a reasonable and prudent investor would in comparable circumstances. Although the Boards can delegate day to day investment decisions to their investment managers, it is their obligation to oversee the investment managers and to set an investment strategy that is informed by an understanding of material risks.⁹⁵

Both Boards have taken some steps to inform themselves of climate risk, but likely need to go further to keep up with evolving standards. The Foundation Board has started to report climate risks, however, it has not set emissions targets or conducted scenario analyses to test whether its portfolio is resilient to an emission scenario that aligns with the Paris Targets. The Board of Governors has done more by setting a target to reduce its carbon intensity by 45%, however, this target does not include indirect emissions from a corporation's value chain (called "Scope 3 emissions"). The TCFD has noted that reporting on Scope 3 emissions is especially valuable for assessing climate risk to energy companies as Scope 3 emissions will inform whether a company is vulnerable to a significant decrease in future value.⁹⁶ In the case of fossil fuel companies, transition risks mostly arise from the emissions produced when fossil fuels are consumed.⁹⁷ Therefore an understanding of Scope 3 emissions is necessary for an investor to be fully informed of climate risks, especially for fossil fuel companies. Although scenario analyses and carbon budget standards are evolving, a prudent investor cannot rest on their heels, but must keep reasonably up to date in assessing and monitoring risk.

in Canada; Keith Bryant QC and James Rickards, *The Legal Duties of Pension Fund Trustees in Relation to Climate Change*, at paras 23-24 [UK Opinion]; Noel Hutley and James Mack, *Memorandum of Opinion: Superannuation Fund Trustee Duties and Climate Change* (15 June 2017), at para 15 [Australian Opinion]; Noel Hutley and Sebastian Hartford David, *Supplementary Memorandum of Opinion: Climate Change and Directors' Duties* (26 March 2019), at paras 21-22.

⁹³ See, e.g., the Office of the Superintendent of Financial Institutions, which has announced that it will be publishing a paper in early January about the standards for climate risk disclosure and prudence by financial institutions: <https://www.osfi-bsif.gc.ca/Eng/osfi-bsif/med/sp-ds/Pages/jr20201211.aspx>.

⁹⁴ In a class action certification decision, *Green v CIBC*, 2012 ONSC 3637, at para 421, the Superior Court of Ontario noted that publicly listed corporations should have risk management strategies to predict and address even worst case scenarios. This would presumably also apply to a prudent investor's assessment of climate risk.

⁹⁵ Both Boards have a duty to monitor the portfolio, see *Ermineskin Indian Band and Nation v Canada*, 2006 FCA 415, at para 239 (Sexton, JA, in dissent summarizing prudent investing principles); *Fales v Canada Permanent Trust Co.*, [1977] 2 SCR 302, at 317. The Foundation Board's duty of oversight is also set out in the *Trustee Act*, s 15.5(3).

⁹⁶ Task Force on Climate-related Financial Disclosures, *Implementing the Recommendations of the Task Force on Climate-related Financial Disclosures* (June 2017) <<https://assets.bbhub.io/company/sites/60/2020/10/FINAL-TCFD-Annex-Amended-121517.pdf>> accessed 4 January 2021, at 54.

⁹⁷ UNEP Finance Initiative, *Changing Course: A comprehensive investor guide to scenario-based methods for climate risk assessment in response to the TCFD* (May 2019) <<https://www.unepfi.org/wordpress/wp-content/uploads/2019/05/TCFD-Changing-Course-Oct-19.pdf>> accessed 4 January 2021, at 32.

Responding to Climate Risk: Shareholder Engagement or Divestment?

Once a Board is informed of climate risks, they have a choice as to what to do with this information. Generally, they can reduce these financial risks by engaging as a shareholder to encourage portfolio companies to change their practices and/or by divesting from those corporations to remove the risk to their portfolio. The systemic nature of climate risk and the shift in standards for investors likely means that it is no longer a prudent approach to deal with climate risks merely by relying on a diversified portfolio.⁹⁸

It is important to note that fiduciaries have considerable discretion in the policies they adopt to address any risk, as long as they are motivated in their decision to act in the best interests of the beneficiaries and make prudent and reasonable investment decisions.⁹⁹ This gives each Board considerable flexibility in choosing how to respond to climate risk. Whichever investment strategies are adopted, investors will likely be within their fiduciary obligations as long as they base their decisions on credible assumptions, a full assessment of risks including climate risks, a robust decision-making process, and loyalty towards the purposes of their trusts and organizations.¹⁰⁰

Currently, both Boards appear to have a focus on engagement over divestment, although the Board of Governors has shown a willingness to possibly adopt exclusions for certain companies with high-carbon risk in their *Responsible Investment Policy*. The initial focus on engagement is understandable, as it allows an investor to keep their investments, and therefore maintain a diversified portfolio, while still attempting to address risks by changing company policy. Engagement is about getting a portfolio company to change their practices through proxy voting or other forms of shareholder activism.

However, when dealing with a material financial risk, like the risk of stranded assets, engagement is only a prudent measure to take if Board members have a reasonable belief that it will be effective in managing the risk. Fiduciaries have a duty to monitor their portfolio and remove those investments when an investment becomes improper or imprudent.¹⁰¹

Climate risks increase rapidly over time, with a risk of sudden market shifts happening over the next few decades.¹⁰² Engagement exposes investors to risk for the time before the company changes its policies. This is demonstrated, for example, by the losses incurred by the shareholders of the oil and gas company, British Petroleum (BP), who were engaging with BP on improving its environmental practices to reduce its risks while the Gulf of Mexico spill occurred – those shareholders were still impacted by the risks that they were trying to reduce.¹⁰³

In addition, it is difficult to see how an investor could prudently engage with a fossil fuel corporation to reduce its climate risks if the only way for the corporation to reduce its climate risks would significantly impact its viability. In that case, successful engagement could either result in a decrease in value of the corporation (which would not be in the best interests of the shareholding investor) or, more likely, the

⁹⁸ The position of more than 100 major international investors is that: “[c]limate change is a systemic risk – on which investors cannot diversify away from”: ClimateAction100+, “Frequently Asked Questions” <<http://www.climateaction100.org/>> accessed 14 December 2020; see also, Mercer LLC, *Investing in a Time of Climate Change* (2015), at 14-18.

⁹⁹ Hansell Opinion; UK Opinion, at para 56.

¹⁰⁰ Sarra, *Fiduciary Obligations*, at 44.

¹⁰¹ *Fales v Canada Permanent Trust Co*, [1977] 2 SCR 302, at 317; *Ermineskin Indian Band and Nation v Canada*, 2006 FCA 415, at para 239 (Sexton, JA in dissent).

¹⁰² Mercer, *Investing in a Time of Climate Change – A Sequel*, at 36; TCFD Recommendations, at 51.

¹⁰³ See Alex Gorman, “Exit vs. Voice: A Comparison of Divestment and Shareholder Engagement” (2017) 72:1 NYU Ann Surv Am L 113, at 148.

engagement would never be successful and the investor would continue to be exposed to the risk of climate-related losses. Engagement must be justified based on the Board's loyalty to the purposes of their respective fund; engagement cannot be justified by supporting any particular industry or third party interest that is not justifiably linked to the long-term interests of the University or the charitable purposes of the Foundation.

On the other hand, divestment immediately reduces the material financial risks of climate change by removing investments that are most exposed to climate risk. Given this, divestment will be preferable to engagement when there is no confidence that the company will reduce its climate risks in a timely manner or where the company has failed to respond to shareholder engagement.¹⁰⁴ Although divestment can increase risk by reducing diversification;¹⁰⁵ a recent literature review by the University of British Columbia's investment manager concluded that limited constraints by a carefully constructed fossil fuel divestment policy is not expected to significantly alter the risk-return profile of the portfolio.¹⁰⁶

Divestment is increasingly being adopted by institutional investors as a tool to address climate risks. A 2018 survey of 30 large institutional investors based in Organisation for Economic Co-operation and Development (OECD) member countries found that 67% of them had divestment policies in place.¹⁰⁷ These policies either excluded certain high emitting industries or excluded specific companies that were not responsive to engagement or had no viable plans that would be resilient to a future in which Paris Targets are met. Specific and recent examples of institutional investors' divestment policies include:

- Sweden's AP4 pension fund has excluded companies where oil sands or coal extraction represent 20% or more of their overall revenues.¹⁰⁸
- Similarly, the French international banking group BNP Paribas has excluded all companies that derive more than 10% of their revenues from thermal coal or are responsible for 1% or more of total global thermal-coal production as well as investments in any power generating company with a carbon intensity above the global average in 2017. BNP Paribas has an exception for companies that can show they have a credible commitment to becoming compliant in two years.¹⁰⁹
- New York State just recently announced that it would divest from companies that do not meet minimum standards to show they are prepared for the transition to a low-carbon economy.¹¹⁰
- Several Canadian universities have also made commitments to divest from the fossil fuel industry, most recently the University of British Columbia, after receiving legal advice that divestment could

¹⁰⁴ Gorman, "Exit vs. Voice" at 183-84; Center for International Environmental Law, *Trillion Dollar Transformation: Fiduciary Duty, Divestment and Fossil Fuels in an Era of Climate Risk*, at 19-20.

¹⁰⁵ Gorman, "Exit vs. Voice" at 143-45.

¹⁰⁶ University of British Columbia, "Responsible Investing Update – Divestment Financial Justification" (April 16, 2020), at 3.

¹⁰⁷ Sustineri, *Market standards on climate-related risk by asset owners* (August 2018) <<https://www.documents.clientearth.org/library/download-info/market-standards-on-climate-related-risks-by-asset-owners-report-by-clientearth-and-sustineri/>> accessed 10 December 2020.

¹⁰⁸ Fjärde AP-fonden, "AP4 increases sustainability ambitions – divests from nuclear weapons and oil sand" (16 January 2019) <<https://www.ap4.se/en/2019/1/ap4-increases-sustainability-ambitions--divests-from-nuclear-weapons-and-oil-sand>> accessed 10 December 2020.

¹⁰⁹ BNP Paribas, "Divestment from coal: our new policy" (14 March 2019) <https://www.bnpparibas-am.com/en/divestment-from-coal-our-new-policy/#_ftn5> accessed 10 December 2020.

¹¹⁰ Office of the New York State Comptroller, "New York State Pension Fund Sets 2040 Net Zero Carbon Emissions Target" (9 December 2020) <<https://www.osc.state.ny.us/press/releases/2020/12/new-york-state-pension-fund-sets-2040-net-zero-carbon-emissions-target>> accessed 18 December 2020.

meet their fiduciary obligations provided it was financially prudent.¹¹¹ The divestment announcement of the University of Victoria Board of Governors follows this trend.

These examples provide support that divestment is a prudent way to manage climate risk, especially for sectors with the highest emissions and greatest exposure to climate risk. These policies were not made for ethical reasons alone, but to reduce the risk of stranded assets. The examples also show that there are multiple ways to construct a divestment policy, as long as the focus is on acting prudently and with loyalty to the purposes of the fund.

Given this, both Boards can certainly adopt a divestment policy that excludes investments that are highly exposed to climate risks. What this divestment policy looks like and how it informs their engagement policy is a matter of discretion that must be guided by a prudent process of identifying risks and return and only acting with loyalty to the purposes of their respective funds.

Where engagement has no chance of success over a timeframe appropriate to addressing climate risks, the Boards should divest in order to prudently respond to climate risks. An investment policy that completely rejects divestment as a policy option for managing climate risk constrains itself in its ability to act prudently and loyally. An investor that only engages to address risk has no alternative if the company refuses to adopt a policy that lowers its risk and therefore continues to expose its funds to those risks without having any reasonable form of risk avoidance.

A Prudent Approach to Divestment for the Boards

Given that the Boards have slightly different obligations and purposes in managing their respective funds, I set out below what a prudent climate risk policy that includes divestment would likely need to look like in order to meet their legal obligations.

Board of Governors

As described above, the Governors have obligations to act in the best interests of the University and to act as prudent and reasonably informed investors when making investment decisions. The fiduciary obligations of the Governors give them considerable discretion in designing a policy to respond to climate risk. This is because the “best interests of the university”, much like the best interests of a corporation, are quite flexible and can involve considering the interests of many stakeholders, including students, faculty, and the community at large as they relate to the ability of the university to fulfill its purpose.¹¹² The Board of Governors can consider the reputational risks to the University of a failure to appropriately and urgently respond to the climate crisis.¹¹³ This means that the Board of Governors can likely adopt a policy that not only reduces financial climate risks, but that also considers the need to support the stability and reputation of the institution in the long-term. They can consider the long-term risks to returns, as well as the direct risk to students’ futures, if the world were on a trajectory towards more than 2°C of warming.¹¹⁴

¹¹¹ University of British Columbia, “Responsible Investing Update – Divestment Financial Justification”; see also, e.g., Concordia University, “Concordia University Foundation to divest and aim for 100% sustainable investments by 2025” (8 November 2019) <<https://www.concordia.ca/news/stories/2019/11/08/concordia-university-foundation-to-divest-and-aim-for-100-percent-sustainable-investments-by-2025.html>> accessed 5 January 2021; Laval University, “STARS accreditation: Université Laval ranked second in the world for sustainable development” (15 February 2017) <<https://www.ulaval.ca/en/about-us/media-centre/press-releases/press-releases-2017/stars-accreditation-universite-laval-ranked-second-world-sustainable-development>> accessed 5 January 2021.

¹¹² *BCE Inc.*, at para 40.

¹¹³ *Assessors of Areas #1 and #10 v University of Victoria*, at para 154.

¹¹⁴ See Mercer, *Investing in a Time of Climate Change: The Sequel* (Mercer LLC, 2019), at 34-35. In the United States, the case of *Withers v Teachers’ Retirement System of City of NY*, 447 F. Supp. 1248 (1978), aff’d 595 F.2d

The main constraint on any investment strategy, including a divestment policy, will be the need for financial prudence, as the Board of Governors also have an obligation to ensure that they maintain investment returns in order to provide working capital for the university.

The Governors can and should adopt a financially prudent divestment policy in order to meet their fiduciary and legal obligations. A prudent divestment policy likely will include the following:

- 1) It should include a way to divest from corporations that have considerable climate risk, such as those with significant revenue from the development of fossil fuel reserves, where these corporations have no viable plan to align with the *Paris Agreement* targets within a reasonable time frame or where corporations refuse to change despite shareholder engagement. In such situations, engagement does not present a reasonable alternative for addressing climate risk.
- 2) As with any investment strategy the Board adopts, a divestment policy must be financially prudent. The Board of Governors must have financial analysis supporting that the divestment policy will address their risks, including climate risks, while generating returns. A divestment policy that includes a way to review outcomes and adapt if there are significant impacts on returns and risk will likely be prudent.¹¹⁵ In addition, a policy that adopts a well-defined exclusion of fossil fuel companies and other high-emitters based on an analysis of their exposure to climate risks and with flexibility for corporations that have a viable plan for reducing their climate risks is more likely to be prudent than a policy with a broad exclusion of all corporations with activities related to fossil fuels.¹¹⁶ A viable plan will likely be one that shows how the corporation is reducing its risk of stranded assets by limiting its capital expenditure in fossil fuel development projects, setting emissions targets that consider Scope 1, Scope 2 and Scope 3 emissions that align with the Paris Targets, and changing their business model so that revenues come from sources that align with the Paris Targets.
- 3) A broader divestment policy may also be justified based on the wide-ranging purposes of the University, including the need to support the stability of the climate and economy for the long-term interests of the University. Although this does not allow for the University to invest in a way that is not financially prudent, it does permit the Board of Governors to invest in a way that does not solely consider the financial risks from climate change, but also factors in the reputational and ethical concerns from climate change that relate to the University's purposes.

Foundation Board

Similarly, the Foundation Board can and should adopt a financially prudent divestment policy. However, the obligations of the Foundation Board are slightly less flexible as the Foundation Board members must act in the best interests of the purpose of the endowment which is primarily to generate returns in order to be able to fulfill the trust and charitable foundation purposes.

The Foundation Board still can adopt a divestment policy in order to address the financial risks from climate change. This means that the first two points of a prudent divestment policy described above still likely apply:

1210 (2d Cir. 1979) emphasized the ability of a pension to make investments in the best interests of the long-term future of its beneficiaries by preventing the bankruptcy of the City of New York. If followed in Canada, *Withers* would suggest that trustees can fulfill their duties by investing in the long term to ensure the sustainability of their fund, even if these investments seem risky initially.

¹¹⁵ Sarra, *Fiduciary Obligations*, at 44.

¹¹⁶ Richardson at 1688; Gorman, "Exit vs. Voice", at 146; University of British Columbia, "Responsible Investing Update – Divestment Financial Justification" (April 16, 2020).

1) The Foundation Board should have the option to divest from companies in which it would be unreasonable for the Board members to believe that engagement will effectively reduce financially material climate risks to an acceptable level.

2) As with any investment strategy, the divestment policy must be financially prudent. This requires a policy based on a financial analysis of investments particularly exposed to climate risks and an analysis of the impact of excluding such companies on short and long-term risk and returns.

The Foundation Board must act in the best interests of the purpose of the fund, by generating returns, especially to fulfill the donor-specified purposes for the endowed funds. This likely means that the Foundation Board must primarily act to secure the long-term returns of the fund in designing its investment policy, which can include divesting from those corporations most exposed to financial climate risks and with no viable plan for aligning with the Paris Targets. The Foundation Board can also consider reputational concerns of the Foundation, such as the risk that certain investments might alienate donors or prevent students from accessing the benefits of the fund. The Foundation therefore can also exclude investments where the Foundation concludes that the reputational risk to achieving its charitable purpose outweighs any financial risk of divesting.

Conclusion

In conclusion, I would answer the four questions set out by the University of Victoria Students' Society as follows:

1. Both the Board of Governors and the Foundation Board have duties of loyalty and prudence when making investment decisions that are based in the common law and set out in their relevant statutes.
2. Neither Board is prevented from adopting a divestment policy to reduce their exposure to material financial risks from climate change, provided that policy is financially prudent. Prudence is process-driven rather than results-based, meaning that any divestment policy will need to be supported by financial analysis and a clear rationale for the decision based on the Boards' legal obligations.
3. Both Boards have an obligation to inform themselves of financially material risks from climate change as part of their duties to act as prudent investors.
4. Both Boards likely should divest funds from the fossil fuel companies and other climate risk-exposed investments to meet their legal obligations where there is no reasonable and prudent alternative to reduce climate risks, especially the risk of stranded assets. Divestment is likely the only prudent option where engagement fails over a reasonable period of time and a corporation has no viable plan for aligning with the Paris Targets.

Sincerely,



Andhra Azevedo
Barrister & Solicitor

Vancity Investment Management

To:	Director of Campaigns and Community Relations University of Victoria Students' Society
Re:	Financial Opinion on Divestment of Fossil Fuel Related Investment Holdings
Dated:	January 8, 2021

Vancity Investment Management (VCIM)¹ was established in 1995 as one of the first wealth management firms in Canada to focus on investments that deliver competitive returns while making a positive impact on the world. VCIM manages assets totaling \$2.5 billion, providing discretionary investment management services for several top-ranked retail mutual funds², organizations such as not-for-profit societies, unions, foundations, as well as individual households.

In early 2015, VCIM developed and implemented a climate risk strategy based on four elements: divestment, decarbonization, re-investment and engagement. VCIM has since used this approach to manage exposure to fossil fuel and carbon emissions across all of the firm's investment strategies, benefitted investors with strong, quantifiable investment gains directly attributable to this low-carbon strategic direction.

Initially, VCIM divested fossil fuel producers and related companies from VCIM's institutional global equity strategy, and heavy oil producers were excluded from institutional Canadian equity and monthly income strategies. A bond strategy was initiated in December 2016 which excluded investments in fossil fuel companies as of launch. In addition to exclusion, VCIM made significant investments in the renewable energy industry and companies who support green technology. For the bond strategy, certified green bonds, whose proceeds are directed to green infrastructure and energy efficiency, comprise a sizable portion of the assets managed by VCIM.

A key driver behind clean technology and infrastructure trends is the need for significant reductions in fossil fuel use within the global economy to prevent dangerous human-induced interference with the climate system. Preventing the worst aspects of climate change requires a concentrated global effort to curb greenhouse gas emissions within the next decade. Restraining average temperature increases to 1.5 to 2 degrees can only be achieved by slowing the growth of fossil fuel consumption and reducing overall use. An estimated one third of oil reserves and half of natural gas reserves will have to remain unused between 2010 and 2050 to limit global warming at 2 degrees.ⁱ

The Canadian economy is particularly vulnerable to systemic risks related to the impact of climate change policies. Roughly nine percent of Canada's GDP is derived from the energy sector, which is comprised in large part by oil and gas related industries. At the same time, the Canadian equity market is concentrated in a few sectors and industries. The oil and gas sector, which is responsible for almost 30 percent of Canada's emissions, represents approximately 12 percent of the main index for the Toronto Stock Exchange.

¹ VCIM is a registered Investment Fund Manager, Portfolio Manager, and Exempt Market Dealer and is a wholly owned subsidiary of Vancouver City Savings Credit Union.

² <https://www.morningstar.ca/ca/news/205502/good-active-esg-funds-to-consider.aspx>

In its 2019 Financial System Review the Bank of Canada explicitly recognized climate change as a vulnerability and committed to a multi-year research effort to integrate climate related risks into financial stability analysis. The Review stated:

“Investor and consumer preferences are shifting toward lower-carbon sources and production processes, suggesting that the move to a low-carbon economy is underway. Transition costs will be felt most in carbon-intensive sectors, such as the oil and gas sector. If some fossil fuel reserves remain unexploited, assets in this sector may become stranded, losing much of their value.”ⁱⁱ

All sectors of the economy and the investment market will be impacted by climate change, but the most vulnerable will likely be fossil fuel producers, distributors, and the service companies that depend on those industries.

- In addition to the downside risk of a declining industrial sector, as the global economy de-carbonizes, oil price volatility will likely increase due to producers seeking to maximize revenue from potentially stranded assets.
- National oil companies, who control much of the world’s petroleum and exercise pricing power, are a major source of revenue for governments and provide key budgetary support. As a result, these government owned enterprises are likely to continue playing a role in price declines and volatility as they seek to maintain market share.
- As carbon pricing regimes develop across the globe, heavier petroleum products which require more energy to process will be less competitive in the international market. Western Canada Select, the primary oil sands product, is among the world’s most carbon intensive oil products on a full life cycle basis.

We have reached a crucial point in the transition to a low-carbon future with increased risk of capital losses in carbon intensive investments. Over longer investment horizons, a frank assessment of continued investment in industries such as Canadian oil and gas, is a risk of stranded assets and continuous capital flight. These investments contain an asymmetric risk-reward profile, where the long-term outlook is unfavourable compared to any potential for short-term gains. VCIM no longer invests in oil and gas producers, pipeline companies, natural gas distribution utilities or LNG operations. We also avoid investing in service companies whose primary business is supporting the fossil fuel industry.

It is our opinion that prudent investors should divest from fossil fuel related investments and manage the climate risk of their portfolios using carbon foot-printing tools, to minimize the economic impact of climate change and a declining fossil fuel industry on their investments and retirement savings.

Jeffrey Adams, CFA
Director, VCIM

Shelly Dhawan
Head of ESG, VCIM

ⁱ The geographical distribution of fossil fuels unused when limiting global warming to 2 °C
Christophe McGlade & Paul Ekins, *Nature* volume 517, pages 187–190 (08 January 2015)

ⁱⁱ Financial System Review—2019 Bank of Canada, p 29



International Student Relations

21 January 2021

Re: International Student Tuition Increase 2021

To the Chair and Members of UVic's Board of Governors,

I am writing to you on behalf of more than 2,000 international undergraduate students who have chosen to enrol at UVic. The realities of COVID-19 (lost jobs, reduced hours and cut wages) have put immense strain on the economy both globally and at home.

We ask that you (1) freeze international tuition for the upcoming year, and (2) limit the annual tuition increase to 2% for international students for at least the next two years.

Freezing tuition this year will send a message to students that our voices have not been ignored. It will reinforce the familial bond of the UVic community while providing much needed relief for students. The reduced increases thereafter is compatible with the economic recovery rate projected by leading global organizations, enabling students to better afford their education in future years.

Over the last 10 years, international tuition at UVic has increased by 151%¹. This is much higher than the rate of inflation and coping with another tuition increase this year is simply not possible for many.

International students are not always wealthy and this perception is harmful. An example of this is how international students continue to be much more likely to use the UVSS' Food Bank and Free Store than domestic students. This has only been exaggerated by the pandemic and exposed the economic strain felt by the community.

Included are testimonials from students who have written about their struggles. They describe how difficult it will be for them to continue their education at UVic due to financial insecurity. The Board of Governors is invested in the stewardship of UVic. We have invested our faith in you and it is based on that trust that we urge you to consider the asks highlighted in front of you today.

¹ "Tuition Fee Estimate - Undergrad - University of Victoria." UVic.ca. Accessed January 22, 2021.
<https://www.uvic.ca/undergraduate/finances/tuition-costs/tuition-fee-estimate.php?residency=l&level=UG&program=36>.

Sincerely,

Dipayan Nag

Director of International Student Relations | University of Victoria Students' Society

Unceded, unsundered territories of the Lekwungen and W̱SÁNEĆ peoples

UVSS - Run by students, for students.

“As an international student, the high tuition fees have put a great financial strain on me and my family. Outside of tuition fees, international students also have to spend a large sum on settling in a completely new environment, making the high tuition much more difficult to manage. High tuition is also more punishing for struggling students. If an international student fails a course, the financial penalty on them is severe and can damage their well-being. I hope the UVic Board of Directors would consider stopping increasing fees for international students.”

- **Victor Vu, Economics**

“2020 has been really tough on me and my family. My dad, the sole bread earner of the family is immunocompromised and had to start working from home in a limited capacity. Most of his income was through commissions and there is only so much you can sell at home. It got a lot worse when he tested positive for covid and due to his compromised immune system, he had to be admitted to a hospital and was kept in isolation. We knew international tuition was high when we decided to come to Uvic but we also expected business as usual. With businesses down, we are struggling to pay this semester's tuition. My father's health is strongly related to his stress levels and right now, it's at an all time high. My sister and I are both working 3 jobs with full course loads to make our ends meet, send some back home to our parents and pay our tuition bit by bit. Any reduction made to the tuition will be helpful and a huge relief.”

- **Priyancy Raichada, Psychology**

“My dad and siblings have reduced hours/pay right now; thus an increase in tuition isn't ideal. Additionally, if tuition is increased, I will have to stop living in Canada and go back home. Last but not least, some of the courses I have taken used old prerecorded recordings from past semesters, so we would literally be paying for old material. This is not necessarily bad, but it's not worth the increase in tuition. Also, some courses are using other universities' recorded material”

- **Nabil Nazri, Computer Science**

“Hello. I am Dhruvi Raichada and I am from India. I'm currently in my second year of the business program. Paying international student fees has been super stressful on my family and I. I am currently working various jobs (keeping in mind that I can only work for 20hrs off campus) along with my full course load. My father is a jeweller and due to the current situation in India, his business isn't working well. He recently had gotten sick

due to Covid along with my mother. This caused him to stay home more. A reduction in fee would be a great help (even if it's for a temporary period of time)."

- **Dhruvi Raichada, Economics & Business**

"Hello! My name is Shilpa Parveen and I'm from Saudi Arabia. I'm currently in my second year doing bsc psychology. Being an international student myself, it's understandable as to why we pay way more than the domestic students. Whatsoever, what I think is really unfair is to increase the tuition fee during a pandemic. Most of our families back home struggle to earn. Unfortunately, due to Covid the job situation is extremely unstable in Saudi Arabia. My mom runs a salon to pay for my education, but due to the current situation, it's hard to keep it going. Currently, I have three part time jobs just so I could afford my housing & other expenses. I cannot fathom the struggle international students might go through due to Covid. Therefore, on behalf of every international student, I humbly request you to consider not increasing the tuition fee this year."

- **Shilpa Parveen, Psychology**

"My name is Daniel Lee and I am an international (Korean) student completing my bachelor's degree in Psychology with a minor in Business. My main financial supporters are my parents who are both Christian missionaries stationed in Egypt. My parents are having financial difficulty in funding both me and my brother's (who is also a UVIC student) education as Egyptian financial infrastructure and services are still closed due to the COVID-19 outbreak as well as support donations have significantly decreased. My parents have forfeited their savings to fund my education and be the first in my family to receive a North American degree. I wish to alleviate their financial stress by requesting that international student fees not be increased this year. We pray you and your families are healthy and safe during these times."

- **Daniel Lee, Psychology**

"One of the biggest reasons for reducing international students' tuition fees is to help our sponsors and ourselves make ends meet. The COVID-19 pandemic has had an unequal impact on different countries around the world. It is often the case that the countries with less effective governments have the less effective measures to protect the lives of their population and also their incomes from the side effects of the pandemic. Quarantine measures, although very necessary, have put out of work not only workers that make their living out of their jobs, but also plenty of business owners. Small businesses have been specially affected in developing countries, as they often do not count with the very useful stimulus packages that other countries do. Having to manage a small business in this economic climate is certainly hard, but having to do so while paying international tuition 2-3 times per year, plus life expenses for students at UVic makes it all so much more difficult to do. In addition, the pandemic has had real effect in Canada too, many international students who had part-time jobs to help their sponsors make ends meet have found themselves out of employment. No stimulus package can make for the loss of a steady job, what we want is support from the University we have been supporting for all of our higher education. As one of the major sources for income of the University of Victoria, it would be an extremely human and sensible decision to reduce the international students' tuition fees. We are here because

we want to study and become a better version of ourselves, please help us achieve that commitment.”

- **Mario Acosta Valdez, Student**

“Having studied at UVic for just under 4 years as an international student, I have faced an array of challenges in all walks of life. I can attest that it is a great place to learn and grow, however, not all challenges are surmountable and the one in particular I faced here is a financial crisis. Being a second child, my parents have to pay off several educational loans to put us through university. With the steady hike in international students tuition fee, it is becoming harder for them to financially support us. And the ongoing pandemic does a lot more harm to us that we realize, as we have been furloughed from our jobs and my parents have faced grave financial difficulties. I am sure that I speak for not just myself but a large majority of the international student community, some of whom may have been affected far worse than we care to imagine. Hence, a reduction in international student tuition fee, regardless of the amount, would be very helpful for us and provide us with some much needed respite.”

- **Vineet Vaz, Psychology**

“As an international student it is a dream to pursue an education in Canada however, it isn't feasible financially during a pandemic. If the university chooses to not have a tuition hike, then I'd save about \$320-\$500 per term equivalent to at least Rs.20,000. That money can be used towards medical expenses that my family is facing right now. Safe to say, I won't have to work 30hrs and stress about academics or give up sleep.”

- **Siddharth Pathak, Computer Science**



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

March 15, 2021

To: Board of Governors

From: Chris Horbachewski, Vice-President External Relations

cc: Dr. Kevin Hall, President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: External Relations Update



In support of UVic's Strategic Framework, External Relations connects UVic and the world around it by enhancing and promoting the UVic Edge, by building relationships, seeking resources, and building community to support and enhance the University of Victoria. 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

Supporting Communications for University Initiatives

- We are continuing to build out the successful UVic.ca experience with new websites.

The Student Wellness Centre website was ready to launch in March and work continues on the Research and Graduate Studies sites.

- We've hired our first team of seven social media ambassadors to create content about UVic through their own voices and experiences. Their posts have been very popular with students and we hope to extend this pilot into a regular activity in the next fiscal year. Sahra is a new grad student in engineering from Tehran who just arrived in Victoria this month. Her first video about why she chose UVic has over 18K views on Instagram. Karl created a video about surfing in Jordan River without missing a single class. Charles shared his reflections on an event during Wellness Week. They created a video to promote Bystander Intervention program. You can see more of the ambassador's content on Instagram. Their posts have been very popular with students and we hope to extend this pilot into a regular activity in the next fiscal year.
- Using other digital media is helping us reach our targeted audiences about important and useful information. We produced a video on what to expect on campus for the start of the semester with reminders about how health protocols and what services are available. And if you haven't been on campus recently, you can watch a video site tour of the UVic student housing and dining project led by Sidney Reist, engineering alumna and project coordinator, showing the progress on UVic's student housing and dining project.
- We also created a video to celebrate UVic's female researchers for Women and Girls in Science Day and social media posts to highlight International Women's Day.

Providing Internal Supports

- We continue to provide timely and valuable information to our campus community about COVID-19 through a dedicated website and social media. An overarching communications plan through to September 2021 has been developed and continues to evolve. We are providing significant communications planning, coordination and engagement support for two major institutional processes: development of the Climate and Sustainability Action Plan including a website to highlight the ongoing actions related to climate change and sustainability. We are also supporting Accelerated Actions such as the Climate Solutions Navigator initiatives and Campus Challenges program with social media posts, ads and videos. We are also developing a communications strategy and plan in support of the Equity Action Plan.

Building Profile and Presence

- UVic will soon be home to the new National Centre for Indigenous Laws, which will advance best practices in accessing, understanding, and applying Indigenous laws today. UC+M web and media relations teams have supported Community and Government Relations and the Faculty of Law to create a landing page, engagement hub, gain media coverage and create promotion for the virtual event series to help shape the Centre's programming. Social media ads have reached over 50,000 people across Canada who are interested in this topic. There have been 6,500 clicks to their website to learn more and register for the events. We also assisted with the livestream to YouTube.
- UVic is now an institutional partner with The Conversation Canada. This provides UVic faculty members and graduate students with an international platform for their expert commentary.

Media Presence

- John Borrows (Indigenous Law) is appointed Officer of the Order of Canada for his scholarly contributions to Indigenous rights and legal traditions. Borrows was featured in CBC News, the *Globe and Mail* and a Canadian Press story was syndicated in more than 200 other publications including the *National Post*, *The Vancouver Sun*, Radio Canada and CFX Radio.
- Following a donation of \$1.875 million by businessman Wayne Crookes in support of the UVic's first professorship in environmental and climate journalism, UVic President Kevin Hall comments on the importance of credible journalism in climate solutions as reported by CBC News, *Times Colonist* and *Douglas Magazine*.
- Johannes Gemmrich (Earth and Ocean Sciences / Physics and Astronomy) is featured in Global TV, CBC Vancouver Island and The Weather Network about his research into physics, extreme wave events and climate impacting Vancouver Island's western coastline.
- Lynneeth Stuart-Hill and grad student Marisa Harrington examine the physical health status and stress levels of Victoria-area nurses during the COVID-19 pandemic with coverage by *Times Colonist*, Radio Canada, CBC Radio "All Points West" and "On the Coast," CFX Radio, CHEK News and CBC News Network.
- Andrew Coward (Financial Planning and Operations) comments on UVic's working capital fund going free of fossil fuel with the move of \$80 million to a short-term bond fund that focuses on reducing the carbon intensity of the investments within the pool. Coward conducted interviews with CBC News, CTV, *Times Colonist* and Corporate Knights.
- In *Science*-published research, Francis Juanes (Biology) explains the role of sound in the life functions of fish and other aquatic species. The international research project was picked up by the Associated Press, which carried the story around the world, including *The New York Times*, TIME, *The Washington Post* and more than 500 publications.
- April Nowell and PhD student Genevieve von Petzinger are both featured in the latest episode of CBC TV's "The Nature of Things" which focused on Neanderthals and how they were more like modern-day humans than ever imagined. Both researchers were also interviewed on CBC Radio after the national coverage.
- Multiple UVic faculty—John Price (History), Christine O'Bonsawin (History/Indigenous Studies) and Nick Claxton (Child and Youth Care) linked to the launch of a new open-access booklet entitled *Challenging Racist "British Columbia": 150 years and counting*, a collaborative project by UVic and the Canadian Centre for Policy Alternatives. The project sheds light on the history of discrimination towards IBPOC people in BC and was picked up widely including by *The Toronto Star*, CBC News and Global News.
- Planning is underway for this year's Donor Impact Report—a narrative-rich collection of stories highlighting donor impact presented in various formats (print, web-based and a suite of html emails) distributed via various channels such as mail, email and social media.

Other initiatives and projects

- A communications and marketing strategy in support of the Engineering and Computer Science expansion project has been developed. The Case for Support and campaign website will launch in March.
- Planning is underway for this year's suite of recruitment materials, in partnership with Student Recruitment.

BUILDING MEANINGFUL PARTNERSHIPS

Government

Federal Update:

- UVic made a submission to the pre-budget consultations that were held by Canada's Minister of Finance and Deputy Prime Minister Chrystia Freeland and Minister of Middle Class Prosperity and Associate Minister of Finance Mona Fortier. UVic highlighted the following areas for partnerships and investments with the Government of Canada:
 - Launching an infrastructure program Post-Secondary Institutions Strategic Investment Fund to allow post-secondary to continue delivering modern, green, accessible and digitally enabled innovative research;
 - Partnering with post-secondary to enhance research and knowledge mobilization to reduce impacts of climate change and explore opportunities in the blue economy; and
 - Enabling the development of regional innovation hubs to work at the nexus of post-secondary and the private sector to enable strategic technology and talent development.

Provincial Update:

- President Kevin Hall has met with a number of key Provincial Ministers, including Premier John Horgan as part of his Listening Tour:
 - The Honourable Ravi Kahlon, Minister of Jobs, Economic Recovery and Innovation on February 9;
 - The Honourable Lisa Beare, Minister of Citizens' Services and UVic Alumna on February 12;
 - The Honourable Rob Fleming, Minister of Transportation and Infrastructure and UVic Alumnus on February 12;
 - Carole James, Special Advisor to Premier John Horgan on February 19;
 - The Honourable Lana Popham, Minister of Agriculture, Food and Fisheries on February 19;
 - The Honourable Murray Rankin, Minister of Indigenous Relations and Reconciliation on February 19; and
 - The Honourable John Horgan, Premier of British Columbia on February 22.

Regional Engagement:

- UVic continues to explore opportunities for researchers, faculty and students with the Centre for Ocean and Applied Sustainable Technologies (COAST), which aims to bring together Victoria's ocean industry to create a thriving innovation, investment and start-up ecosystem while positioning our region as a world leader in the emerging blue economy.

Community

- Talent Forward: Community and Government Relations has been supporting the Division of Continuing Studies, Co-op and Career Services on a partnership with the BC Chamber around student talent. The goal of the partnership is to increase awareness about the benefits of hiring students and how businesses can access student talent. More information is available at [Talent Forward](#).

FOSTERING A CULTURE OF PHILANTHROPY

The Alumni & Development team are focussed on closing out the final gifts for year end. As of March 6, 2021 our fundraising total is \$26,607,984 from 4,667 donors who made a gift to UVic in 20/21. This is our highest number of donors in the past 5 years, and the highest fundraising achievement since 08/09.

As noted earlier, we have developed a new website for the Engineering Expansion Campaign, along with an updated Case for Support that positions the engineering expansion in the context of the post COVID-19 economic recovery, as well as the focus on environmental sustainability. We are also producing a video to support the campaign.

In February, Donor Relations emailed student awards donors informing them of this year's recipients. We included a brief impact update and a video featuring 4 student recipients. We have received very positive feedback from donors.

Alumni Relations conducted a campus consultation for Alumni Week and the Distinguished Alumni Awards, which engaged over 25 key stakeholders in each session and resulted in over 100 ideas related to these signature initiatives, as well as alumni engagement more generally. Consultations continue with the Alumni Association Board and further stakeholder engagement is planned through March and April. The goal is to finalize a proposal by the end of May.

We have also continued to attract sold out audiences for a number of alumni events including further collaboration with The London Chef and a March 4th event *Parenting Online: An Introduction to the Positives and Negatives* in collaboration with the White Hatter which attracted over 275 registrants.

We are also planning an important and timely event focused how UVic is leading into a new era of understanding, of healing, and furthering truth, respect, and reconciliation. *In Conversation with Shelagh Rogers* will take place on April 13th, and feature Associate Librarian Ry Moran (BA, '02).

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Chancellor Activities

The Chancellor's activities between January and March included:

- **WestVAC/VPR:** Moderated a panel to engage western Canadian post-secondary leaders on how universities should respond to the call for greater inclusion. The event looked at responses to the COVID-19 pandemic with a IBPOC lens to set out best practices as post-secondary institutions move forward and show leadership for other sectors of society.
- **Inspiring Change:** Hosted an *Indspiring Change @ Home* with Mike DeGagné, President and CEO of Indspire, <https://indspire.ca/events/virtual-events/>. Many UVic references were included as Chancellor Rogers and Mike conversed on various topics including Indigenous literature, mentorship, and actions that lead to student success.

- **Moosehide Campaign:** Participated in, fasted, and represented the University of Victoria at the virtual **Moosehide Campaign: Standing Up Against Violence** where over 80,000 Indigenous and non-Indigenous individuals from across North America joined in the events. Various workshops were held, including multiple youth sessions, to support and encourage awareness and support to end violence towards women and children. www.moosehidecampaign.ca/events/moose-hide-campaign-day-2021
- **CanAssist:** The CanAssist video containing Chancellor Rogers' previously recorded narration was released, https://www.youtube.com/watch?v=hLm_6P75Gac&feature=youtu.be. If you have the opportunity, I do encourage everyone to watch, it showcases how UVic and CanAssist is really making a difference to ensure that all people can have the opportunity to have success, participate, and contribute to achieve their full potential.
- **Universities Canada:** With Paul Davidson, President, Universities Canada, on the fifth anniversary of the Truth and Reconciliation Commission, reflected on the progress made with Canada's universities.

Chancellor Rogers recorded the welcome and attended many of the events at the Moving Trans History Forward conference, which was a unique blend of community, scholars, activists, and friends coming together from around the world to learn from others, share the history, and grow to the future.

Chancellor Rogers also recorded a congratulatory greetings video to the 2021 LAC Scholars that recognize outstanding Canadians who have dedicated their lives to the creation and promotion of Canada's cultural, literary and historical heritage. Chancellor Rogers is also hosting the launch of the second volume of Darrel J. McLeod's memoirs *Peyakow: Reclaiming Cree Dignity, A Memoir* March 29th at the Ottawa Public Library. Darrel is an alumnus of the UVic Writing program.

Farquhar Auditorium

The Farquhar has increased activity by supporting more campus and community activity. A work-back plan is under development anticipating a return to presenting live events for in-person audiences in order to ensure expedient return to in-person staffing levels and safety for staff, audiences and artists.

- The Farquhar remains active with rentals for rehearsals, recording and live-streaming.
- Preparing a Zoom sample video to demonstrate the venue's capacity to host meetings, webinars, classes and other institutional events.
- The Victoria Symphony continues to be the primary user.
- School of Music has resumed classroom use. Collaborating with School of Music to host National Youth Orchestra of Canada on campus in June-July 2022.
- Naden Band exploring rehearsals and recordings over coming months.
- The UVic Ticket Centre remains open with reduced hours due to staff redeployment.
- The Farquhar continues to apply for potential grant support for presenting streamed performances of local artists and groups.
- Supporting planning for UVic Lecture Series.
- Planned seismic upgrades to the building are on hold.

Ceremonies & Events

Ceremonies continues to provide support and expertise in digital event delivery to many campus and community partners. The department is also focusing on enhancing the graduation experience in lieu of in-person convocation ceremonies. We are also planning for potential changes to in-person convocation ceremonies to ensure safety to participants in the future.

Events & Activities supported:

- Campus Update February 17.
- Indigenous permission to work on the Territory event for President in May.
- Legacy virtual event “Life Stories” January 27.
- Supporting National Next Conversations with Community & Government Relations.
- United Way Trivia fundraiser February 12.
- Co-op and Careers Employer Appreciation event in early April.
- Living lands and Indigenous climate solutions: Responsibilities beyond Territorial Acknowledgements event February 24.

Looking Forward:

- Graduate Celebration plans will be announced publicly on March 15 alongside announcements from SFU and UBC. Celebrations will include Grad Boxes, enhanced social media, Grad website featuring institutional message videos and faculty videos. Grad Celebrations will launch May 27 with Grad Boxes mailed the first week of June.
- Planning underway for Honorary Degree Recipient virtual event in May.
- Planning underway for Installation of President Hall in May.
- A review of Convocation physical protocols and processes underway to reduce contact throughout Ceremony. Steps to be adopted as a permanent part of Convocation in future.
- Participating in a review of all recognition events (Long Service, Retirees, President’s Extraordinary Service Awards) led by the President’s office and HR.

Legacies Art Galleries

Current Programming: *Life Stories* at the Legacy Downtown is on until April 10.

New Exhibition Space Established

During the height of the pandemic, one of Legacy’s interns conceived of using the windows on the Broad Street as a space that folks could safely experience art. The Legacy’s Sidewalk Gallery launched in December 2020 as an exhibition space that activates and inspires community collaborations and makes art more accessible to the public. Our first presentation was soundscapes related to Life Stories.

Beginning March 19 and running until June 16, an exhibition featuring three films in three windows titled ***What the Land Holds***, curated by intern Nicole Achtymichuk (UVic Alumni, BSc ‘20) will be featured. Stay tuned for a new project created by IBPOC students in the summer.

View the Sidewalk Gallery exhibitions every Tuesday to Saturday evening from 4:30 pm until 10:00 pm, at the Broad Street side of Legacy Downtown, 630 Yates Street.

New Main Exhibitions

On Beaded Ground. Legacy Downtown, April 21 - September 18, 2021
Curated by Lorilee Wastasecoot (UVic BA '17)

On Beaded Ground explores the essential role of Indigenous women's creative practices in the reclamation and renewal of culture, identity, stories and teachings. The beaded artworks in the exhibition carry stories. The materials, methods of making, designs and functions of beaded objects are languages particularly devised to transmit memories, legacies, and narratives between people across time and space. This is an exhibition drawing upon UVic's permanent collection and works from private collections, including new work by contemporary artists. There will be related programming announced over the next month including on-line beading workshops.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

March 15, 2021

FOR DECISION

To: FINANCE COMMITTEE

From: Acting Vice-President Finance and Operations

A handwritten signature in black ink, appearing to read "K. B. S.", located to the right of the "From:" line.

cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: COLLECTION AND REMISSION OF STUDENT FEES FOR THE UNIVERSITY OF VICTORIA STUDENTS' SOCIETY (UVSS)

Basis for Jurisdiction: University Act 27.1

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.

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors collect and remit the fees as approved by the UVSS members and as outlined in the letter of March 04, 2021 from the Director of Finance and Operations of the UVSS to Jim Dunsdon, Associate Vice-President Student Affairs.

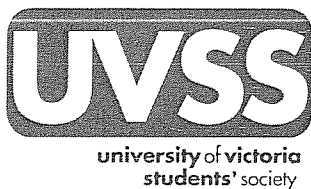
Background:

The attached letter confirms fee details for the Summer term. The only change to the existing fees is a temporary reduction to the Engineering Student Society fee, which only impacts Engineering students. Fall fees will be confirmed following the UVSS electoral event, which includes several

referenda questions. An updated letter confirming Fall fees will be sent the week following the UVSS electoral event.

Attachment:

Letter dated March 04, 2021 from Caleb Burd, Director Finance and Operations, to Jim Dunsdon, Associate Vice-President Student Affairs.



March 4th, 2021

Jim Dunsdon
Associate Vice-President Student Affairs
University of Victoria

Dear Jim Dunsdon,

I am authorized by the Bylaws of the University of Victoria Students' Society (UVSS) to send this notice to the University of Victoria with regard to the collection and remission of student fees in accordance with the University Act and to make the certifications and representations contained in this notice.

This purpose of this letter is to officially confirm the UVSS Fees for the 2021 Summer Semester. The fees in this letter are near identical to the letter sent in March 2020. Any changes from the previous letter are highlighted.

The referenda questions voted on during this election did have a majority of those voting approving but unfortunately quorum was not met.

All membership fees are set through a referendum as required by the University Act and the UVSS Bylaws.

As set by a majority of the members of the UVSS who voted in referenda, I certify that the UVSS membership fees for the 2021 Summer semester are as follows:

Fee	Amount
UVSS Fee Summer and Fall 2020	\$76.85 for full-time students and \$38.39 for part-time students each semester
Universal Bus Pass	\$81.00 per semester
Extended Health Plan	\$180.00 per year for students taking at least 3.0 on-campus credit in the fall semester and \$120.00 for students taking at least 3.0 on-campus credits in the spring semester but not assessed \$180.00 in the fall semester
Dental Plan	\$180.00 per year for students taking at least 3.0 on-campus credits in the fall semester and \$120.00 for students taking at least 3.0 on-campus credits in the spring semester not assessed \$180.00 in fall semester

For clarity, the basic plan for either dental or extended health is going to **\$145** for students taking 3.0 on-campus credits in the fall and **\$96.67** (2/3 cost of full) for basic coverage for students taking 3.0 on-campus credits in the spring semester and not assessed in the fall. The University will assess all students at the enhanced rate and the UVSS/Studentcare will facilitate an opt down to the basic rate or an opt out altogether for either or both the extended Health and Dental plans.

The fees for the Professional Development Unions have been assessed as the following:

Fee	Amount
Commerce Student Society	\$50.00 per semester for Commerce Students
Engineering Student Society	\$20.00 per semester for full-time Engineering students registered in on campus classes
Education Student Association	\$7.50 per semester for students registered in Education
Law Student Society	\$170 per semester for full-time Law students and \$90 per semester for part-time Law students.

All students, including co-op and distance students, in 3.0 credits or more are assessed Health and Dental Plan fees. Distance and co-op students are not automatically enrolled but may choose to opt-in to the U-Pass.

The credit requirement for the assessment of each fee remains the same as in the previous academic year.

I hereby certify that the UVSS has made available to its members annual audited financial statements.

The University Act and the Bylaws of the UVSS require that these fees will be applied to all undergraduate students including distance and co-op students.

We expect no changes to policies or practices in relation to fee collection, including the appearance of the fee statement, the method and timeliness of the collection and the penalties imposed on those students who fail to pay their fees, except as otherwise stated in this letter.

See Appendix 'A' for a specific breakdown of the University of Victoria Student's Society Fee.

Appendix "A"

Fee Type	2021 Summer Semester (Full-Time)	2021 Summer Semester (Part-Time)
Student Association Fee (Society Operations)	26.6	13.3
Canadian Fed. of Students Fee-BC	N/A	N/A
Student Newspaper Fee	3.75	1.875
Student Union Building Fee	4.25	2.125
Dr Ewing Memorial	4.25	2.125
Medical/Dental Fee	No Fees Assessed in Summer Semester	No Fees Assessed in Summer Semester
Misc. Fees (list each separately)		
- CFUV	5	2.5
- Clubs and Course Unions/Travel Pool	2.5	1.25
- Constituency Organisations	2	1
- Daniel Jacobs Bursary	0.5	0.25
- Day Care Assistance Fund	1	0.5
- Food Bank	2.25	1.12
- International Student Award	0.5	0.25
- Native Students' Union	1	0.5
- Disability Advocacy	3	1.5
- Ombudsperson	1.5	0.75
- Anti-Violence Project	4	2
- UVSP	0.5	0.25
- VIPIRG	3	1.5
- Women's Centre	0.95	0.475
- WUSC	2.5	1.25
- Pride	0.95	0.45
- Community Gardens	3.00	1.50
- Events	0.5	0.25
- Elections	0.4	0.2
- Campaigns	0.5	0.25
- Students of Colour Collective	.70	.35
- Peer Support Centre	1.00	.50
- Uni 101	.75	.37
	\$76.85	\$38.39

Sincerely,

A handwritten signature in black ink, appearing to read 'Caleb Burd', with a stylized, cursive script.

Caleb Burd
Director of Finance and Operations

Copy: Lori Nolt
Director, Student Awards and Financial Aid

Tory Hasting
Manager, Payroll and Tuition Fee Assessments

Elaine Miller
Office of the Vice-President Finance and Operations



March 4th, 2021

Jim Dunsdon
Associate Vice-President Student Affairs
University of Victoria

Dear Jim Dunsdon,

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I hereby certify that the UVSS has made available to its members annual audited financial statements.

The University Act and the Bylaws of the UVSS require that these fees will be applied to all undergraduate students including distance and co-op students.

We expect no changes to policies or practices in relation to fee collection, including the appearance of the fee statement, the method and timeliness of the collection and the penalties imposed on those students who fail to pay their fees, except as otherwise stated in this letter.

See Appendix 'A' for a specific breakdown of the University of Victoria Student's Society Fee.

Appendix "A"

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Canadian Fed. of Students Fee-BC	N/A	N/A
Student Newspaper Fee	3.75	1.875
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- Constituency Organisations	2	1
- Daniel Jacobs Bursary	0.5	0.25
- Day Care Assistance Fund	1	0.5
- Food Bank	2.25	1.12
- International Student Award	0.5	0.25
- Native Students' Union	1	0.5
- Disability Advocacy	3	1.5
- Ombudsperson	1.5	0.75
- Anti-Violence Project	4	2
- UVSP	0.5	0.25
- VIPIRG	3	1.5
- Women's Centre	0.95	0.475
- WUSC	2.5	1.25
- Pride	0.95	0.45
- Community Gardens	3.00	1.50
- Events	0.5	0.25
- Elections	0.4	0.2
- Campaigns	0.5	0.25
- Students of Colour Collective	.70	.35
- Peer Support Centre	1.00	.50
- Uni 101	.75	.37
	\$76.85	\$38.39

Sincerely,

A handwritten signature in black ink, appearing to read 'Caleb Burd', with a stylized, cursive script.

Caleb Burd
Director of Finance and Operations

Copy: Lori Nolt
Director, Student Awards and Financial Aid

Tory Hasting
Manager, Payroll and Tuition Fee Assessments

Elaine Miller
Office of the Vice-President Finance and Operations



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

March 15, 2021

FOR DECISION

To: FINANCE COMMITTEE

From: Acting Vice-President Finance and Operations

A handwritten signature in black ink, likely of the Acting Vice-President Finance and Operations.

cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: COLLECTION AND REMISSION OF STUDENT FEES FOR THE GRADUATE STUDENTS' SOCIETY (GSS)

Basis for Jurisdiction: University Act 27.1

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.

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors collect and remit fees for the GSS in 2020/21 as outlined in the letter of March 05, 2021 from the Executive Director of the GSS to Kristi Simpson, Acting Vice-President Finance and Operations, subject to confirmation of approval of the fees at the GSS Semi-Annual General Meeting on March 23rd, 2021.

Background:

As noted in the attached letter, the Graduate Students' Society (GSS) Operating and Capital membership fees will increase by 2.2%.

The collection and remission of fees for the GSS is normally approved by the Board of Governors after the fees have been approved by the GSS Board. This year the fees will be approved at the GSS Semi-Annual General Meeting on March 23rd, 2021. The GSS has notified the Board of Governors ahead of time in order to ensure May 1st implementation of the fees.

If the fees are approved by both the GSS Board and the Board of Governors, they will come into effect May 1, 2021. The Board of Governors will be informed of this approval at the May meeting.

Attachment:

Letter dated March 05, 2021 from Kyla Turner, GSS Executive Director, to Kristi Simpson, Acting Vice-President Finance & Operations.



Graduate Students' Society UNIVERSITY OF VICTORIA

Phone (250) 472-4543
Fax (250) 721-6137
Web <https://gss.uvic.ca>

Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

Ms. Kristi Simpson
Acting Vice-President Finance and Operations
Administrative Services Building Room A212
University Of Victoria, Victoria, BC, V8P 5C2

March 5, 2021

Dear Ms. Simpson,

I am writing to offer preliminary notice of changes to the University Of Victoria Graduate Students' Society (GSS) fees for our 2021-22 fiscal year, and confirm our compliance with the regulations of the *University Act* and *Societies Act*, as they relate to our fees. The fee schedule outlined in this letter will be finalized along with the GSS 2021-22 Budget at our March 23, 2021 Semi-Annual General Meeting (SAGM). Once the budget is approved, the fee changes are effective May 1, 2020, and a final notice confirming approval will be issued after the SAGM.

The GSS membership fee is made up of core operating fees and several specific purpose fees established by member referenda. In some cases, the fee is fixed, while in others the fee is increased annually by the BC Consumer Price Index. Co-op students are charged GSS fees at a 50% rate, and both distance and co-op students are exempted from certain fees related to on-campus services.

CPI Increase to core operating fees

The GSS Operating and Capital membership fees will increase 2.2%. This increase is in keeping with our member-approved practice of increasing core fees at the rate of the BC Consumer Price Index, which requires the adjustment to be approved along with the GSS budget at the GSS SAGM on March 23, 2021. Where a referendum is held to increase a fee affected by the CPI increase, the CPI is applied before the referendum changes are applied.

Changes to fees made by referendum

Fees increasing due to a referendum

No changes to fees have been made by referendum since our last fee change notice.

2021-22 Fee Schedule

In accordance with the above, and with approval from the Graduate Representative Council on February 23, 2021, the GSS fee schedule is as follows effective May 1, 2021:

	Regular	Co-op	Distance	Co-op&class
Operating*	\$50.81	\$25.41	\$50.81	\$25.41
Capital Fee*	\$10.37	\$5.18	\$10.37	\$5.18

Childcare fee	\$1.02	\$0.51	\$1.02	\$0.51
Anti-Violence Project	\$2.00	\$1.00	\$2.00	\$1.00
Ombudsperson	\$1.50	\$0.75	\$1.50	\$0.75
Constituency Groups	\$1.33	\$0.67	\$1.33	\$0.67
Clubs	\$0.50	\$0.25	\$0.50	\$0.25
WUSC (Student Refugee Program)	\$5.00	\$2.50	\$5.00	\$2.50
Campus food bank*	\$1.85	\$0.00	\$0.00	\$1.85
CFUV*	\$0.56	\$0.00	\$0.00	\$0.56
University 101*	\$0.56	\$0.00	\$0.00	\$0.56
Conference Travel fee*	\$4.71	\$2.35	\$4.71	\$2.35
Distance travel fee*	\$1.10	\$0.56	\$1.10	\$0.56
Student Advocate	\$1.00	\$0.50	\$1.00	\$0.50
TOTAL	\$82.31	\$39.67	\$79.35	\$42.64

*This fee is increased annually by BC CPI.

Health and Dental Plan fees

The GSS Extended Health and Dental Plan fees changes are subject to our insurance renewal negotiations, which are currently underway. Any increase to these fees will require a referendum, and, if approved, would take effect September 1, 2021. The GSS will issue a separate notice regarding these fees.

Audit

I hereby certify that the GSS circulated our 2020 audited financial statements and auditor's report to our membership at our November 24, 2020 Annual General Meeting. The GSS has satisfied the requirements of the *University Act* and of the *Societies Act*; and the GSS remains in good standing with the Registrar of Societies.

Please do not hesitate to contact me at gssmgr@uvic.ca if you have any questions.

Sincerely,



Kyla Turner
Executive Director

cc.

Jacob Hunt, *GSS Director of Finance*

Dr. Stephen Evans, *Acting Dean of Graduate Studies*

Carrie Andersen, *University Secretary*

Jim Dunsdon, *AVP Student Affairs*

Joel Lynn, *Director, Student Services*

Sabrina Jackson, *Director, Graduate Admissions and Records*

Tory Hastings, *Manager, Tuition Fee Assessments*

Janice Johnson, *Executive Director, Financial Services*



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 18, 2021

To: Operations and Facilities Committee

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



cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: New and Revised Awards

Basis for Jurisdiction: University Act, 27 (2)(k)
Strategic Framework
Senate

Strategic Relevance: New and revised awards support Strategy 1.1 of the Strategic Framework and our student recruitment and retention strategies as outlined in the Strategic Enrolment Management Plan. They provide competitive scholarships and enable the university to continue to attract, recruit and retain a diverse community of outstanding students.

Previous Consultation: The attached awards were reviewed by the Senate Committee on Awards and recommended for approval to Senate. At their February 5 and March 5, 2021 meetings, Senate approved the awards and recommend their approval by the Board of Governors.

Recommendation:

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

- Judy Zhu & James Thom Business & Entrepreneurship Award (New – UG)
- Faculty of Engineering Equity, Diversity and Inclusion Leadership Award (New – UG)
- Alexander and Mary Mackenzie Entrance Scholarship (Revised – UG)
- Gildardo and Lucia Garcia-Alvarez Award (Revised – UG)
- Nancy Margaret South Memorial Award (New – UG)
- Barkley Sound Field School Student Award (New – UG)
- Jeto Sangara Award in Nursing* (New – UG)
- Morag MacNeil Scholarship* (New – UG)
- Hugh and Lilian Salmond Engineering Scholarship* (Revised – UG)
- Lafarge Canada Scholarship in Civil Engineering (Revised – UG)
- E. L. Pasin Memorial Scholarship* (New – GS)
- Athenic Entrepreneurship Award (New – UG/GS)
- TANSI Scholarship (New – UG)
- Henry, Annie and Harry Cathcart Award* (Revised – UG/GS)
- Paul Parizeau Graduate Scholarship* (New – GS)
- Carmanah Prize in Eco-Technology* (Revised – UG)
- Wuitchik Family Marine Sciences Undergraduate Award (New – UG)
- Wuitchik Family Marine Sciences Graduate Scholarship (New – GS)
- Evelyn Adu-Febiri International Business Scholarship (Revised – UG)
- Faculty of Education Emergency Bursary (Revised – UG/GS)
- William and Gladys Partridge Award in Child Care* (Revised – UG)
- National Entrance Scholarship* (Revised – UG)
- Dr. Marion Porath Memorial Graduate Scholarship in Voice (New – GS)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Scholarship* (Revised – GS)
- Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New – UG)
- A. Hugh Salmond Memorial Scholarship in Elementary Science Education (Revised – UG)
- Mrs. Matilda M. Schill Scholarship* (Revised – UG)
- Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised – UG)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education* (Revised – UG)
- John Boom Graduate Scholarship* (Revised – GS)
- Jeremy and Carolyn Webber Award in Law (New – UG)
- Joseph Arvay Social Justice Award (New – UG)

**Administered by the University of Victoria Foundation*

Planned Further Action: Student Awards and Financial Aid will administer the awards after approval.

Attachments:

- Memorandum to Senate dated Jan. 20, 2021
- Memorandum to Senate dated Feb. 17, 2021



Date: January 20, 2021
To: Senate
From: Senate Committee on Awards
Re: New and Revised Awards

The Senate Committee on Awards met on January 14, 2021 and approved a number of new and revised awards for Senate's approval. Terms of these awards are in the attached appendix.

Recommended Motion:

That the Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Judy Zhu & James Thom Business & Entrepreneurship Award (New)
- Faculty of Engineering Equity, Diversity and Inclusion Leadership Award (New)
- Alexander and Mary Mackenzie Entrance Scholarship (Revised)
- Gildardo and Lucia Garcia-Alvarez Award (Revised)
- Nancy Margaret South Memorial Award (New)
- Barkley Sound Field School Student Award (New)
- Jeto Sangara Award in Nursing* (New)
- Morag MacNeil Scholarship* (New)
- Hugh and Lilian Salmond Engineering Scholarship* (Revised)
- Lafarge Canada Scholarship in Civil Engineering (Revised)
- E. L. Pasin Memorial Scholarship* (New)
- Athenic Entrepreneurship Award (New)
- TANSI Scholarship (New)
- Henry, Annie and Harry Cathcart Award* (Revised)
- Paul Parizeau Graduate Scholarship* (New)
- Carmanah Prize in Eco-Technology* (Revised)
- Wuitchik Family Marine Sciences Undergraduate Award (New)
- Wuitchik Family Marine Sciences Graduate Scholarship (New)
- Evelyn Adu-Febiri International Business Scholarship (Revised)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2020/2021 Senate Committee on Awards

Charlotte Schallié (Chair), Faculty of Graduate Studies, Department of Germanic & Slavic Studies

Jesse Baltutis, Alumni Association

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Student Services

Nicole Greengoe, Registrar
Jacob Hunt, GSS Representative
Tomas Kalyniuk, Student Senator
Lori Nolt, Student Awards and Financial Aid
Yvonne Rondeau, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Suzanne Snizek, School of Music
Linda Welling, Department of Economics
Alexis Ramsdale (Secretary), Student Awards and Financial Aid

Appendix

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Judy Zhu & James Thom Business & Entrepreneurship Award (New)

A scholarship of \$1,000 is awarded to an academically outstanding undergraduate student entering the Peter B. Gustavson School of Business directly from a public high school in BC who is the first in their immediate family to attend a post-secondary institution or is an immigrant, and who has an interest in pursuing entrepreneurship as a career. Applicants must submit an essay (maximum 500 words) describing why they are interested in being an entrepreneur.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Faculty of Engineering Equity, Diversity and Inclusion Leadership Award (New)

One award of \$1,000 is given to a transferring or continuing undergraduate student from an underrepresented group (including, but not limited to, women, Black, Indigenous or a Person of Colour, different abilities, LGBTQ+) entering second year in one of the following departments in the Faculty of Engineering: Biomedical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering or Mechanical Engineering.

Applicants must submit a letter (maximum 500 words) describing the importance of Equity, Diversity and Inclusion to the Engineering profession, its impact on them personally and the leadership role they have played (or would like to play) to make a difference.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering.

Alexander and Mary Mackenzie Entrance Scholarship (Revised)

A scholarship of \$~~500~~ 1,500 is awarded annually to an academically outstanding Canadian student entering the first year at the University of Victoria who was involved in a secondary school or community anti-drug and alcohol program. A letter of recommendation from the program director must be included with the application for the scholarship.

Gildardo and Lucia Garcia-Alvarez Award (Revised)

One award is given to an undergraduate student who competes on the Vikes Men's Varsity Rowing team or the Vikes Women's Varsity Rowing team at the University of Victoria. The award will alternate yearly between the Men's and Women's 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 by the Director of Athletics and Recreation in consultation with the Varsity Head Coaches and the Associate Director, Sport.

Nancy Margaret South Memorial Award (New)

One or more awards are given to women students entering third or fourth year in the Department of Economics who have completed at least one Co-op term.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Economics.

Barkley Sound Field School Student Award (New)

One or more awards of \$1,000 each are given to undergraduate students in the Department of Anthropology who have completed at least one course in archaeology in the last academic year, are attending the Barkley Sound Field School and have demonstrated financial need.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Anthropology.

Jeto Sangara Award in Nursing* (New)

One or more awards are given to undergraduate students in the School of Nursing who have demonstrated financial need. Students registered in at least 4.50 academic units are eligible for this scholarship.

Morag MacNeil Scholarship* (New)

A scholarship is awarded to an academically outstanding undergraduate student entering third or fourth year in the Department of Psychology who has demonstrated financial need. The recipient must be a Canadian citizen or Canadian Permanent Resident.

Hugh and Lilian Salmond Engineering Scholarship* (Revised)

A scholarship of \$1,100 and another of \$900 are awarded annually to individual academically outstanding students entering the third or fourth year of a program in the Faculty of Engineering. Special consideration will be given to candidates who have contributed to an innovative and practical engineering design with special emphasis on solar or other alternative energy sources, or work in low-polluting energy systems.

Lafarge Canada Scholarship in Civil Engineering (Revised)

Three awards of \$3,000 each are awarded to academically outstanding undergraduate students registered in the Civil Engineering Program who have completed 3A and are preferably registered in 3B or 4A and have demonstrated an interest in co-op opportunities with Lafarge.

Students will be nominated upon the recommendation of the Manager of Engineering, and Computer Science ~~and Math~~ Co-op and the Dean of the Faculty of Engineering. A minimum of one of three awards will go to a woman student. If no woman student is successful, then there will be only two awards provided.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Manager of Engineering and Computer Science Co-op and the Dean of the Faculty of Engineering on behalf of the Faculty of Engineering.

E. L. Pasin Memorial Scholarship* (New)

One or more scholarships are awarded to academically outstanding graduate students in the Department of Psychology who have demonstrated financial need.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Psychology.

Athenic Entrepreneurship Award (New)

An award of \$5000 is given to an undergraduate or graduate student, or shared between two students working as a team, who won the annual Peter B. Gustavson School of Business Start-up Competition in the same year. Graduating students are eligible for this award.

Approval of the recipient(s) will be made either by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Peter B. Gustavson School of Business.

TANSI Scholarship (New)

One or more scholarships are awarded to academically outstanding entering, transferring or continuing undergraduate Métis students.

Henry, Annie and Harry Cathcart Award* (Revised)

One or more awards are given to entering undergraduate or ~~undergraduate~~ students in the School of Music. ~~Preference will be given to students in descending order of priority:~~

- ~~1. entering undergraduate or graduate students~~
- ~~2. undergraduate or graduate students entering their second or third year of study~~

Approval of the recipients will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the School of Music.

Paul Parizeau Graduate Scholarship* (New)

One or more scholarships are awarded to academically outstanding graduate students in the Department of Biology and/or Department of Biochemistry and Microbiology who are conducting research in the fields of animal growth, embryonic development or regeneration.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

Carmanah Prize in Eco-Technology* (Revised)

One or more prizes are awarded to undergraduate students in the Faculty of Engineering based on their ~~capstone design~~ graduating project in ELEC 499A, CENG 499A, MECH 400, ELEC 499B, CENG 499B, or SENG 499. Projects must have a focus on eco-technology ~~and will be selected by the project design judging team in the Faculty of Engineering. This prize may go to graduating students.~~

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering.

Wuitchik Family Marine Sciences Undergraduate Award (New)

One or more awards of \$2,000 each are given to entering or continuing undergraduate students from underrepresented minorities in the Faculty of Science who have demonstrated an interest in marine sciences through course work, co-op or work experience. Preference will be given to students doing, or planning to do, marine sciences field work.

Students must submit a letter of application (max 300 words) explaining their passion for marine sciences and the opportunities this award would allow them to pursue.

If no applicants meet these criteria, the Award will be given to student(s) from underrepresented minorities in the Faculty of Science. A student may only receive this award once.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon recommendation of the Faculty of Science.

Wuitchik Family Marine Sciences Graduate Scholarship (New)

One or more scholarships of \$5,000 each are awarded to graduate students from underrepresented minorities in the Faculty of Science researching marine sciences. Preference will be given to students doing marine sciences field work. Students must submit a letter of application (max 300 words) explaining their passion for marine sciences and the opportunities this award would allow them to pursue.

If no applicants meet these criteria, the Scholarship will be given to student(s) from underrepresented minorities in the Faculty of Science. A student may only receive this award once.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

Evelyn Adu-Febiri International Business Scholarship (Revised)

One or more scholarships are awarded to academically outstanding undergraduate Bachelor of Commerce students entering third^{3rd} or fourth^{4th} year who identify as being of Black African ancestry or heritage and are participating in an exchange program with UVic partner schools. ~~Preference will be given to students in descending order of priority:~~

- ~~a) Women students identifying as being Black African ancestry or heritage~~
- ~~b) Men students identifying as being Black African ancestry or heritage~~

If no students meeting the criteria can be found (students are not participating in an international exchange), the scholarships will go to any year Bachelor of Commerce students identifying as being of Black African ancestry or heritage.



Date: February 17, 2021
To: Senate
From: Senate Committee on Awards
Re: New and Revised Awards

The Senate Committee on Awards met on February 11, 2021 and approved a number of new and revised awards for Senate's approval. Terms of these awards are in the attached appendix.

Recommended Motion:

That the Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Faculty of Education Emergency Bursary (Revised)
- William and Gladys Partridge Award in Child Care* (Revised)
- National Entrance Scholarship* (Revised)
- Dr. Marion Porath Memorial Graduate Scholarship in Voice (New)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Scholarship* (Revised)
- Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New)
- A. Hugh Salmond Memorial Scholarship in Elementary Science Education (Revised)
- Mrs. Matilda M. Schill Scholarship* (Revised)
- Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education* (Revised)
- John Boom Graduate Scholarship* (Revised)
- Jeremy and Carolyn Webber Award in Law (New)
- Joseph Arvay Social Justice Award (New)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2020/2021 Senate Committee on Awards

Charlotte Schallié (Chair), Faculty of Graduate Studies, Department of Germanic & Slavic Studies

Jesse Baltutis, Alumni Association

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Student Services

Nicole Greengoe, Registrar

Jacob Hunt, GSS Representative

Tomas Kalyniuk, Student Senator

Lori Nolt, Student Awards and Financial Aid
Yvonne Rondeau, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Suzanne Snizek, School of Music
Linda Welling, Department of Economics
Alexis Ramsdale (Secretary), Student Awards and Financial Aid

Appendix

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Faculty of Education Emergency Bursary (Revised)

One or more bursaries, to a maximum of \$750 each, are awarded to undergraduate or graduate students in the Faculty of Education. Part-time students are eligible (minimum 3.0 units). The bursary is intended to offer students one-time financial assistance in the event of an unforeseen emergency or circumstance while attending the University of Victoria.

William and Gladys Partridge Award in Child Care* (Revised)

An award is given ~~made~~ to the graduating undergraduate student in the School of Child and Youth Care who has the highest grade in CYC 424. This award may go to a graduating student. ~~submits the best essay offering an original contribution to the theory or practice of child care.~~

~~Essays must be submitted no later than April 30. If no essay reaches the required standard, the award will be withheld.~~

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care.

National Entrance Scholarship* (Revised)

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 school in Canada. 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 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, work experience work-term, nor academic units for more than one term may forfeit their scholarship.

Dr. Marion Porath Memorial Graduate Scholarship in Voice (New)

Two scholarships of \$2,500 each are awarded to academically outstanding graduate students in the School of Music Voice Program, with preference for students who are actively engaged in the study and performance of operatic repertoire.

Approval of the recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

Jeffrey Rubinoff Scholar in Art as a Source of Knowledge ~~Bursaries~~ Scholarship* (Revised)

~~One or more scholarships are bursaries will be awarded to academically outstanding graduate students in the Department of Art History & Visual Studies, with preference for students with demonstrated financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Art History & Visual Studies. graduate students.~~

Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New)

Three awards of \$2,000 each are given to women undergraduate students entering their second year in the Faculty of Engineering. Applicants must submit a cover letter (max. 400 words) reflecting on their first year in UVic Engineering, in response to each of these questions:

1. What did you experience in your first year that you would like to continue experiencing next year?
2. What would you like to experience next year that you did not get to experience this year?
3. What part of the first year UVic Engineering experience do you think could be improved?

Preference is for women students who are members of groups with historical and/or current barriers to equity in the Faculty of Engineering.

Approval of the recipients will be made by the Senate Committee on Awards based upon the recommendation of the Faculty of Engineering.

A. Hugh Salmond Memorial Scholarship in Elementary Science Education* (Revised)

~~One or more A scholarships are is awarded to a-students entering their his/her final year of a program in elementary education with a view to excellence in science education and/or science education leadership. The sStudent(s) must have demonstrated excellent teaching performance and the ability to use creative approaches to teaching as documented in practica reports, school visits and planning. The student must also have achieved first-class standing in coursework in the first of the professional years.~~

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Mrs. Matilda M. Schill Scholarship* (Revised)

~~One or more A scholarships are is awarded to an-academically outstanding undergraduate students either entering from a college, or university, or continuing in the Faculty of Education, who has have been admitted to a secondary teacher education program with an English teaching area or concentration. Preference will be given to a students with demonstrated financial need. Secondary teacher education programs include BEd Secondary Curriculum, Diploma in Secondary Teacher Education, and BEd Secondary Post-Degree Professional Program.~~

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised)

One or more A scholarships are is-awarded to an-academically outstanding undergraduate students in the Faculty of Education who is-are entering their final his/her professional-year of a program in secondary education. Applicants The student must have volunteer experience while at the University of Victoria. Applications must be accompanied by two letters (maximum 300 words) in support of their volunteer work.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

A. Hugh Salmond Memorial Scholarship in Secondary Science Education* (Revised)

One or more A scholarships are is-awarded to an-academically outstanding undergraduate students in the Faculty of Education who is-are entering their final his/her professional-year of a program in secondary education with a view to teaching science. Applicants The student must have volunteer experience while at the University of Victoria. Applications must be accompanied by two letters (maximum 300 words) in support of their volunteer work.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

John Boom Graduate Scholarship* (Revised)

One or more scholarships are given annually to academically outstanding graduate student(s) who have worked ~~for a minimum of four months~~ at the Bamfield Marine Sciences Centre Station, have demonstrated an ability to work independently and have shown initiative and innovation in their research and evidence of published work. Graduate students from either the University of Victoria, University of British Columbia, Simon Fraser University, University of Alberta or the University of Calgary are eligible to apply.

Application should be made to the Bamfield Marine Sciences Centre Station and must be submitted by November 1st. Selection of the recipient(s) will be made by the director of the Bamfield Marine Sciences Centre Station with the assistance of the academic committee of the Western Canadian Universities Marine Biological Sciences Society (WCUMSS).

Jeremy and Carolyn Webber Award in Law (New)

One or more awards of at least \$1,000 each will be given to continuing undergraduate students in the Faculty of Law JD/JID program who have demonstrated determination, resilience, contribution or compassion while a student in the Faculty of Law. The recipient is selected based on nominations received from fellow students, faculty and/or staff. Nomination letters (maximum 3 letters and maximum 500 words per letter) outlining the student's contribution(s) must be submitted to the Dean's Office, Faculty of Law, by June 1st. Preference is for students who have not received other UVic student awards in the current academic year.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Joseph Arvay Social Justice Award (New)

One or more awards of at least \$1,000 each are given to undergraduate students in the Faculty of Law with demonstrated commitment to equality and human rights and who self-identify as Black, Indigenous or a Person of Colour (BIPOC), with preference for Indigenous students.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Proposal to establish an Undergraduate Certificate in Gender Studies

Basis for Jurisdiction: Senate Committee on Planning meeting January 5, 2021
Senate meeting February 5, 2021

Strategic Relevance

Through course offerings in Indigenous feminisms, global/transnational feminisms, and in other areas of diversity (race, class, gender identity, sexuality, etc.), the proposed Undergraduate Certificate in Gender Studies fully aligns with both the Strategic Framework (Strategy 1 Cultivate an Extraordinary Academic Environment) of the University as well as the Faculty of Humanities.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an Undergraduate Certificate in Gender Studies, as described in the document “Gender Studies Undergraduate Certificate”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Background

The Department of Gender Studies currently offers Honours, Major, General, and Minor programs. With the addition of an undergraduate certificate, students will have another option for a credential in Gender Studies. The department offers 30 classes which count towards the Certificate that focus on international/transnational, decolonial, and/or Indigenous perspectives.

Gender Studies courses and training are in demand as evidenced by continued growth in enrollments of students from all over UVic over the last 5-7 years. As some Faculties do not allow minors outside their Faculty but permit a certificate, and UVic currently does not permit double minors, an undergraduate certificate will open more pathways into the program for students and others facing these restrictions.

Expertise in Gender Studies is increasingly in demand in the private and non-profit sector, and required in the public sector, including the Provincial and Federal governments. In 2017, the Federal Government adopted a Gender Based Analysis+ (GBA+) framework for policy development and analysis. It has made Feminist Foreign Policy the center of Global Affairs Canada, and all foreign aid programs must have a gender equality focus. Increasingly, the Federal Government has also made moves to further gender equality domestically through the adoption of the Gender Budget and other policies. This means that the Federal Government requires employees with this specialized knowledge in Gender studies research and analysis. So too, does the NGO and non-profit sector, who typically work closely with Federal Government.

With an estimated enrolment of 20-40 students, the proposed certificate can be offered with the existing faculty and staff complement. The anticipated time to complete the certificate is two terms. UVic would be the first post-secondary institution in BC to offer a Certificate in Gender Studies.

Attachment(s): Proposal to Senate dated February 5, 2021 to establish an Undergraduate Certificate in Gender Studies.

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Gender Studies Undergraduate Certificate

Dean's Name and Date of consultation with AVPAP: Lisa Surridge	Dean signature:
Name of contact person: Lisa Surridge	
Email & phone of contact person: humsada@uvic.ca 250-721-7246	
Date approved by Department: November, 17, 2020	Original signed by Laura Parisi Chair/Director signature:
Date approved by Faculty:	Dean signature: Original signed by Annalee Lepp
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	



Gender Studies Undergraduate Certificate

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Department of Gender Studies Faculty of Humanities
Anticipated implementation date of change	September 1, 2021
Name, title, phone number and e-mail address of contact person	<ul style="list-style-type: none"> • Laura Parisi, Chair, 250-472-4277, lparisi@uvic.ca • (after January 1, 2021, Thea Cacchioni, Chair, tcacchio@uvic.ca) • Jaime Ready, Administrative Assistant, 250-721-7378, gndrstudies@uvic.ca

B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The Department of Gender Studies currently offers Honours, Major, General, and Minor programs. With the addition of an undergraduate certificate, students will have another option for a credential in Gender Studies.

As evidenced by our continued growth in enrollments of students from all over UVic over the last 5-7 years, Gender Studies courses and training are in demand. Our courses typically have high student retention (typically around 88-92% in pre-COVID times). There are currently a significant number of double majors with Social Sciences, Fine Arts, and Humanities and minors, which indicates a clear interest from students in a multitude of disciplines, and demonstrates the complementarity of Gender Studies with many other disciplines. Our courses also count in many interdisciplinary majors, minors and diplomas, including (but not limited to) Indigenous Studies, Social Justice Studies, Global Development Studies, and Intercultural Studies and Practice. We currently have approximately 112 honours, majors and minors.

However, there are some Faculties, such as Business, which do not allow minors outside their Faculty but permit a certificate. As well, UVic does not currently permit double minors. An undergraduate certificate will open more pathways into our program for students and others facing these restrictions. Besides Business, we think the certificate would be attractive to students in Social Work, Child and Youth care, Public Administration, Education, and those pursuing a pre-Med option as we do have students from those programs in our courses. As Gender Studies also attracts a fair amount of transfer students and those seeking transfer credit, this may also be an attractive option for those students who are looking to maximize their transfer credits, but minimize their time to completion of a credential. The unit requirements are structured to give students the flexibility to take lower-level courses if they wish, or instead concentrate on further

courses at the upper-level. The 3-unit cap on courses taken at other institutions is consistent with the Faculty of Humanities' Language and Culture Certificates.

There are currently seven certificate options in Humanities, six are in foreign languages and culture and one is in Indigenous Language Revitalization. A certificate in Gender Studies would broaden the option for students seeking a certificate in the Faculty of Humanities as it is not language focused. As we offer courses in Indigenous feminisms, global/transnational feminisms, and in other areas of diversity (race, class, gender identity, sexuality, etc.), our mission fully aligns with both the Strategic Framework of the University as well as the Faculty of Humanities.

University of British Columbia, University of British Columbia-Okanagan, Simon Fraser University, Vancouver Island University, University of Northern British Columbia, and Camosun College do not offer a certificate in Gender and Women's Studies. UVic would be the first post-Secondary institution in BC to offer this credential.

C. Indicators of labour market and student demand. (not required for requests for program discontinuation)

Expertise in Gender Studies is increasingly in demand in the private and non-profit sector, and required in the public sector, including the Provincial and Federal governments. In 2017, the Federal Government adopted a Gender Based Analysis+ (GBA+) framework for policy development and analysis. It has made Feminist Foreign Policy the center of Global Affairs Canada, and all foreign aid programs must have a gender equality focus. Increasingly, the Federal Government has also made moves to further gender equality domestically through the adoption of the Gender Budget and other policies. This means that Federal Government requires employees with this specialized knowledge in Gender studies research and analysis. So too, does the NGO and non-profit sector, who typically work closely with Federal Government. The BC provincial government has followed suit. In recent years, our graduates and co-op students have gone on to work in many different federal and provincial government ministries, local government, and non-profit organizations, since gender equality is a cross-cutting policy issue. Our graduates and co-op students also work in many other areas of the labor market, including journalism, communications, visual and dramatic arts, education, and law.

Due to our excellent reputation, we have also placed students in top graduate programs in Gender and Women's Studies, Law, Public Policy and Administration, Geography, Communications, International Development, Public Health, Urban Planning and Community Development, Indigenous Studies, Political Science, History, Environmental Studies, and Medicine (just to name a few).

<i>D. Areas of research & teaching specialization and evidence of adequate faculty complement.</i>
<ul style="list-style-type: none"> Dr. Sikata Banerjee: masculinities, nationalism, war, empire, and Indian politics Dr. Thea Cacchioni: Medicalization, Healthicization, Big Pharma, the social construction of sexuality Dr. Annalee Lepp: migration, Canadian family & legal history, trafficking in persons & human rights, food studies Dr. Laura Parisi: gender, globalization/international political economy, international development and human rights Dr. Chase Joynt: Cinema and Media, Art and Aesthetics, Practice-Based Research, Transgender Studies Dr. Georgia Sitara: race/racism/antiracism, colonialism and decolonization, sexuality, youth, animal rights, social justice Dr. waaseyaa'sin Christine Sy: Anishinaabe knowledges, Indigenous land-based practices, gender and decolonization Dr. Heather Tapley: Queer Theory/Queer Materialism, Feminist Theory, Cultural Studies, Monster Theory New Hire (anticipated start date - July 1, 2021): antiracist, intersectional, and decolonial feminisms
<i>E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.</i>
No.
<i>F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)</i>
<p>Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.</p> <ol style="list-style-type: none"> 1. Unit requirements are structured to give students the flexibility to take lower-level courses if they wish, or instead concentrate on further courses at the upper-level. 2. The 3-unit cap on courses taken at other institutions is consistent with the Faculty's Language and Culture Certificates. <p>All of the courses listed below already exist at UVic and no new courses are required. (see Appendix A)</p> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> GNDR 100: 1.5 units GNDR 301-350, GNDR 450-490: 4.5 units Electives from GNDR 200-219, GNDR 301-350, GNDR 450-490: 4.5 units <p>Total units for certificate: 10.5 units</p> <p>Transfer credit cap: 3 units</p>

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

In response to both questions above, Certificate students are permitted, but not required, to take the following courses:

- GNDR 375: International Research Experience
- GNDR 450: Practicing Feminism in the Field (Practicum course)
- GNDR 474: Field School in Gender Studies
- GNDR 480: Advanced Seminar in Gender Studies
- GNDR 490: Directed Readings

With regard to anticipated outcomes of these options, they are all highly individual and specific to the student, so the learning outcomes would vary. The University's more general anticipated outcomes of experiential learning and community-engaged research and research-enriched learning apply. Certificate students are welcome to participate in co-op if they qualify and will be invited to department events that promote co-op.

Does the program design include plans for distance education delivery? If yes, provide details.

- Not specifically, but prior to COVID we were offering the required GNDR 100 online during the summer. The first time we offered it, the course was capped at 25 and had a 50 person waitlist. We offered 3 sections of it (each capped at 60) and one 200 level course in Summer 2020 (all on-line). All courses were very well enrolled. We plan to offer at least one section of GNDR 100, a 200 level, and a 300 level course in Summer 2021 (all on-line).

Identify the program learning outcomes.

- Students who complete a program in Gender Studies at UVic should be:

1. critically engaged, robust, empowered thinkers and actors who understand the relationship between self and systems of power;
2. informed local and global citizens who value and advocate for social, economic and political change;
3. articulate, critical thinkers who question assumptions, understand complex contexts and can make strong, effective arguments in various genres, including written, oral, visual and social media;
4. able to use diverse interdisciplinary and critical approaches to gender/s, to inform, research, understand, question and analyze contemporary issues they encounter;
5. understand the ways gender intersects with race, class, sexualities, abilities, citizenship, ethnicity, sex, identity and environment;
6. equipped and confident that they are prepared to achieve a wide variety of future leadership, career and/or life goals.

Provide anticipated times to completion.

- The certificate can be completed in two terms.

Describe any plans for international or indigenous opportunities or perspectives.

- We currently offer 30 classes which count towards the Certificate that focus on international/transnational, decolonial, and/or Indigenous perspectives. Please see attached Appendix B.

G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)

There are currently 330+ students enrolled in the seven Certificate Programs offered in Humanities. This works out to be an average of 47 per certificate program. But all of the current Humanities Certificate programs are language and culture based, so no comparable Interdisciplinary certificate in Humanities that is not focused on language and culture exists. The Human Dimensions of Climate Change Certificate currently has 22 students declared. While this an interdisciplinary certificate, it is based in a single department as ours will be. Gender Studies has approximately 40 minors, and we aren't sure whether the certificate option will be more or less popular than the minor. Based on the other certificate programs mentioned above, we estimate enrolment to be 20-40 students.

H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)

No additional resources required. We can offer the certificate with the existing faculty and staff complement.

I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.

Below is a list of degree options in Gender and Women's Studies at other BC post-secondary institutions. ***None of them offer a certificate program.***

- **Camosun College:** offers a few courses in Gender and Women's Studies but no degree.
- **Simon Fraser University:** Major, Minor, and Extended Minor (requires more units than the Minor) in Gender, Sexuality, and Women's Studies
- **University of British Columbia:** Major and Minor in Gender, Race, Sexuality and Social Justice
- **University of British Columbia-Okanagan:** Major and Minor in Gender and Women's Studies
- **University of Northern British Columbia:** Major and Minor in Women and Gender Studies.
- **Vancouver Island University:** Major and Minor in Studies in Women and Gender.

Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). None – no other departments are affected by this change.

Appendix A
Requirements for Gender Studies Certificate

Requirements:

- GNDR 100: 1.5 units
- GNDR 301-350, GNDR 450-490: 4.5 units
- Electives from GNDR 200-219, GNDR 301-350, GNDR 450-490: 4.5 units

Total units for certificate: 10.5 units

Transfer credit cap: 3 units

Appendix B:
Gender Studies Courses with an International/Transnational, Decolonial, and/or Indigenous Focus (Hyperlinked to the Academic Calendar for more description)

- [GNDR100 - Gender, Power and Difference](#)

- [GNDR201 - Gender, Food and Power](#)

- [GNDR202 - Globalization and Resistance](#)

- [GNDR203 - Indigenous Women in Canada](#)

- [GNDR207 - Gender, Globalization and the Love Industry](#)

- [GNDR301 - Women, Race and Empire](#)

- [GNDR302 - Sex Work, Trafficking and Human Rights](#)

- [GNDR304 - Gendering India from Empire to Bollywood](#)

- [GNDR305 - Gender and International Human Rights](#)

- [GNDR306 - Gender and International Development](#)

- [GNDR307 - Sexuality and the Body in International Development](#)

- [GNDR308 - Indigeneity, Gender and Land](#)

- [GNDR309 - Masculinities](#)

- [GNDR310 - Indigenous Feminisms](#)

- [GNDR319 - Topics in Economies, States and Global Issues](#)

- [GNDR323 - Women in Contemporary India](#)

- [GNDR324 - Gender, Nation and War](#)

- [GNDR325 - North American Asian Feminist Thought and Action](#)

- [GNDR329 - Topics in Power, Identities and Difference](#)

- [GNDR332 - What's Race Got To Do With It?](#)

-
- GNDR333 - Anti-Racist Feminisms and Democratic Futures
 - GNDR335 - Border Crossing, Migration and Gender
 - GNDR340 - Indigenous Cinema Decolonizing the Screen
 - GNDR341 - Indigenous Women's Autobiographies
 - GNDR343 - Indigenous Women Writing Resistance
 - GNDR350 - International Experience Research Project*
 - GNDR450 - Practising Feminism in the Field*
 - GNDR475 - Field School in Gender Studies*
 - GNDR480 - Advanced Seminar in Gender Studies*
 - GNDR490 - Directed Studies*

*Could be designed to have international/transnational, decolonial, and/or Indigenous focus.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Proposal to discontinue the Humanities/Continuing Studies Diploma
Program in the Faculty of Humanities

Basis for Jurisdiction: Senate Committee on Planning meeting February 2, 2021
Senate meeting March 5, 2021

Strategic Relevance

The proposed discontinuation aligns with the Faculty of Humanities' plan since 2016 to reverse a 10-year decline in enrollments.

Recommendation

*THAT the Operations and Facilities Committee recommend to the Board of
Governors that the Board of Governors approve the proposal to discontinue the*

Humanities/Continuing Studies Diploma Program in the Faculty of Humanities, as described in the document "Discontinuance of the Humanities/Continuing Studies Diploma Program", effective immediately.

Background

In cooperation with the Faculty of Humanities, the Arts and Science program area in the Division of Continuing Studies (DCS) initiated the Humanities Diploma Program (HDP) in 1986. The program was designed to give University access to non-traditional student ranging in age from late 20s to mid-80s. Due to low enrollments, the program was suspended in 2018. Costs associated with the program exceed revenues and there is not enough demand to make it viable.

Students wishing to gain a credential in Humanities can choose a Major, general, Minor or certificate program. Alternatively, students can enroll in the Diploma in General Studies, which allows them the flexibility to build a customized program. There are currently nine active students remaining in the program with a final completion date of April 2022.

Attachment(s): Proposal to Senate dated February 17, 2021 to discontinue the Humanities/Continuing Studies Diploma Program in the Faculty of Humanities.



Date: February 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Humanities/Continuing Studies Diploma Program in the Faculty of Humanities**

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to discontinue the Humanities/Continuing Studies Diploma Program in the Faculty of Humanities.

The following motion is recommended:

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Humanities/Continuing Studies Diploma Program in the Faculty of Humanities, as described in the document "Discontinuance of the Humanities/Continuing Studies Diploma Program".

Respectfully submitted,

2020-2021 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Discontinuance of the Humanities/Continuing Studies Diploma Program

Dean's Name and Date of consultation with AVPAP: Annalee Lepp (Humanities); 5 Jan. 2021 JO-Anne Clarke (Continuing Studies); 5 Jan. 2021	Dean signature: <i>Annalee Lepp</i> <i>JO-Anne Clarke</i>
Name of contact person: Lisa Surridge (Humanities)	
Email & phone of contact person: humsada@uvic.ca	
Date approved by Department:	Chair/Director signature:
Date approved by Faculty: 24 Nov. 2020	Dean signature: <i>Annalee Lepp</i>
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments N/A	Signature of line authority



Discontinuance of the Humanities/Continuing Studies Diploma Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Humanities in Collaboration with Continuing Studies.
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Dr. Lisa Surridge, Associate Dean Academic, Faculty of Humanities

B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

- History:** In cooperation with the Faculty of Humanities, the Arts and Science program area in the Division of Continuing Studies (DCS) initiated the Humanities Diploma Program (HDP) in 1986. The Humanities Diploma Program accepted its first students in 1987 and was designed to give University access to non-traditional students. These diploma students were mature students ranging in age from late 20s to mid 80s.
- Rationale for discontinuance:** Sadly, this program has been non-viable for some time, with enrollments in its core course, HUMA 100, averaging below ten for most of the previous decade (8 [2016], 6 [2015], 8 [2013], 15 [2012], 6 [2011], 8 [2010], 10[2009]). The program was suspended in 2018, 3 years ago, with the intention at the time on the part of both Humanities and Continuing Studies to discontinue it. It has had relatively low participation and it is not financially possible either for Continuing Studies or for Humanities to continue this program. Costs associated with the program exceed revenues and there is not enough demand to make it viable.

The core course has not been offered since 2016 and has been replaced by HUMA 110, a new course with average enrollments of 43.5 in 2019 and 2020.

Similar programs: Humanities and Continuing studies will continue to offer UNI 101, which has expanded over the years to include UNI 102 for those students who wish to continue with studies. Humanities also intends to explore other possibilities for increasing university access, including the pathway program for Indigenous students

envisaged under SEM. Learners who are interested in Humanities and want to pursue further studies can enroll in a Diploma in General Studies that is offered by Continuing Studies.

1. Impact on students

- a. Students who wish to gain a credential in Humanities will have to choose a Major, general, minor, or certificate program. The needs of students who are enrolled in the program will be readily addressed since they simply have to take units in Humanities. Alternatively, students can enroll in the Diploma in General Studies, which allows them the flexibility to build a customized program.

There are currently 9 active students remaining in the program, with a final completion date of April, 2022. Program staff follow up with all active students annually to confirm plans for program completion.

2. Alignment with unit/Faculty/UVIC strategic plans and priorities

- a. Discontinuance aligns with the Faculty of Humanities' plan since 2016 to reverse a 10-year decline in enrollments. Continuing Studies cannot afford either to run this program at a loss.

D. Areas of research & teaching specialization and evidence of adequate faculty complement.

N/A

E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

N/A

F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning? **N/A**

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

Does the program design include plans for distance education delivery? If yes, provide details. **N/A**

Identify the program learning outcomes. **N/A**

Provide anticipated times to completion. **N/A**

Describe any plans for international or indigenous opportunities or perspectives. **N/A**

Plans for integration of teaching and research. **N/A**

<p>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</p> <p>N/A</p>
<p>H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)</p> <p>N/A</p>
<p>I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.</p> <p>Camosun College has an excellent university upgrade program: http://camosun.ca/learn/areas/academic-upgrading.html</p>
<p>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).</p>



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read 'Valerie Kuehne'.

cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Proposal to add a Master of Music Performance-Conducting stream in the School of Music

Basis for Jurisdiction: Senate Committee on Planning meeting February 2, 2021
Senate meeting March 5, 2021

Strategic Relevance

UVic's Master of Music Performance-Conducting program is streamlined to provide maximum engagement with active ensembles under the leadership of UVic research-oriented faculty members. Just as these ensembles seek to support UVic's Strategic Framework, so too would students' focus on new repertoires and forms of music making that promote the musicians and repertoires of tomorrow, with an emphasis on diversity, equity, and inclusion.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to add a new stream in the Master of Music Performance-Conducting in the School of Music, as described in the document “MMusic Performance-Conducting”, effective immediately.

Background

The School of Music in the Faculty of Fine Arts features Master of Music programs in composition, performance, performance (emphasis string quartet), and music technology, as well as three Master of Arts program options and a PhD in musicology. The School’s existing degrees recognize the traditional distinction between music scholarship and music creation and performance. The Master of Music in Performance – Conducting is a traditional music program at the graduate level. UVic aims to correlate its program with the traditional focus on either instrumental or choral music. However, the potential of this traditional stream still aligns with the innovative goals of UVic, and the design of the proposal advocates a streamlined approach to conducting studies that allows for a far more flexible and diverse study of music than is usually offered in traditional conducting programs.

Recent years have shown a dramatic uptick in interest in a graduate-level conducting program at UVic. The proposed new program would provide the conductors of tomorrow with expert training while promoting the leadership values inherent in UVic’s Strategic Framework.

Attachment(s): Proposal to Senate dated February 17, 2021 to add a new stream in Master of Music Performance-Conducting in the School of Music.



Date: February 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to add a new stream in Master of Music Performance – Conducting in the existing School of Music**

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to add a new stream in Master of Music Performance – Conducting in the existing School of Music.

The following motion is recommended:

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to add a new stream in Master of Music Performance – Conducting in the existing School of Music.

Respectfully submitted,

2020-2021 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE

MMusic Performance – Conducting

Dean's Name and Date of consultation with AVPAP: <i>Allana Lindgren 21.12.20</i>	Dean signature:
Name of contact person: Joseph Salem	
Email & phone of contact person: salemjr@uvic.ca 7910	
Date approved by Department: December 1, 2020	Chair/Director signature:
Date approved by Faculty:	Dean signature:
Date approved by Graduate Studies:	Dean signature:



Proposal for a New Stream within an Existing Graduate Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Faculty of Fine Arts, School of Music
Anticipated stream start date	Fall 2021
Name, title, phone number and e-mail address of contact person	Dr. Joseph Salem, Acting Graduate Advisor, Head of Musicology salemjr@uvic.ca 7910 [Proposal Author: Dr. Steven Capaldo capaldo@uvic.ca]

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

Describe the history of your own program and of others in similar areas. Explain how the need for the new stream has arisen and is not addressed by existing offerings. What differentiates the proposed stream from similar offerings and what are the anticipated contributions to UVic and the academic unit's strategic plans?

The School of Music in the Faculty of Fine Arts features Master of Music programs in composition, performance, performance (emphasis string quartet), and music technology, as well as three Master of Arts program options and a PhD in musicology. The School proposes to add a new, unique option to its Master of Music Performance program, titled **Master of Music in Performance – Conducting**.

Our existing degrees recognize the traditional distinction between music scholarship and music creation and performance in a variety of ways. The Master of Music Composition is focused on music creation, whereas the Master of Music Performance is focused on music performance (including the interpretation of historical music). Meanwhile, our Master of Arts Musicology degrees focus on the scholarly study of music in the classroom. The Master of Arts Musicology with Performance and the Master of Music Music Technology combine both realms, with a focus on music research but the potential of creative projects in the realm of music creation and performance. The proposed **Master of Music in Performance – Conducting** is structured like these later programs, but based on an entirely different area of specialization, combining a strong attention to scholarly aspects of music interpretation with the practical, applied musicianship training required to lead performance ensembles at a high level. In this sense, the proposed program is an extension of our Master of Music Performance degree, but with an additional focus on research and on leading ensembles of musicians rather than preparing to participate in them.

The **Master of Music in Performance – Conducting** is a traditional, if somewhat rare, music program at the graduate level. UVic aims to correlate its program with the traditional focus on either instrumental or choral music. However, the potential of this traditional stream still aligns with the innovative goals of UVic, and the design of our proposal

advocates a streamlined approach to conducting studies that allows for a far more flexible and diverse study of music than is usually offered in traditional conducting programs.

Conductors differ from other music majors in their focus on leading ensembles of other musicians and their connection to education and ambassadorship; indeed, conductors are often the “public face,” “image,” and/or “spokesperson” of an ensemble, even when such ensembles involve dozens of people. Their connection to music is often characterized by leadership ability and area specialization rather than particular repertoires. And the ensembles they represent often serve diverse communities both locally and beyond.

While the training of conductors varies by individual, the above characteristics highlight how conductors serve as leaders in their communities. Conductors have the potential to bring new repertoires (including indigenous and marginalized musics) to ensembles and communities regardless of previous precedent; indeed, conductors are often in the most powerful position to promote diversity, equity, and representativity in music through their programming choices and their actions on the podium with soloists and in rehearsal. Because their work is defined by leadership, they espouse positive values and help to (literally) harmonize individual perspectives into a coherence whole—a role which is literal not only in the musical sense, but in their leadership of community orchestras of volunteers, of student ensembles, and of other groups of individuals looking for inspiration and mentorship through collective practice. Finally, the training of conductors is strongly correlated to individual apprenticeship with another conductor and various ensembles: there are few activities so clearly defined by experiential learning and community engagement.

Our **Master of Music in Performance – Conducting** program is unique in how it supports UVic’s strategic goals in the above areas. While more traditional programs focus on learning standard repertoire under an established mentor – which can all too easily perpetuate static norms – UVic’s program is streamlined to provide maximum engagement with active ensembles under the leadership of UVic research-oriented faculty members. Just as these ensembles seek to support UVic’s Strategic Framework, so would our students focus on new repertoires and forms of music making that promote the musicians and repertoires of tomorrow, with an emphasis on diversity, equity, and inclusion. In fact, the core new course of the program, MUS 537, overtly emphasizes depth over breadth, teaching new conductors the complexities of interpretation without perpetuating colonial repertoires or interpretive conventions across large bodies of canonic repertoire.

We offer this program because recent years have seen a dramatic uptick in interest in a graduate-level conducting program at UVic. We are extremely confident that student demand is strong for this program, especially since we have previously offered a less refined version of this option under our Master of Music Performance with “conducting” as an instrument rather than its own stream. With this new program, we expect to provide the conductors of tomorrow with expert training while promoting the leadership values inherent in UVic’s Strategic Framework.

C. Labour market, student demand and employment opportunities.

Many conductors – especially those seeking training in Wind and Choral conducting – are already employed as teachers of music. This means they are instantly employable in those and other sectors immediately upon completion of the program. It also means there is a strong, continuous supply of students looking to strengthen their portfolio as educators with the extra training and mentorship provided by a degree in conducting. Many music graduates who are working as conductors either in school settings and/or in the community, have sought enrolment in summer conducting programs, conductor development clinics and graduate conducting programs as is evidenced by the large popularity of these programs both here in Canada and overseas (predominantly in the US & Europe). As the demand for these programs has grown exponentially, audition & entrance requirements and quotas have been introduced to ensure a meaningful experience for successful participants. This example demonstrates a growing need to provide advanced training and the strong desire from conductors to increase their expertise and opportunities in the field. As well, in-service music educators are seeking opportunities for salary and career advancement within their current role and the structure and focus of the program fits these educator’s needs. Our goal for the program of two new students per year is already far exceeded by recent interest in this program offering by potential applicants.

D. Areas of research & teaching specialization and evidence of adequate faculty complement to support the new stream.

As we have informally offered graduate conductors a place in our Master of Music Performance degree, we are well-equipped to judge our ability to train them. With the recent hiring of Dr. Steven Capaldo, we have three conductors, each with a specific area of specialization, devoted to supervising students in this program. This new program requires only a single new course, offered a minimum of once per two-year cycle; otherwise, graduate students are primarily mentored in existing classrooms already taught by these faculty. Further resources are made available by recent curriculum adjustments to our undergraduate programs, including our Bachelor of Music in Education.

E. Does the stream result in any change to current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

The stream does not require changes to current policies for other programs; the new program does introduce its own (new) application processes, which are outlined in the program design and follow the precedents of our other programs.

F. Curriculum design (Include draft curriculum as Appendix)

Indicate the stream requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required for the stream.

Please see the attached appendices for details. The program consists of 15 units, with no electives, a model we feel is appropriate for such a highly specialized professional program.

Does the stream include opportunities for experiential learning or other forms of community engagement or research-enriched learning.

- *Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities.*
- *Opportunities for community engaged and research-enriched learning*

Because conducting as a trade is based on leading ensembles alongside an active mentor, the work inherently requires experiential learning in all its forms. As many conductors at the graduate level are already involved with community schools or performance groups (with many already having served as educators), we expect to involve outside ensembles in aspects of their research and creative activity both during and immediately after their participation in program. These experiences support the natural relationship between conducting and community engagement, combining active research and mentorship at UVic with the potential to simultaneously lead and participate in ensembles that are already a part of the student's life and/or work.

Does the stream design include plans for distance education delivery? If yes, provide details.

No.

Identify the program learning outcomes.

The program develops skills in conducting techniques, repertoire, rehearsal strategies, ensemble leadership and communication, and student learning through lessons, small and large ensemble conducting, and scholarly research. As such, the program places a strong emphasis on experiential learning and community engagement, with students working alongside faculty on a routine basis to master the practice of conducting; similarly, students are observed on a routine basis when engaging with music ensembles members.

Provide anticipated times to completion.

2 years (5 terms including summer).

Describe any plans for international or indigenous opportunities or perspectives.

There are no targeted plans for these specific groups. The program is designed to embrace any student-driven research into indigenous music and ensembles, including global musics.

G. Anticipated enrolment and student financial support plan

We expect two students per year, for a total of four students in the program at any given time. If the program proves successful, we anticipate the ability to expand the program to at least double this size without major resource implications. These statics are based on recent interest in the program, which has included upwards of ten students per year in recent years. With high interest and demand in the development of graduate conducting program at UVic, a sustainable enrolment is highly achievable.

H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)

No additional resource requirements have been identified beyond one new course offered at least once every two years – MUS 537 – which is already accounted for by revisions to our undergraduate programs (mainly, recent revisions of our music education program from one to two-year cycles for certain required courses). Otherwise, the primary resource implications are for graduate supervision, which is an area the relevant faculty are all eager to expand.

1. Indicate related Master's programs/streams in other British Columbia post-secondary institutions.

The only other Master of Music in conducting in BC is offered at UBC through their MMus – Conducting. The UBC program also offers an emphasis in either Choral, Orchestral, or Wind Conducting. While there are similarities foundationally, the two programs do differ. As an example, the proposed UVic program does not require students to perform in a large ensemble during their degree. Instead, we offer a new course in Ensemble Direction where the ensemble participation experience (large or small) is designed and determined individually between each supervisor and their student and may include a range of ensemble activities including performing.

Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the new stream (emails/letters of support in an appendix).

Evidence of consultation appears in the Appendix and as part of the Quali page. It includes standard consultations (School, Faculty, and Planning) as well as external consultations with local secondary schools (Oak Bay, Belmont, Glenlyon Norfolk) and Province-level comparables (UBC).

Appendix Items:

- 1. Program Design**
- 2. Program rationale summary**
- 3. Example Syllabus for new course (MUS 537) and Course Description for new shared classroom code (MUS 582)**
- 4. External Consultation**



Appendix I: Program Design

PROPOSED GRADUATE CONDUCTING PROGRAM

Description

The MMus in Performance - Conducting is designed to offer conductors advanced experiences in developing and increasing their professional knowledge and practical skills through innovative, forward-thinking learning opportunities in creating positive outcomes for students, educators and communities.

Program information

The MMus in Performance - Conducting emphasis is targeted towards developing further knowledge and practical skills in conducting techniques, repertoire, rehearsal strategies and approaches, leadership and communication, student learning and engagement through lessons, small and large ensemble conducting.

Proposed Program Courses

MUS 503	Bibliography	1.5
MUS 537*	Musical Literature & Repertoire	1.5
MUS 545	Lessons	4.0
MUS 582*	Ensemble Direction	4.0
MUS 588	Music Practicum	1.0
MUS 596	Lecture Recital	3.0

TOTAL 15.0

Progression Grid

YEAR 1	ANNUAL	MUS 545	Lessons	2.0
		MUS 582*	Ensemble Direction	2.0
	FALL	MUS 503	Bibliography	1.5
	SPRING	MUS 537*	Musical Literature & Repertoire	1.5
	SPRING	MUS 588	Music Practicum	1.0
YEAR 1 TOTAL				8.0
YEAR 2	ANNUAL	MUS 545	Lessons	2.0
		MUS 582	Ensemble Direction	2.0
	SPRING	MUS 596	Lecture Recital	3.0
YEAR 2 TOTAL				7.0

TOTAL 15.0

*New course proposed.

Proposal submitted by Steven Capaldo Sep 2019, rev. Oct 2020.

MMus in Performance – Conducting Proposal

The School of Music in the Faculty of Fine Arts features MMus programs in Composition, Performance, Performance (Emphasis String Quartet), and Music Technology, as well as three MA Musicology program options and a PhD in Musicology. The School proposes to add a new stream to its MMus Degree programs, titled **MMus in Performance – Conducting**.

The MMus in Performance – Conducting program is designed to offer conductors advanced experiences in developing and increasing their professional knowledge and practical skills through innovative, forward-thinking learning opportunities for students, educators, and communities. The program develops skills in conducting techniques, repertoire, rehearsal strategies, ensemble leadership and communication, and student learning through lessons, small and large ensemble conducting, and scholarly research. As such, the program places a strong emphasis on experiential learning and community engagement, with students working alongside faculty on a routine basis to master the practice of conducting; similarly, students are observed on a routine basis when engaging with music ensembles.

The School is able to support the new degree across three specializations: Wind, Choral, and Orchestral conducting, with Dr. Steven Capaldo, Dr. Adam Con, and Ajtony Csaba.

Program Design:

The program design is based on the MMus Performance program, but with important variations. Both programs feature an emphasis on individual lessons and group/ensemble work as key components of graduate work in performance, and both feature yearly recitals as capstone projects. Both programs also shepherd students from term 1 through term 5 with support to develop and complete capstone projects in stages, with continual mentorship. The conducting program varies in that the final capstone project is a Lecture Recital designed to synthesize academic and applied aspects of the degree in a single project.

Program Courses:

MUS 503	Bibliography	1.5
MUS 537*	Musical Literature & Repertoire	1.5
MUS 545	Lessons	4.0
MUS 582*	Ensemble Direction	4.0
MUS 588	Music Practicum	1.0
MUS 596	Lecture Recital	3.0

TOTAL 15.0

Progression Grid:

YEAR 1	ANNUAL	MUS 545	Lessons	2.0
		MUS 582	Ensemble Direction	2.0
	FALL	MUS 503	Bibliography	1.5
	SPRING	MUS 537	Musical Literature & Repertoire	1.5
	SPRING	MUS 588	Music Practicum	1.0
	YEAR 1 TOTAL			8.0

MMus in Performance – Conducting Proposal

YEAR 2	ANNUAL	MUS 545	Lessons	2.0
		MUS 582	Ensemble Direction	2.0
	SPRING	MUS 596	Lecture Recital	3.0
YEAR 2 TOTAL				7.0
TOTAL				15.0

The Conducting program requires two new course codes:

- **MUS 537 Musical Literature & Repertoire:** This is a new course. It is a requirement of the degree, and must be offered at least once per two-year program cycle (ideally, once each winter term). Coverage of this course by one of the three primary program supervisors has already been resourced through other program changes within the School of Music. Enrolments will include students from other areas of Performance.
- **MUS 582 Ensemble Direction:** This is a new course code, but shares a classroom and instructor with MUS 580/1x and therefore requires no significant changes in resource management. In this course, students participate in MUS 580/1x, but also work with the instructor of the course as an apprentice to rehearse and conduct ensembles.

We expect the program to admit **two students per year for the first two years**; current interest suggests these numbers could grow considerably over time, to up to four students per year.

Resource Management:

Given that conducting is often taught as an apprenticeship, the program exploits existing classroom opportunities in several respects. Although the program requires two new course codes, one of these is a program course that complements an existing classroom and instructor; the second is covered by other changes to School of Music program offerings in Music Education (the unit of two of our primary conductors, Drs. Con and Capaldo) by offering some program requirements once every two-years.

Precedent:

The School of Music has previously offered conducting as an “instrument option” under its MMus Performance program. The new program is more tailored to the specific needs of conductors. The development of the program stems from a roughly five-fold increase in demonstrated interest by potential applicants for a program in conducting that is tailored for work in music education and community music settings.

Impact and Outcomes:

Students who study conducting at the graduate level receive training to lead and direct ensembles at all levels, from primary, secondary, and post-secondary education to amateur and professional community ensembles of music. Most interested applicants already hold some kind of employment in these areas, and are seeking to improve their skill level, engage further in music communities and networks, or are seeking salary advancement and/or promotion potential with advanced studies. We expect the vast majority of candidates to be very employable, to be leaders in their communities, and to be ambassadors for UVic’s strengths in these areas to their own students and musicians.



University
of Victoria

School of Music

COURSE OUTLINE

MUS 537

Musical Literature and Repertoire

Spring 2022

Location: Main Campus

Delivery: Face-to-face

Weight: 1.5 Units

COURSE INFORMATION

COURSE INSTRUCTOR

Dr Steven Capaldo

Office:	MAC A163	Telephone:	250-721-7835
Email:	capaldo@uvic.ca	Office hrs:	As posted
Classroom:	TBA	Class times:	TBA

COURSE DESCRIPTION

This course is designed to provide students with opportunities to explore and examine a range of relevant repertoire within their field, including its context, impact, and stylistic development, and to increase their knowledge and understanding of quality literature.

Focusing particularly on quality repertoire that has been significant in their field from the 1500s to the present, students will develop knowledge and skills about how to research, evaluate, examine, analyse, and report on repertoire to explore its artistic, historical, and cultural value.

A key component of this course, regardless of repertoire focus, is the ability to analyse and identify key stylistic characteristics in any score, including their correspondence to historical precedents across the broad history of a given genre or practice. Using a flipped classroom approach, students will lead discussions and seminars about various repertoire specifically identified in their performance area to highlight stylistic traits both unique and common among a given historical period or practice. It is understood that all students will be working in consultation with their supervisor to develop and examine repertoire as appropriate to their area.

The course may include the following components in their field of study:

- Research into the broad repertory
- Exploring and examining various literature within the repertory
- Discussing the context of the literature
- Determining impact and significance of works
- Examining performance-practice contexts and/or issues
- Evaluating critical writing on issues regarding the literature
- Score reading and analysis
- Listening to works

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to:

Course Learning Outcome (CLO)	
1.	Critically engage with a range of repertoire in their performance field
2.	Research significant and impactful literature and its place in the repertory
3.	Analyze and evaluate quality literature and repertoire for performance contexts
4.	Identify the impact of social, historical and stylistic contexts of repertoire

5.	Demonstrate knowledge and skills in evaluating, interpreting and implementing solutions to performance practice issues based on research, reflective practice, and other feedback
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COURSE MATERIALS

As discussed in the first session

STUDENT WORKLOAD

Students should note that 1.5 units equates with a minimum of 3 hours of study per week outside of lectures and tutorials/workshops/practicals. This study time includes self-directed study, practice and any work undertaken towards the completion of assessment tasks.

EXTRAORDINARY CHANGES TO THE COURSE OUTLINE

In extraordinary circumstances the provisions stipulated in this Course Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

COURSE PACK

A course pack is not available for this course

RECOMMENDED TEXT

The following texts are recommended for this course:

Battisti, F. (2002). *The Winds of Change: The Evolution of the Contemporary American Wind Band/Ensemble and its Conductor*. Miami: Meredith Music Publishing.

(more to be added)

RECOMMENDED READINGS

You are encouraged to engage with the following list of readings/texts during the course. Please also visit the library for further resources and learning support material.

Battisti, F. (2016). *The Conductor's Challenge: Finding Expressive Meaning in the Score*. Miami: Meredith Publishing.

Battisti, F. & Garofalo, R. (1990). *Guide to Score Study for the Wind Band Conductor*. Miami: Meredith Publishing.

Lisk, E. (2013). *Lyrical Conducting: A New Dimension in Expressive Musicianship*. Miami: Meredith Publishing.

(more to be added)

COURSE SCHEDULE

WEEK	TOPIC
Wk 1 Sep	COURSE INTRODUCTION & STRUCTURE
Wk 2 Sep	Literature, Repertoire, and Criteria-based Evaluation of Quality
Wk 3 Sep	Repertoire from 1500-1799 Student Analysis & Presentation
Wk 4 Sep	Repertoire from 1800-1899 Student Analysis & Presentation
Wk 5 Oct	Repertoire from 1900-1919 Student Analysis & Presentation
Wk 6 Oct	Repertoire from 1920-1939 Student Analysis & Presentation
Wk 7 Oct	Repertoire from 1940-1959 Student Analysis & Presentation
Wk 8 Oct	Repertoire from 1960-1979 Student Analysis & Presentation
Wk 9 Nov	Repertoire from 1980-1999 Student Analysis & Presentation
Wk 10 Nov	Repertoire from 2000-current Student Analysis & Presentation
Wk 11 Nov	Underrepresented & Diverse Composers and Underperformed Repertoire Student Analysis & Presentation
Wk 12 Nov	REPERTOIRE PROJECT PRESENTATIONS
Wk 13 Nov	REPERTOIRE PROJECT PRESENTATIONS COURSE SYNTHESIS: Significant Works: Their Merit, Value, and Impact on the Repertory & Beyond

ASSESSMENTS & GRADING

Assessments Tasks

All assessment tasks must be completed and submitted for you to receive credit for the course. Late submissions must still be submitted but will not receive marks.

Assessment Summary

	Task	Weight	Length	Due Date
1.	Repertoire Analysis & Presentation	60%	To meet criteria	Weekly, as per schedule
2.	Literature & Repertoire Project	40%	To meet criteria	Week 13

ASSESSMENT 1	REPERTOIRE ANALYSIS & PRESENTATION
Due Date	As per schedule
Description	<p>At the beginning of the class, you will develop a list of repertoire with your supervisor that specifies two works from each of the weekly topic areas in the schedule. Each week, one of these works will be analysed and presented in a 30-50-min seminar. The analysis will be due at the beginning of each class before your presentation. The written analysis must adhere to standard APA referencing, format criteria and guidelines. Please consult an APA style guide for further information. Below are a series of guided questions to help you focus your analysis more effectively:</p> <p>ANALYSIS <u>Explore and discuss:</u></p> <ul style="list-style-type: none"> • The composer (avoid lengthy unrelated focus on biography – discussion should directly relate to the work and its importance) • The work's historical context (when was the work written) • Where was it written and why (or why not) is this important? (cultural influences, political climate, etc) • How did the work come to be written? (commissioned, art music, self-initiated, educational use, etc.) • Other important works they composed (what impact did/does the composer have) • Critical writing and discourse about the work (what have others written about the work and evaluate their conclusions) • Significance – why is this work important? (what influenced the composer/the work, and what influence and impact did the composer/the work have) <p><u>Analyze:</u></p> <ul style="list-style-type: none"> • Instrumentation/orchestration/voicing • Melodic ideas • Harmonic schemes • Rhythmic devices • Form/structure • Length • How would you approach performing/conducting this work and why? • Prepare a score analysis as you would if you were planning to perform/conduct this work • Discuss score issues/questions that are apparent • Discuss analysis techniques <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • What makes it a 'quality' work?

	<ul style="list-style-type: none"> • Why was it composed this way? (serialism, cultural, dance, voice, etc.) • Did the context of the work's creation (when and where) impact its shape, direction, stylistic characteristics, cultural place, etc.? <p><u>Performance Context:</u></p> <ul style="list-style-type: none"> • Who could perform this work and why? (Give an approximate level and description – instrumentation, voicing, ranges needed, etc.) • What are the inherent performance practice issues? • What other considerations need to be taken when preparing this work for performance? <p>PRESENTATION</p> <p>The presentation is an opportunity to discuss and share the importance of the work you have undertaken.</p> <ul style="list-style-type: none"> • To present the above information, you are encouraged to use PowerPoint (or other presentation software), multimedia, and sound sources • You should provide copies of the score for the class to see (video display, document camera, photocopies, etc.) • Prepare and distribute to the class a summary of your presentation for reference and discussion • You should play the entire work for the group (where time allows) to a max. of 15-20 minutes (as appropriate) • Identify areas and issues of concern from a conducting and pedagogical perspective (either before, after or during the listening time). • Please ensure you allow for discussion time during your presentation.
Weighting	60% for all analyses and presentations
Format/Length/Duration	500 words (max) per analysis 30-50-minute presentation (including no more than 15-20 mins of music listening)
Assessment Criteria	Students will be assessed by their ability to: <ol style="list-style-type: none"> 1. Discuss the repertoire and its context (20%) 2. Provide an overview of the relevant and current literature related to the repertoire (20%) 3. Argue for the significance & quality of the repertoire (20%) 4. Discuss the analysis approach, results and performance context (20%) 5. Communicate with accuracy, clarity and depth (10%) 6. Demonstrate strong presentation skills (10%)
Course Learning Outcomes Assessed	CLO 1 Critically engage with a range of repertoire in their performance field CLO 2 Research significant and impactful literature and its place in the repertory CLO 4 Analyse and evaluate quality literature and repertoire for performance contexts CLO 4 Identify the impact of social, historical and stylistic contexts of repertoire
Method of Submission	In-class presentation and written analysis (submitted electronically through turnitin)

ASSESSMENT 2	LITERATURE & REPERTOIRE PROJECT
Due Date	As per the Course Schedule
Description	<p>Identifying specific literature and repertoire that is important and relevant to each student, you will negotiate with the instructor to develop a project exploring one aspect of repertoire in great depth with rigour.</p> <p>PROJECT</p> <p>The project can be a combination of activities including:</p> <ul style="list-style-type: none"> • A detailed annotated repertoire collection • Exploring a specific genre, style, time period, composer, performer, etc • Examining cultural, social, political, and other influences around composers and works

	<ul style="list-style-type: none"> Exploring diverse and underrepresented composers, performers, artists and works, specifically examining what are the barriers and facilitators to: <ul style="list-style-type: none"> providing workshop and/or performance opportunities, bringing recognition and awareness, supporting and promoting success. Evaluating critical writing on issues regarding a specific work Detailed score analysis and evaluation with performance preparation considerations and annotations Examining key aspects of repertoire by providing a research paper on one of the following: <ul style="list-style-type: none"> The development of percussion, with particular emphasis on section size, instrumentation, methods of composition, techniques and technical developments, and the role of percussion within the music; played a major role in progressing the repertoire. The commissioning of music was the greatest factor in the development, growth, and expansion of new quality literature. Explore and examine the person whom you believe to have had/is having the greatest impact in your literature/repertoire and the development of your instrument/voice/ensemble as a vehicle of high artistic quality and merit through its repertoire. Explore and examine an underrepresented composer or work. <p>PRESENTATION The presentation should include a live performance/listening of the work/selected repertoire, a detailed discussion of the work undertaken, the results and findings of the project, and clear conclusions outlining the impact this project has for you as a performer and potentially for your field.</p>
Weighting	40%
Format/Length/Duration	Written project length and format to be negotiated with instructor 50-minute Lecture-recital/presentation
Assessment Criteria	<p>Students will be assessed by their ability to:</p> <ol style="list-style-type: none"> 1. Provide a clear overview of the project and its broad aims (5%) 2. Identify relevant and/or appropriate contexts and the issues addressed (15%) 3. Provide an overview and analysis of the relevant and current literature related to the repertoire/topic (20%) 4. Argue for the significance of the repertoire/topic (20%) 5. Discuss the analysis approach, results, and impact/significance (20%) 6. Communicate with accuracy, clarity and depth (10%) 7. Demonstrate strong presentation skills (10%)
Course Learning Outcomes Assessed	<p>CLO 1 Critically engage with a range of repertoire in their performance field</p> <p>CLO 2 Research significant and impactful literature and its place in the repertory</p> <p>CLO 4 Analyse and evaluate quality literature and repertoire for performance contexts</p> <p>CLO 4 Identify the impact of social, historical and stylistic contexts of repertoire</p> <p>CLO 5 Demonstrate knowledge and skills in evaluating, interpreting and implementing solutions to performance practice issues based on research, reflective practice, and other feedback</p>
Method of Submission	In-class Lecture-recital/presentation and written project (submitted electronically through turnitin)

Assessment Rubrics and Marking Sheets

All assessment rubrics and marking sheets will be placed on the Brightspace. Students are expected to download these and make themselves familiar with the marking and assessment standards and practices in this course

Attendance

Students are expected to attend all classes in which they are enrolled and attendance records are kept for this course. Failure to comply with mandatory attendance requirements may result in the student receiving an F for the course.

Practical-based Course

As this course is based around practical application and teaching experiences, attendance is solely the responsibility of the student. If a class is missed where a student is presenting, there will be no opportunity for a supplementary task. Any missed practical or presentation-based assessment tasks will result in an F for the task.

Class Admission

An instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline. Students who neglect their academic work may be assigned a final grade of N or debarred from final examinations.

Late or Absent

Arriving late to class or leaving class early on two or more occasions will constitute a recorded absence and thereby risk failing the course.

Academic Concessions

Students who are absent, late or cannot attend an entire class because of illness, an accident or family affliction should report to their instructors as soon as possible. For more information regarding any attendance matter, refer to Academic Concessions.

Turnitin

Students may be requested to submit written assignments in this course to turnitin or other originality checking and text-matching software. Electronic copies of assignments must be provided if requested.

Supplemental Tasks

No supplemental tasks or examinations will be offered in this course.

Late Submissions

Late submissions must still be submitted but will not receive marks nor count towards the final grade in this course.

Extensions

Extensions cannot be granted in this course.

Grading Policy

<http://web.uvic.ca/calendar/FACS/UnIn/UARe/Grad.html>

PASSING GRADES				
Grade	Grade Point Value	Percentage*	Description	Achievement of Assignment Objectives
A+	9	90 - 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 - 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80 - 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 - 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 - 76	Acceptable work that fulfils the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 - 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 - 69		
C	2	60-64		
D	1	50-59		
COM	N/A	N/A	Complete (Pass)	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing	Denotes the first half of a full-year course.
FNC	Excluded Grade	0-100 †	For No Credit	Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

† FNC will produce a grade on the transcript

FAILING GRADES			
Grade	Grade Point Value	Percentage*	Description
F	0	0 - 49	Failing grade. Unsatisfactory performance. Wrote final examination and completed course requirements.
N	0	0 - 49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

TEMPORARY GRADES

Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
CIC	N/A	N/A	Co-op Interrupted Course. Temporary grade. See General Regulations: Graduate Co-op .

GRADE NOTES

Grade note	Grade Point Value	Percentage*	Description
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

GENERAL INFORMATION FOR STUDENTS

Special Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSd) as soon as possible. The RCSd staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution

Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

It is your responsibility to understand the University's policy on academic integrity:

<https://www.uvic.ca/students/academics/academic-integrity/#ipn-policies-consequences>

MUS 582

Ensemble Direction

Course Description

MUS 582 shares a classroom, instructor, and workload requirements with a large and/or small ensemble course (MUS 580x and/or MUS 581x). Students in MUS 582 are directed by their supervisor to participate with the appropriate ensemble as a shared classroom space.

The course is designed to provide conducting students with opportunities to understand and demonstrate musical direction and leadership through participation in ensemble environments. A range of student experiences are possible, from performing in the ensemble or observing their supervisor in the role of conductor/music director, to preparing and leading rehearsals of the ensembles themselves. Because standards of ensemble participation and leadership vary with specialization, each supervisor will determine the balance of elements most appropriate to their specialization. The course will also provide students learning experiences in score analysis and rehearsal preparation, podium management, rehearsal techniques, effective verbal and non-verbal communication, where the emphasis will be on the practical application of conducting technique and skills.

The course is valued at 1.0 unit per term, or 2.0 units for the academic year. It is assumed that the responsibilities of the student will not exceed the time normally allotted for small or large ensemble participation. Of course, certain aspects of the course will require additional time and mentorship, but this time should be allocated to independent lessons (MUS 545) or the final project (MUS 596), as appropriate.



École Secondaire
OAK BAY
High School

Greater Victoria School District #61
<https://oakbay.sd61.bc.ca>

Dr. Joseph Salem
Acting Graduate Advisor
Head of Musicology

Re: New Stream within an existing graduate Program Template

Dear Mr. Salem

I am writing to provide feedback on the proposed new stream within The University of Victoria Music program. The Masters of Music in Performance Conducting stream will be a welcome addition to the program at UVic.

Victoria and Vancouver Island Teachers need a Masters of music that is relative to teaching Music Education. For many years music teachers in Victoria have been forced to seek this type of program elsewhere. As I am sure you are aware, teachers are motivated to complete masters degrees to enhance their salary, achieve promotions, and to further pedagogical experience.

There are no opportunities for experiential learning in a music masters programs available locally. This program will be key to providing this style of teaching to our music teachers. Teachers who teach music education often prefer a program that is practically based, that they can use in their classrooms and one that allows them to find a broader range of topics including non-colonial music and indigenous views. The proposal received and the program it offers will fill many needs of our music community.

Thank you for the opportunity to comment and support this exciting new program at The University of Victoria

Sincerely,

Jeffery Weaver
B.Mus. Uvic (2004)
M. Mus. Sam Houston state (2015)
Director of Fine Arts
Oak Bay High School

Subject: RE: Support for New UVic MMus in Performance–Conducting stream
Date: Friday, 27 November 2020 at 11:15:05 am Pacific Standard Time
From: Mandart Chan
To: Music Director
Attachments: image002.jpg

Hello Steven,

This is FANTASTIC! I absolutely support this direction for the SOM at UVic!

Part of me now wants to pursue an MMus, but my degree from Sam Houston State (via American Band College) was the MMus in Performance Conducting.

Mandart

From: Music Director <musicdirector@uvic.ca>
Sent: Wednesday, November 25, 2020 5:43 PM
To: Mandart Chan <mchan@sd62.bc.ca>
Subject: Support for New UVic MMus in Performance–Conducting stream

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Mandart Chan – Belmont Secondary School

Dear Mr. Chan,

I'm writing to send to you our new proposed Master of Music in Performance – Conducting stream for the School of Music in the Faculty of Fine Arts at the University of Victoria. As part of the consultation process, I've attached the formal program proposal and we are hoping to receive any feedback you may have on the proposal for us to consider towards implementation commencing September 2021.

We would welcome your response by Friday December 11, 2020 and we appreciate you taking the time to provide feedback.

Regards,

Steven
(he, him)



Dr. Steven J. Capaldo

D.M.A., M.Perf., B.Ed.(Mus.), A.Mus.A.(Distinction)

Acting Director, School of Music

Associate Professor of Music Education and Conducting

Head of Music Education

Conductor, University of Victoria Wind Symphony

School of Music | Faculty of Fine Arts | University of Victoria

PO Box 1700 STN CSC | Victoria BC V8W 2Y2

Office: MAC B103 T: 250-721-7903 | E: musicedirector@uvic.ca | W: [Faculty Profile](#)

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Subject: Re: Support for New UVic MMus in Performance—Conducting stream
Date: Friday, 27 November 2020 at 10:50:34 am Pacific Standard Time
From: Steve Thompson
To: Music Director
Attachments: image001.png

Good Morning,

Thank you so much for including me in this opportunity for feedback. I think the program sounds incredibly interesting. I love the focus on experiential learning and mentorship, and the structure of the program, including a focus on inclusive literature and repertoire, is very much in line with current thoughts around music education, and progressive in its approach. Upon approval, I would absolutely be interested in pursuing my Masters at UVic in the future (although in my household, my wife is up next for a graduate degree!).

I hope it gets approved! Thanks again for the opportunity to read about it. I have no suggestions for improvement or questions at this time.

Best regards,

Steve Thompson | Head of Arts, Band Teacher | **Glenlyon Norfolk School**
a: Pemberton Woods Campus, 801 Bank St, Victoria BC V8S 4A8
e: sthompson@mygns.ca | **t:** 250-370-6800 ext 5064 | **w:** mygns.ca

GNS | IB World School | IB Continuum | Round Square

Do your best through truth and courage

*Glenlyon Norfolk School is a scent-free environment.
Thank you for not wearing fragrances on our premises.*

On Wed, 25 Nov 2020 at 17:47, Music Director <musicdirector@uvic.ca> wrote:

Steve Thompson – Glenlyon Norfolk School

Dear Mr. Thompson,

I'm writing to send to you our new proposed Master of Music in Performance – Conducting stream for the School of Music in the Faculty of Fine Arts at the University of Victoria. As part of the consultation process, I've attached the formal program proposal and we are hoping to receive any feedback you may have on the proposal for us to consider towards implementation commencing September 2021.

We would welcome your response by Friday December 11, 2020 and we appreciate you taking the time to

provide feedback.

Regards,

Steven

(he, him)



Dr. Steven J. Capaldo

D.M.A., M.Perf., B.Ed.(Mus.), A.Mus.A.(Distinction)

Acting Director, School of Music

Associate Professor of Music Education and Conducting

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The School of Music, University of Victoria is proud to be recognized as Canada's first All-Steinway school.

Subject: RE: Support for New UVic MMus in Performance—Conducting stream
Date: Monday, 23 November 2020 at 9:10:11 am Pacific Standard Time
From: Carrabre, T. Patrick
To: Music Director
Attachments: image001.jpg

Hi Steven,

I've circulated your proposal to my colleagues in the area.

Your proposal seems to be in line with the expectations of most MM conducting programs in North America. It is very similar to our program at UBC, but with fewer academic requirements (one less year of seminar in repertoire). We have no reservations about offering a positive review and support for this program.

Best wishes,

Pat

T. Patrick Carrabré, Ph.D. (He, Him, His)
Director and Professor
School of Music & Chan Centre for the Performing Arts
University of British Columbia
(604) 822-5436

Thank you to the xʷməθkʷəy̓əm (Musqueam) people for their patience, ongoing hospitality and support for students, as UBC operates on their ancestral, unceded territory.

From: Music Director <musicdirector@uvic.ca>
Sent: Thursday, November 12, 2020 4:01 PM
To: Carrabre, T. Patrick <tcarrabr@mail.ubc.ca>
Subject: Support for New UVic MMus in Performance—Conducting stream

[CAUTION: Non-UBC Email]

Professor T. Patrick Carrabré – UBC Director of Music

Dear Dr. Carrabré,

I'm writing to send to you our new proposed Master of Music in Performance – Conducting stream for the School of Music in the Faculty of Fine Arts at the University of Victoria. As part of the consultation process, I've attached the formal program proposal and we are hoping to receive any feedback you may have on the proposal for us to consider towards implementation commencing September 2021.

We would welcome your response by Friday December 11, 2020 and we appreciate you taking the time to provide feedback.

Regards,

Steven
(he/him)



Dr. Steven J. Capaldo

D.M.A., M.Perf., B.Ed.(Mus.), A.Mus.A.(Distinction)

Acting Director, School of Music

Associate Professor of Music Education and Conducting

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Office: MAC B102 T: 250-721-7903 | E: musicdirector@uvic.ca | W: [Faculty Profile](#)

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University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities

Basis for Jurisdiction: Senate Committee on Planning meeting February 2, 2021
Senate meeting March 5, 2021

Strategic Relevance

Discontinuing the Master of Arts in Hispanic Studies program and encouraging departmental faculty members to collaborate with other graduate programs, aligns with Strategy 3.5 of the Strategic Framework (Intensify Dynamic Learning).

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities, as described in the document "Discontinuance of the Hispanic Studies (Master of Arts)", effective immediately.

Background

The Master of Arts in Hispanic Studies was launched in 2004, with peak enrollment over the last 10 years of five students in 2010 and a low of two students in 2018 and 2019. Since then the program has become increasingly difficult to maintain. Limited financial resources prevent the Department from offering competitive packages and building a cohort of students, making it difficult to offer stand-alone graduate courses within the normal work loads of members. This negatively impinges on student completion rates and timelines.

The program does not have any students currently registered in the Master of Arts in Hispanic Studies, but does have three students actively enrolled in PhD programs by special arrangements. These students will be supported to completion. The PhD by special arrangement will no longer be possible once the Master of Arts in Hispanic Studies is discontinued. This is not expected to be problematic as only three students have enrolled in the PhD by special arrangement in the last 10 years.

Attachment(s): Proposal to Senate dated February 17, 2021 to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities.



Date: February 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities**

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities.

The following motion is recommended:

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities.

Respectfully submitted,

2020-2021 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Discontinuance of the Hispanic Studies (Master of Arts)

Dean's Name and Date of consultation with AVPAP: Annalee Lepp, Acting Dean of Humanities Date of consultation: November 24, 2020	Dean signature: Consultation with Original signed Robin Hicks by by Alexandra D'Arcy, Associate Dean D'Arcy Research
Name of contact person: Pablo Restrepo Gautier	
Email & phone of contact person: restrepo@uvic.ca ext. 7413	Original signed by Pablo Restrepo Gautier
Date approved by Department: October 6, 2020	Chair/Director signature:
Date approved by Faculty: October 17, 2020	Dean signature: Original signed by Annalee Lepp
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable) n/a	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement n/a	Executive Director signature:



Discontinuance of the Hispanic Studies (Master of Arts)

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Hispanic Studies (Master of Arts) Department of Hispanic and Italian Studies Faculty of Humanities
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Pablo Restrepo Gautier, Chair of Hispanic and Italian Studies, x.7413, restrepo@uvic.ca .

B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

1. History

- a. The Master of Arts in Hispanic Studies was launched in 2004 and has always been relatively small, with a peak over the last 10 years of 5 students in 2010 and a low of 2 students in 2018 and 2019. Since then the program has become increasingly difficult to maintain, as the number of faculty has shrunk—the Department lost a 1-FTE research-stream position in 2018. Completion times reflect the challenges in the program (see point 3), with a 6-year completion rate of just 66% for the 2-year program.

The number of students registered in the program each year in the last decade is as follows:

2010	5	2015	3
2011	4	2016	3
2012	4	2017	3
2013	4	2018	2
2014	4	2019	2

The department does not have a PhD program but does admit doctoral students by special arrangement. There are currently three PhD students by special arrangement enrolled; all have completed their coursework and have attained candidacy; they need only finish their dissertations to complete their degrees.

2. Similar programs in the Department

- a. Hispanic and Italian Studies (Master of Arts). There is also a proposal for discontinuation of this program.

3. Rationale for discontinuance

- a. The graduate program is not viable given the Department's small number of faculty members who are members of FGS (3.0-FTE Research-Stream and 1.75-FTE Teaching Stream members).
- b. Limited financial resources prevent the Department from offering competitive packages and building a cohort of students.
- c. The small faculty complement and the inability to build a cohort of students makes it difficult to offer stand-alone graduate courses within the normal work loads of members. The Department has offered most recent graduate courses in a directed reading modality.
- d. The combination of points 3a–c puts significant demands and strain on existing resources in the department, including faculty workloads, and negatively impinges on student completion rates and timelines.

4. Impact on students

- a. The program does not have any students currently registered in the Master of Arts in Hispanic Studies.
- b. We currently have three students actively enrolled in PhD programs by special arrangements (one is on leave). They are at the dissertation stage, so there will be no impact on them; the department will support them to completion.
- c. Students will be unable to pursue a Master of Arts in Hispanic Studies at UVic once the Department stops offering the program (unless by special arrangement). The lack of a formal MA program will mean that PhDs by special arrangement will no longer be possible. We do not expect this to be problematic, as uptake has been marginal. Only three students have enrolled in the PhD by special arrangement in the last ten years.

5. Alignment with unit/Faculty/UVIC strategic plans and priorities

- a. Given its small faculty complement, the Department will concentrate on its undergraduate programs. Faculty Members will be encouraged to collaborate with other units at the graduate level, supporting faculty-level initiatives to increase multi-disciplinarity and collaboration across units.
- b. The Faculty is concentrating on viable graduate programs and inter-departmental collaboration.
- c. Discontinuing the program and encouraging departmental faculty members to collaborate with other graduate programs aligns with Strategy 3.5 of the Strategic Framework.

C. Indicators of labour market and student demand. (not required for requests for program discontinuation)

N/A

D. Areas of research & teaching specialization and evidence of adequate faculty complement.

N/A

E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

N/A

F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

N/A

Does the program design include plans for distance education delivery? If yes, provide details.

N/A

Identify the program learning outcomes.

N/A

Provide anticipated times to completion.

N/A

Describe any plans for international or indigenous opportunities or perspectives.

N/A

Plans for integration of teaching and research.

N/A

<p>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</p> <p>N/A</p>
<p>H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)</p> <p>N/A</p>
<p>I. Indicate related graduate programs in other British Columbia post-secondary institutions.</p> <p>Master of Arts in Hispanic Studies, UBC.</p>
<p>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). N/A</p>



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Proposal to discontinue the Master of Arts in Hispanic and Italian Studies in the Faculty of Humanities

Basis for Jurisdiction: Senate Committee on Planning meeting February 2, 2021
Senate meeting March 5, 2021

Strategic Relevance

Discontinuing the Master of Arts in Hispanic and Italian Studies program, and encouraging departmental faculty members to collaborate with other graduate programs, aligns with Strategy 3.5 of the Strategic Framework (Intensify Dynamic Learning).

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Master of Arts in Hispanic and Italian Studies in the Faculty of Humanities, as described in the document "Discontinuance of the Hispanic and Italian Studies (Master of Arts)", effective immediately.

Background

The Master of Arts in Hispanic and Italian Studies was launched in 2004. Over the last 10 years, the program has had only one student who completed the program in 2017. Since then, the program has become increasingly difficult to maintain. Limited financial resources prevent the Department from offering competitive packages and building a cohort of students, making it difficult to offer stand-alone graduate courses within the normal work loads of members. This negatively impinges on student completion rates and timelines.

The program does not have any students currently registered in the Master of Arts in Hispanic and Italian Studies, but does have three students actively enrolled in PhD programs by special arrangements. These students will be supported to completion. The PhD by special arrangement will no longer be possible once the Master of Arts in Hispanic and Studies is discontinued. This is not expected to be problematic as only three students have enrolled in the PhD by special arrangement in the last 10 years.

Attachment(s): Proposal to Senate dated February 17, 2021 to discontinue the Master of Arts in Hispanic and Italian Studies in the Faculty of Humanities.



Date: February 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities**

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities.

The following motion is recommended:

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities.

Respectfully submitted,

2020-2021 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*Discontinuance of the Hispanic and Italian Studies
(Master of Arts)*

Dean's Name and Date of consultation with AVPAP: Annalee Lepp, Acting Dean of Humanities Date of consultation: November 24, 2020	Dean signature: Original signed by Alexandra D'Arcy <small>Consultation with Robin Hicks by Alexandra D'Arcy, Associate Dean Research</small>
Name of contact person: Pablo Restrepo Gautier	
Email & phone of contact person: restrepo@uvic.ca ext. 7413	Original signed by Pablo Restrepo Gautier
Date approved by Department: October 6, 2020	Chair/Director signature:
Date approved by Faculty: October 17, 2020	Dean signature: Original signed by Annalee Lepp
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable) n/a	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement n/a	Executive Director signature:



Discontinuance of the Hispanic and Italian Studies (Master of Arts)

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Hispanic and Italian Studies (Master of Arts) Department of Hispanic and Italian Studies Faculty of Humanities
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Pablo Restrepo Gautier, Chair of Hispanic and Italian Studies, x.7413, restrepo@uvic.ca .

B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

1. History

- a. The Master of Arts in Hispanic and Italian Studies was launched in 2004 and has always been small. In the last decade, the program has had only one student who started the program in 2015 and finished in 2017. The program never been viable and it is increasingly difficult to justify and maintain, particularly as the number of faculty has shrunk—the Department lost a 1-FTE in the research stream in 2018. Moreover, the Department has only 1.0 FTE in the research stream with specialization in Italian. The Department no longer offers a Major in Italian that would lead to the graduate program.

The department does not have a PhD program but does admit doctoral students by special arrangement. There are currently three PhD students by special arrangement enrolled; all have completed their coursework and have attained candidacy; they need only finish their dissertations to complete their degrees.

2. Similar programs in the Department

- a. Hispanic Studies (Master of Arts). There is also a proposal for discontinuation of this program.

3. Rationale for discontinuance

- a. The graduate program is not viable given the Department's small number of faculty members who are members of FGS (3.0-FTE Research-Stream and 1.75-FTE Teaching Stream members, with only 1.0 FTE shared between two Research-Stream Faculty Members specializing on Italy and Italian).
- b. Limited financial resources prevent the Department from offering competitive packages and building a cohort of students.
- c. The small faculty complement and the inability to build a cohort of students makes it difficult to offer stand-alone graduate courses within the normal work loads of members. The Department has offered most recent graduate courses in a directed reading modality.
- d. The combination of points 3a–c puts significant demands and strain on existing resources in the department, including faculty workloads, and negatively impinges on student completion rates and timelines.

4. Impact on students

- a. The program does not have any students currently registered in the Master of Arts in Hispanic and Italian Studies.
- b. We currently have three students actively enrolled in PhD programs by special arrangements (one is on leave). They are at the dissertation stage, so there will be no impact on them; the department will support them to completion.
- c. Students will be unable to pursue a Master of Arts in Hispanic and Italian Studies at UVic once the Department stops offering the program (unless by special arrangement). The lack of a formal MA program will mean that PhDs by special arrangement will no longer be possible. We do not expect this to be problematic, as uptake has been marginal. Only three students have enrolled in the PhD by special arrangement in the last ten years.

5. Alignment with unit/Faculty/UVIC strategic plans and priorities

- a. Given its small faculty complement, the Department will concentrate on its undergraduate programs. Faculty Members will be encouraged to collaborate with other units at the graduate level, supporting faculty-level initiatives to increase multi-disciplinarity and collaboration across units.
- b. The Faculty is concentrating on viable graduate programs and inter-departmental collaboration.
- c. Discontinuing the program and encouraging departmental faculty members to collaborate with other graduate programs aligns with Strategy 3.5 of the Strategic Framework.

C. Indicators of labour market and student demand. (not required for requests for program discontinuation)

N/A

D. Areas of research & teaching specialization and evidence of adequate faculty complement.

N/A

E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

N/A

F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

N/A

Does the program design include plans for distance education delivery? If yes, provide details.

N/A

Identify the program learning outcomes.

N/A

Provide anticipated times to completion.

N/A

Describe any plans for international or indigenous opportunities or perspectives.

N/A

Plans for integration of teaching and research.

N/A

G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)
N/A
H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)
N/A
I. Indicate related graduate programs in other British Columbia post-secondary institutions.
Master of Arts in Hispanic Studies , UBC.
Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). N/A



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

March 15, 2021

To: Board of Governors

From: Dr. Kevin Hall
President and Vice-Chancellor

A handwritten signature in black ink, appearing to read 'Kevin Hall', written over the printed name.

Meeting Date: March 30, 2021

Subject: 2020 Policy Annual Report

Basis for Jurisdiction: *Policy on University Policies and Procedures (GV0100)*

Strategic Relevance:

Strategic Framework 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.

Background:

The Policy on University Policies and Procedures (GV0100) calls for the President to report annually to the Board of Governors and the Senate on university policies developed and reviewed during the previous year. The 2020 Policy Annual Report captures university policy activities and accomplishments in the 2020 calendar year, and outlines policy activities and priorities for 2021.

More information about university policies is available on the University Secretary's website at www.uvic.ca/universitysecretary/policies.

Attached for the Board's information is the 2020 Policy Annual Report.

Previous Consultation:

The Annual Report was reviewed by all executive offices.

The Annual Report was presented to Senate for information on March 5, 2021.

Attachment(s):

2020 Policy Annual Report



University
of Victoria

Date: February 17, 2021

To: Members of the Board of Governors and Senate

From: Dr. Kevin Hall
President and Vice-Chancellor

Re: 2020 University Policy Annual Report

Introduction

Policies are core governing documents for the university. Good policies help the university achieve the objectives and strategies set out in the Strategic Framework.

The Policy on University Policies and Procedures ([GV0100](#)) was approved by Senate and the Board of Governors to establish a consistent framework for developing and reviewing university policies and procedures. The goal is to create and maintain user-friendly policies and procedures that are current and relevant to the needs of the university community.

The Policy on University Policies and Procedures states that:

The President will report annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended. (section 20.00)

This report responds to the above requirement, and also identifies university policy priorities for 2021.

The University Secretary's Role

The University Secretary's Office (USEC) supports the offices of the President and the vice-presidents (the Designated Executive Officers, DEOs) to develop and maintain policies within their respective portfolios. The USEC Policy Officer carries out policy drafting, research, and benchmarking; coordinates policy development and review with the DEOs; and helps to ensure that policy changes are consistent with the university's policy framework.

COVID-19 Impact

Policy review and development in 2020 was adjusted and delayed due to the university's need to focus on its response to COVID-19. As a result, many policy reviews and other policy developments have been deferred to future years.

The Policy Officer supported the university's COVID-19 response team to develop interim policy on pandemic-related issues. These issues included employees using their personal mobile devices for work purposes, bringing office furniture and equipment home for remote work, and self-isolation.

Update on Policy Renewal

USEC supports the ongoing renewal of university policies. University policy renewal is guided by an institutional commitment to have current and relevant policies, and by direction from the BC Auditor General in 2015 that emphasized the importance of up-to-date institutional policies for effective governance and risk avoidance.

One outdated policy was renewed in 2020 – the Responsible Investment Policy (FM5215), formerly titled Social Responsibility and UVic Investments. Three outdated policies were rescinded because changes to UVic's collective agreement with the Faculty Association rendered them obsolete.

Policy Highlights from 2020

In 2020 the Policy Officer audited the policy manual to identify gendered language and replace it with gender-neutral terms. The audit identified 48 policies that included gendered language; 43 of these policies were revised and approved in 2020. Plans are in place to approve the edits to the remaining policies, with the goal of having the entire policy manual be gender neutral.

USEC worked with Campus Security to draft new rules around bicycles on campus, in particular how the university deals with abandoned bikes. Two rounds of revisions were made to the Traffic and Parking Regulations (BP3205), including the new provisions on abandoned bikes as well as a broader suite of updates to the rest of the Regulations.

Beginning in 2019, USEC supported VPAC to redraft the policy on External Reviews of Academic Units (AC1145), formerly titled Academic Program Review. This review was based on feedback from chairs and directors and recommendations from the Quality Assurance Process Assessors, as well as a lack of alignment between the policy and the Planning Tools. There was extensive redrafting, including removing the lengthy procedures – VPAC's Academic Program Review Handbook now carries most of the specific detail that was previously in the procedures. This allowed the policy to be brought in line with other Senate-approved university policies in terms of length and level of detail.

The Policy Officer published a Style Guide for Policies and Procedures, available on the USEC website. This document sets out guidelines for drafting and formatting university policies and procedures, along with examples. This resource will be helpful for

individuals in other units who may be tasked with policy writing, or who have questions about UVic's policy template.

Looking Ahead

The University Secretary's Office continues to work with DEOs and other units and offices to proactively respond to university policy needs and changing regulatory requirements. Outdated policies are being reviewed according to their institutional significance and the length of time since the policy was last reviewed; the long-term goal is to bring the policy portfolio to 100% currency.

Four policies will become due for review in 2021, including the Internal Audit policy, the Art Collections policy, and policies on professional development expenditures.

Ongoing policy-related initiatives include:

- (a) continue to identify and rescind or relocate university policies and procedures that no longer meet the policy standard;
- (b) continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated; and
- (c) create tools and guides for the university community to improve policy management, development, and review.

Attachments

Appendix – Status of the Policy Portfolio

2020 Policy Annual Report

Appendix – Status of the Policy Portfolio

New Policies and Procedures

No new university policies were developed in 2020.

The following new policies and procedures are under development:

Policy	Portfolio	Status	Purpose
New Policies in Development			
Procedures for the Appointment, Review, and Re-appointment of Associate Deans (consolidation)	VPAC	Under review	New policy to consolidate the 13 appointment procedures for Associate Deans into one “umbrella” policy, similar to the consolidated decanal policy GV0450.
Student Residence Policy	VPAC	Under development	New high-level policy to replace existing Student Residences policy (BP3500) and Operation of Family Housing Policy (BP3505).

Revised Policies and Procedures

From January to December 2020, the following university policies and procedures were revised:

Policy	Portfolio	Effective Date
Outdated Policies Renewed		
Responsible Investment Policy (FM5215) (formerly Social Responsibility and UVic Investments)	VPFO	January 2020
Other Policies and Procedures Revised		
External Reviews of Academic Units (formerly Academic Program Review) (AC1145)	VPAC	October 2020
Traffic and Parking Regulations (BP3205)	VPFO	July 2020 & November 2020

Policy	Portfolio	Effective Date
Working Capital Investment Policy (FM5200) (formerly Short Term Investment Policy)	VPFO	June 2020
Editorial Changes Made		
Academic Accommodation and Access for Students with Disabilities (AC1205)	VPAC	December 2020
Appointment and Re-appointment of Deans (GV0405)	VPAC	December 2020
Appointment and Re-appointment of Research Centre Directors (GV0705)	VPRI	December 2020
Appointment and Re-appointment of the Associate Dean Academic Advising (Faculties of Science, Social Sciences, and Humanities) (GV0670)	VPAC	December 2020
Appointment and Re-appointment of the Vice-President Academic and Provost (GV0305)	PRES	December 2020
Appointment and Review of the Associate Dean of Fine Arts (GV0630)	VPAC	December 2020
Appointment of the Associate Dean of Science (GV0655)	VPAC	December 2020
Appointment of the Vice-President External Relations (GV0320)	PRES	December 2020
Appointment of the Vice-President Finance and Operations (GV0315)	PRES	December 2020
Appointment and Re-appointment of the Vice-President Research (GV0310)	PRES	December 2020
Appointment and Re-appointment of the University Librarian (GV0410)	VPAC	December 2020
Appointment of the University Secretary (GV0325)	PRES	December 2020
Art Collections (BP3310)	VPER	December 2020
Calendar Submissions (AC1120)	USEC	December 2020
Conflict of Interest and Confidentiality (GV0210)	PRES	December 2020
Discrimination and Harassment Policy (GV0205)	PRES	December 2020
Copyright Compliance and Administration (IM7310)	PRES	December 2020
Critical Incident Response Procedures (SS9115)	VPFO	December 2020

Policy	Portfolio	Effective Date
Deans of Faculties and Divisions (GV0660)	VPAC	December 2020
Determination of Employment Relationship (HR6325)	VPFO	December 2020
Educational Services Contract Policy (AC1110)	VPAC	December 2020
Establishment of Endowed and Term Chairs and Professorships (AC1100)	VPAC	December 2020
External Research Funding Agreements (RH8200)	VPRI	December 2020
Flag Display Policy (AD2300)	PRES	January 2020
Future Employment Restrictions: Senior Management Employees (GV0240)	VPFO	December 2020
Indirect Costs of Research (FM5400)	VPRI	December 2020
Internal Audit (GV0220)	VPFO	December 2020
Operation of Family Housing (BP3505)	VPAC	December 2020
Policy on University Policies and Procedures (GV0100)	PRES	December 2020
Post-Doctoral Fellows (HR6310)	VPRI	December 2020
Professional Development Expenses – Regular Faculty Members and Librarians (HR6410)	VPAC	December 2020
Protection of Privacy Policy (GV0235)	PRES	December 2020
Records Management Policy (IM7700)	PRES	December 2020
Research Grants in Lieu of Salary (RH8205)	VPRI	December 2020
Research Involving Humans (RH8105)	VPRI	December 2020
Research or Teaching Involving Animals (RH8110)	VPRI	December 2020
Residence Services – Budget Policy (FM5515)	VPAC	December 2020
Responding to the Death of a Student (AC1215)	VPAC	December 2020
Responsible Investment Policy (FM5215)	VPFO	September 2020

Policy	Portfolio	Effective Date
Scholarly Integrity – Researchers not Subject to the Framework Agreement (AC1105(A))	VPAC	December 2020
Scholarly Integrity – Pursuant to the Framework Agreement (AC1105(B))	VPAC	December 2020
Search, Appointment, and Re-appointment of the President and Vice-Chancellor (GV0300)	Board	December 2020
Selection of the Registrar (GV0400)	VPAC	December 2020
Specialist/Instructional Appointments (HR6315)	VPAC	December 2020
Student Residences (BP3500)	VPAC	December 2020
Working Capital Investment Policy (FM5200)	VPFO	July 2020
Typographical Corrections Made		
none		

Rescinded Policies and Procedures

Policy	Portfolio	Rescinded
Outdated Policies Rescinded		
Appointment of Chairs of Departments or Divisions (GV0700)	VPAC	January 2020
Chairs of Departments and Directors of Schools (GV0710)	VPAC	March 2020
Equity Policy for Female Faculty Members (HR6105)	VPAC	January 2020

Policies and Procedures Requiring Review

The following policies and procedures are past their mandated review date or otherwise require review.

Policy	Portfolio	Status
Targeted for Deletion or Relocation		
Residence Services Budget Policy (FM5515)	VPAC	Under review
Require Review		
Academic Accommodation and Access for Students with Disabilities (AC1205)	VPAC	Under review
Appointment of Associate Deans (13) (GV0600-GV0655, GV0670)	VPAC	Under review
Appointment and Review of a Head of the Division of Medical Sciences, Procedures for the (GV0500)	VPAC	Under review
Appointment and Reappointment of Deans (GV0450)	VPAC	To be reviewed
Appointment of the University Librarian (GV0410)	VPAC	To be reviewed
Appointment of the University Secretary (GV0325)	PRES	To be reviewed
Appointment of the Vice-President Academic and Provost (GV0305)	PRES	To be reviewed
Appointment of the Vice-President External Relations (GV0320)	PRES	To be reviewed
Appointment of the Vice-President Finance and Operations (GV0315)	PRES	To be reviewed
Appointment of the Vice-President Research and Innovation (GV0310)	PRES	To be reviewed
Art Collections (BP3310)	VPER	To be reviewed
Capital Expenditures on Physical Plant (FM5205)	VPFO	Under review
Casual Employment of Students (HR6300)	VPFO	Under review
Conflict of Interest and Confidentiality (GV0210)	PRES	Under review

Policy	Portfolio	Status
Conflict of Interest in Employment Practices (HR6200)	PRES	Under review
Critical Incident Response Procedures (SS9115)	VPFO	Under review
Deans of Faculties and Divisions (GV0660)	VPAC	Under review
Discrimination & Harassment (GV0205)	PRES	Targeted for review in 2021
Educational Services Contract Policy (AC1110)	VPAC	To be reviewed
Employment Accommodation (HR6115)	VPFO	Under review
Employment Equity (HR6100)	PRES	To be reviewed
Employment under Externally Funded Grants and Contracts (HR6305)	VPFO	Under review
Environmental Health & Safety Policy (SS9200)	VPFO	Under review
Establishment of Certificate and Diploma Programs (AC1135)	VPAC	Under review
Establishment of Endowed and Term Chairs and Professorships (AC1100)	VPAC	Under review
External Research Funding Agreements (RH8200)	VPRI	Under review
Fundraising and Gift Acceptance (ER4105)	VPER	To be reviewed
Guidelines for Participation in International Activities (AD2200)	PRES	To be reviewed
Hospitality Expenditures (FM5600)	VPFO	Targeted for review in 2021
Human Rights, Equity and Fairness (GV0200)	PRES	Targeted for review in 2021
Indirect Costs of Research (FM5400)	VPRI	Under review
Information Security Policy (IM7800)	VPFO	Under review
Institutional Acquisition and Standardization of Information Technology Devices (AD2515)	VPFO	Under review

Policy	Portfolio	Status
Liability Insurance (FM5300)	VPFO	Under review
Liquor Policy (AD2400)	VPFO	Under review
Off-Campus Graduate Programs (AC1115)	VPAC	Under review
Political Leave Policy (HR6425)	VPFO	Targeted for review in 2021
Post-Doctoral Fellows Policy (HR6310)	VPRI	To be reviewed
Prevention of Violence in the Workplace Policy (SS9120)	VPFO	Under review
Protection of Privacy Policy (GV0235)	PRES	To be reviewed
Records Management Policy (IM7700)	PRES	Under review
Research Grants in Lieu of Salary Policy (RH8205)	VPRI	Under review
Research Involving Humans (RH8105)	VPRI	Under review
Research or Teaching Involving Animals (RH8110)	VPRI	Under review
Responding to the Death of a Student (AC1215)	VPAC	Under review
Risk Management Policy (GV0225)	VPFO	Under review
Scholarly Integrity – Researchers not Subject to the Framework Agreement (AC1105(A))	VPAC	To be reviewed
Scholarly Integrity – Pursuant to the Framework Agreement (AC1105(B))	VPAC	To be reviewed
Sexualized Violence Prevention and Response Policy (GV0245)	PRES	Under review
Specialist/Instructional Appointments (HR6315)	VPAC	Under review
Student Awards (AC1130)	VPAC	Under review
Student Residence and Family Housing policies (BP3500, BP3505)	VPAC	Under review

Policy	Portfolio	Status
Title of Emeritus or Emerita (AC1140)	VPAC	To be reviewed
University of Victoria Art Museum, Policy on (BP3315)	VPER	To be reviewed
Use of Vehicles and Parking on Campus (BP3200)	VPFO	Under review

Policies with Transferred Approving Authority

No policies had their approving authority changed in 2020.

124

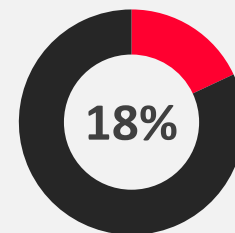
University-wide policies

across all executive portfolios

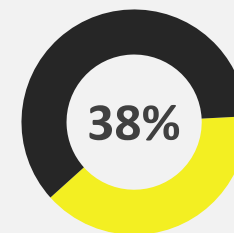


4 policies updated

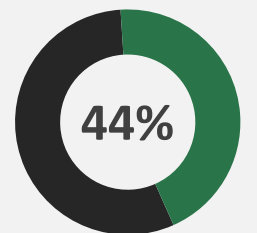
- 1 past-due policy reviewed and updated
- 3 other policies revised



22 policies needing review



47 policy reviews underway



55 up to date policies

2020 Policy Portfolio at a Glance



45 editorial changes made

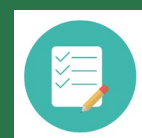
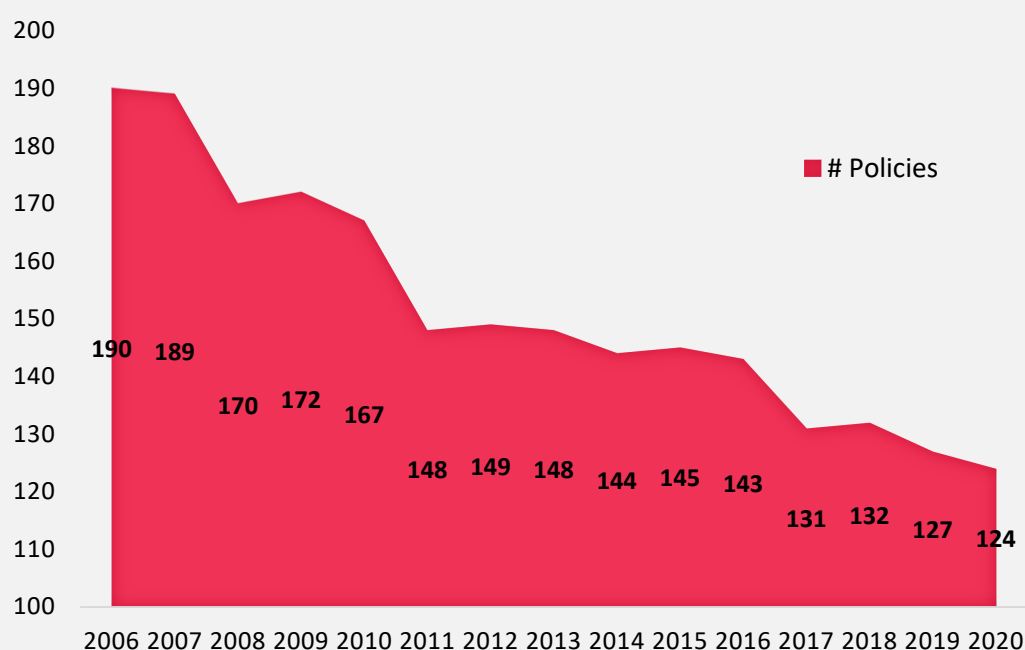


43 policies edited to remove gendered language

44%

Of the policy portfolio is up to date as of December 2020

University Policies Over Time



3 policies rescinded

COVID-19 Disclaimer
The values in this infographic include the work carried out during the first nine months of COVID-19 pandemic restrictions. Policy work is

collaborative in nature and requires engagement with units and offices who have policy responsibility. However, responding to COVID-19 has been the highest priority of all

units, and therefore less capacity has been available for policy review and development compared to pre-COVID-19.

✉ policyofficer@uvic.ca

🔗 www.uvic.ca/universitysecretary/policies



University of Victoria

University Secretary



SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 18, 2021

To: Finance Committee

From: Vice-President Academic and Provost
Acting Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Planning and Budget Framework 2022–2024

Basis for Jurisdiction: Integrated Planning Committee's Terms of Reference
University Act Section 27 (1)
Strategic Framework




Strategic Relevance:

The Planning and Budget Framework is informed by the six Strategic Framework priorities and also reflects the objectives and commitments articulated in other institutional plans, including the International Plan, Indigenous Plan, Strategic Research Plan, Strategic Enrolment Management Plan, Campus Plan, Communications and Marketing Plan and Employment Equity Plan and other documents such as the UVic Health Initiative concept paper.

Investments outlined in the Planning and Budget Framework support and accelerate the implementation of the university's Strategic Framework. Further, the document directly aligns with Strategy 5.5: ensure financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning support, attracting partnerships and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

Previous Consultation:

- Finance Committee November 2020
- Finance Committee January 2021

[Part I](#) of the Planning and Budget Framework was provided in draft to the Board of Governors at their January 2021 meeting. The attached document includes minor updates to reflect feedback received from the Board and in consultation with the Senate Committee on University Budget.

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the Planning and Budget Framework 2022–2024, including the tuition and fee increases contained therein, and authorize the President to develop and implement the detailed operating budget for the 2021/22 fiscal year.

Background:

Attached is the Planning and Budget Framework 2022–2024, based on the university's Strategic Framework as prioritized for the next three years by the [Integrated Planning Committee](#), led by the Vice-President Academic and Provost.

In November 2020, the Board was provided with an update on the revised approach for 2020/21 budget that was developed in response to the COVID-19 pandemic. The 2020/21 to 2022/23 Planning and Budget Framework was approved by the Board in March 2020 with the understanding that the university would develop a plan to address an anticipated budget shortfall in 2020/21. Throughout the year, the Board was provided periodic updates on the budget.

The November 2020 update to the Board indicated we were optimistic about the overall financial result for the operating budget. However, it was also noted that that financial supports for ancillary operations would be required as these areas are disproportionately impacted by the pandemic due to their reliance on on-campus activity to generate revenue. In the interim financial report to the Board in January 2021, we projected the financial position of the operating fund to be positive with revenues exceeding expenses as at March 31, 2021; we are still on track for that result. While the university incurred significant new expenses to support online learning and address health and safety on campus, strong overall enrolment has resulted in tuition revenue exceeding budget, and other cost areas are lower due to a hiring pause, reduced travel, reduced capacity to spend, and the continued practice of departments making contributions to their capital reserves for equipment replacement.

The pandemic changed the way we teach, research and operate within all our units, and additional financial and human resource investments were provided to departments across the university in 2020/21 to support these changes. Some of these changes will [continue into 2021/22](#), with some changes continuing into the future. Proposed supports for these initiatives are described in [Part I](#) and [Part II](#) of the document.

For the 2021/22 fiscal year, the Board of Governors is asked to approve fees, consistent with discussions at previous Board meetings, as follows:

- as permitted by government policy, increase domestic student fees by 2% as outlined in [Appendix 1](#);
- increase international undergraduate student fees by 3.75% for all undergraduate students as outlined in [Appendix 1](#);
- increase all graduate student tuition fees by 2% as outlined in [Appendix 1](#);
- increase application fees by 2.0% for domestic students and 3.75% for international students as outlined in [Table 5](#);
- increase athletics fees by 2%;
- increase housing fees and housing meal plan fees ranging from 3% to 4% as outlined in [Appendix 2](#);
- increase parking fees by 5% as outlined in [Appendix 3](#); and,
- increase child care fees by 2% as outlined in [Appendix 4](#).

As part of the development of this budget framework, the November 2020 update to Board also included an update on the projected financial position of the university for the next three years excluding any enrolment changes; the suggested budget approach to be used for the development of the 2021/22 operating budget; and, the expected fee rate increases for both international tuition and ancillary operations. This budget framework is consistent with the approach discussed in November. The financial risk section in [Part II \(section C\)](#) includes a discussion on the planning and risk assessments that have been considered due to anticipated continued effects of the COVID-19 pandemic.

Planned Further Action: Following the Board's approval, the Planning and Budget Framework is posted on UVic's [Financial Planning website](#).

Attachment: Planning and Budget Framework 2022–2024

Planning and Budget Framework 2022–2024

Part I: Integrated Planning Framework

Part II: 2021/22 Budget Framework and Three-Year Plan



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Planning process and strategic alignment

Part I of the University of Victoria's Planning and Budget Framework outlines investment priorities and areas of strategic focus over the coming three years. Part II outlines the revenue and budgetary requirements to support those investments.

When preparing Part I, we start with our institutional priorities and where we would like to focus our strategic attention and investments. A budget outlook informs how much funding is available based on the current provincial context, institutional operational needs and previous investments. Members of the university executive collect and prioritize submissions from each of their units. Then the Integrated Planning Committee—led by the Vice-President Academic and Provost and with representation from all VP and University Secretary portfolios—reviews those priorities and determines key areas of focus based on the [Strategic Framework](#) and academic and operational priorities along with their associated resource commitments in the immediate one to three years.

Some priorities are new while others are continuations, revisions or renewals of previous investments. The Integrated Planning Committee process involves careful evaluation and examination of a wide range of requests to establish priorities, balance needs and find opportunities for collaboration. The President then reviews the proposed investments and ultimately recommends their approval to the Board of Governors in March each year.

Annual [Strategic Framework Implementation Reports](#) demonstrate the progress we have made towards achieving our mission and current institutional goals, guided by UVic's six strategic priorities:

- Cultivate an extraordinary academic environment
- Advance research excellence and impact
- Intensify dynamic learning
- Foster respect and reconciliation
- Promote sustainable futures
- Engage locally and globally

The Planning and Budget Framework is informed by these six priorities and also reflects the objectives and commitments articulated in other institutional plans: the International Plan, Indigenous Plan, Strategic Research Plan, Strategic Enrolment Management (SEM) Plan, Campus Plan, Communications and Marketing Plan, Employment Equity Plan, and other documents such as the UVic Health Initiative concept paper.

Part I: Integrated Planning Framework

Context and current environment

The environment and financial outlook for post-secondary education in BC remains consistent with the past several years, although there remains uncertainty in the years ahead as we expect to continue feeling the effects of the COVID-19 pandemic, locally and globally. Provincial operating grants for post-secondary institutions have increased in the current year to fund negotiated compensation increases, however there is no annual lift to meet other inflationary pressures or cover additional costs incurred as a result of the pandemic.

Further, the growing provincial deficit could have implications for post-secondary institutions over the next few years, and in their 2020 mandate letter, the Minister of Advanced Education, Skills and Training shared that they would conduct a post-secondary funding review. The Ministry also committed 2,000 new technology spaces and highlighted opportunities for provincial and regional recovery efforts in the context of the pandemic, including micro-credentials and upskilling or retooling opportunities to support job placements. There are a range of opportunities for our academic Faculties as well as our Division of Continuing Studies.

UVic has continuing commitments from the province for incremental ongoing funding in support of the joint degree program in Canadian Common Law and Indigenous Legal Orders (JD/JID) as well as the expansion of programs in engineering and computer science, and graduate nursing education. Future investments from the province are expected to continue being highly targeted, although their impacts are felt broadly at the university. For example, the engineering and computer science expansion also supported investments in co-op, the libraries, math and English.

Notable enrolment changes and expenditures this year

The provincial government continues to limit domestic tuition fee increases to two per cent, and so UVic must look elsewhere if we are to increase revenues to support priority investments.

International tuition rates, for example, are set by individual institutions rather than the provincial government. This year, UVic plans to increase international tuition rates no more than our actual inflation rate. In the coming year we will explore other opportunities for revenue diversification in support of institutional goals.

For the 2020/21 academic year, international enrolments decreased somewhat due to challenges related to travel, health and safety but were offset by higher domestic enrolments. Over the coming 1-2 years we expect our first-year international enrolment levels to return to pre-pandemic rates as COVID-19 restrictions ease and travel becomes easier for students. Our ongoing international recruitment tiering strategy, which aligns with our SEM and International Plans, has been successful in diversifying the range of students' countries of origin as well as programs of study, and we will continue to look for further diversification going forward. We benefited from this strategy in the current year as a more diverse base of students helped to maintain enrolment levels.

Within BC, population projections predict decreasing numbers of 18–24 year olds continuing until 2025/26, when the trend is expected to reverse. This is the traditional age group associated with undergraduate enrolments and UVic's largest demographic segment. Competition continues to intensify for new students, both domestic and international, and UVic is responding by maintaining its focus on recruiting the best students through scholarships and bursaries and enhancing our students' experience. Retention, engagement and success of existing students are key focus areas of the SEM Plan, which includes strategies and tactics to achieve our goals.

Contractual obligations related to salaries and rising costs associated with library acquisitions, software licenses, and the impact of the lower value of the Canadian dollar relative to the US dollar are examples of pressures that continue to constrain financial planning. These pressures have had a negative budgetary impact on a number of areas including information technology, research infrastructure, facilities management, and, most visibly, the University Libraries' collections and acquisitions budget.

Unfortunately this year, due to decreased on-campus activity, we made the difficult decision to temporarily lay off some staff in impacted ancillary services. As much as possible, we redeployed these staff members to other areas of campus to support our COVID-19 response; for example, as classroom ambassadors to help ensure the safety of students and instructors in face-to-face classes. We look forward to welcoming our displaced ancillary staff—and all employees who have been working remotely—back to campus as we increase in-person operations as health and safety allows.

Finally, UVic, like other post-secondary institutions, is facing growing cybersecurity threats, both in frequency and impact. As we continue to adopt new technologies to support our academic and research missions, especially in the context of online or hybrid education, it is critical that we make investments in people and technology to protect our information systems and data.

Investment highlights and priorities

A major theme of this Planning and Budget Framework is supporting the university's academic mission during and following the COVID-19 pandemic. This includes direct investments in the Faculties, Division of Learning and Teaching Support and Innovation (LTSI), Division of Student Affairs, Facilities Management and University Systems to ensure continued delivery of high quality academic programming. All told, almost \$5 million in additional funding for TAs and sessional instructors was allocated this year to faculties in response to COVID-19. This amount is over and above allocations specifically to LTSI to support the transition to an online environment. Our investments in online teaching and learning to date have helped us to maintain enrolment levels similar to previous years, and our fully-online Summer Session 2020 had the highest enrolment of any previous summer session at UVic.

Examples of direct investments in the Faculties in support of research and teaching include new faculty and librarian positions, support staff, funding for TAs and sessional instructors, and other operational funding.

As in previous years, we are investing in competitive scholarships and needs-based financial supports to ensure access and affordability for all students. We continue to prioritize student supports and services to meet demand as well as our recruitment and retention goals, and so that students have the personal and academic supports they need to succeed during their time at UVic and post-graduation.

Programs in support of the student experience, student mental health and physical wellness, and academic advising will continue to receive significant attention as well as additional funding this year. We are looking at ways to integrate existing mental health strategies and resources in order to create a holistic and campus-wide concept that includes services related to mental health, counselling, volunteering, physical activity and a range of online resources.

Other major themes include respect and reconciliation; reputational enhancement; equity, diversity and inclusion; climate change and sustainability action; and community connectedness and responsiveness. Further, we are making strategic investments in support of the UVic Health Initiative, faculty research supports, graduate student supports, and international initiatives.

Cultivate an extraordinary academic environment

Since the start of the pandemic in March 2020, we have made significant investments in our learning and teaching environment, as well as in student support services to ensure student retention and success. These include funding for more TAs and sessional instructors in the Faculties, an updated learning technology ecosystem, additional academic advising staff, a new faculty mentorship program for online course delivery, increased scholarships and bursaries, new student health and wellness programs, and a new student engagement program. We will continue to be mindful of the changing campus environment as we prioritize investments and implement new initiatives.

Additional staff in the Division of Learning and Teaching Support and Innovation (LTSI), including 80 student co-op positions in 2020, have helped to implement and migrate courses to a new learning management system, supported online course design and experience, offered training on new technologies, and ensured accessibility for all learners. Building on these investments and supporting future needs, additional investments are required in our Centre for Academic Communications and the Teaching Assistant Consultant program.

We will explore opportunities related to innovative hybrid education and service delivery, responding to student and faculty interest and meeting demand—both now and post-pandemic. In addition to staff support in LTSI and elsewhere, this includes enhanced technology and classroom infrastructure investments needed to deliver courses face-to-face and online simultaneously.

We will also reflect on recent experiences with remote working and use that knowledge to develop a principled approach to remote work arrangements for staff beyond COVID-19.

Attracting the best students will always require investments in scholarships and bursaries, by the university and with the generous support of our donors. Guided by the goals of our SEM Plan, we will continue to invest in scholarships, bursaries and our work study program to ensure we attract, support and develop a diverse community of talented students. For graduate students in particular, we will continue to invest in graduate fellowship programs. Student life programs, student mental health initiatives, sexualized violence prevention and awareness programs, and health services have all been identified as priority areas.

We are also making investments towards further embedding practices of equity, diversity and inclusion (EDI) throughout the university community. These include financial and staffing support to develop an EDI framework that incorporates better data collection, advisory structures and educational programming. We have well established workshops related to Indigenous acumen, anti-racism, bystander intervention, and sexual violence prevention, and we will look to expand these programs. For academic programming, we recently established a grant program to help faculty and instructors decolonize their curriculum, including anti-racism grants and Indigenization grants. Further, we have strategies in place and will make investments towards enhancing the diversity of our student, faculty and staff populations. These efforts will contribute towards reducing barriers to education and creating a more welcoming campus.

Guided by our Campus Plan and student demand, several projects are planned or underway to renew and improve UVic's physical infrastructure. These include new Student Housing and Dining buildings; an addition to the Engineering and Computer Science Building with associated High Bay Structures lab

building; and an addition to the Fraser Building for the new National Centre for Indigenous Laws. UVic's new Student Wellness Centre, a renovation of an existing building, opened in 2020.

Other capital priorities for the coming years include laboratory renewal and seismic remediation; an alternative energy strategy; a child care expansion, progress on Campus Cycling Plan implementation; development of the Campus Greenway; and a natural areas and grounds management plan. UVic has a range of shovel-ready projects to assist in federal or provincial economic stimulus initiatives. We will also continue to explore options for multi-disciplinary spaces for research and academic priorities.

Advance research excellence and impact

The COVID-19 pandemic meant new challenges and barriers to advancing research, but it also created unexpected opportunities. Following shut down in March 2020, UVic initiated a phased research resumption plan to prioritize essential health research and get researchers back into labs, studios, the field and other research spaces. This process was based on the direction of the Provincial Health Officer and UVic's ability to provide adequate supplies and services. A Research Recovery Fund was established to help mitigate some of the negative financial impacts created by the suspension of research. Through these efforts, UVic has been very successful at re-opening research spaces and restarting paused research projects.

The pandemic has punctuated the need for quality research related to health and healthy communities. Through the UVic Health Initiative, work continues on enhancing the quality and raising the profile of health research, programs, and related activities at UVic. Investments in support of this initiative, including a Special Advisor Health Research, will foster collaborative partnerships and interdisciplinary approaches to both research and academic programs. An example is investments in our health and society interdisciplinary program and proposed new faculty positions in areas such as health economics and clinical psychology. Another example is investments in a new Collaborative Health internal grants program, which will facilitate interdisciplinary research and increase the competitiveness of UVic applications to CIHR and other health research agencies. Success in health research and programs will also contribute to improving our external rankings and reputation—better positioning us to recruit and support a diverse and talented community of health researchers, post-doctoral fellows and students.

We recently launched a renewal process for our Strategic Research Plan. The development of the new Strategic Research and Creative Works Plan represents an opportunity to revisit UVic's key areas of research and scholarship—for example, health, social justice, oceans, climate and clean energy—and recommit to a coordinated strategy to maximize our impact on societal challenges. A key focus on the new plan will be delivering on the Strategic Framework goal of taking strategic risks to support more opportunities for collaboration, innovation, partnerships and external research funding. Additional investments will be needed in the coming years to support implementation of this plan.

With the launch of the Strategic Framework, a new program of research chairs was introduced to help further the priorities outlined in the Strategic Framework. This includes four new Impact Chairs to recruit new faculty, and up to ten President's Chairs to recognize excellent existing faculty. To date, we have filled six of the 14 Chairs and will continue to fund and promote these positions to ensure strategic recruitment and retention of faculty and to further our Strategic Framework goals.

New this year, we have developed an improved funding model for sustaining the Canada Research Chairs (CRCs) program. Building on earlier work to base fund all CRCs, we now include new annual direct support for research through, in particular, funding graduate students to advance chair holders' research programs. The balance of Tier I and Tier II chairs is being reviewed as well as ways to continue enhancing the diversity of our chair holders, already an area of national leadership for UVic.

Other components of the signature investments attached to the Strategic Framework include financial support and professional training for graduate students and post-doctoral fellows to integrate research and teaching and research impact seed funding. This funding is designed to advance research excellence and impact by supporting research clusters, enhancing support to specific research platforms, and building connections and partnerships with other institutions and organizations. Grants facilitators in the faculties help support grant-seeking by our researchers.

UVic Libraries continues to review its serial subscriptions as well as its participation in large purchasing consortia to defray some of the impact of rising costs from publishers. Investments in the UVic Libraries acquisitions budget, particularly with digital acquisitions, will continue to be necessary in the coming years to support our research intensity for students and faculty. Work proceeds in parallel to support publishing in open access journals.

Intensify dynamic learning

Work-integrated learning is one of UVic's most distinguishing features and, as articulated in our SEM Plan, we aim to offer substantial experiential learning opportunities to all students. Despite the challenges of the COVID-19 pandemic, summer 2020 student co-op placements were ahead of national benchmarks and in fall 2020 we placed more students in co-op positions than the previous fall term. We continue to foster and create partnerships with businesses and communities. Strategic investments in support of our highest demand co-op areas will ensure it continues to be one of the best programs in Canada.

Shortly before the pandemic, we launched the Experiential Learning Fund to provide financial resources to students pursuing co-ops, internships, practica and field schools outside of Victoria. Funds and wage subsidies were also made available to not-for-profit co-op employers as well as for Indigenous co-op student placements directly with Indigenous community organizations. Further, we provided funds to instructors for the development and delivery of new or expanded experiential learning opportunities. To ensure our students have dynamic learning opportunities locally and worldwide, additional investments in experiential learning will be needed once pandemic and travel restrictions lift.

As part of a multi-year commitment to change our overall enrolment profile, there will be continuing investments to grow the Faculty of Engineering, in alignment with funding from the provincial government. We also continue to grow our nurse practitioner, health information sciences, and joint Indigenous law programs. Enrolment shifts are not limited to those areas, and demand for programs in other faculties, especially the Faculty of Social Sciences, continue to be strong. We will actively monitor our enrolment levels throughout the pandemic and beyond—and adjust course offerings accordingly.

Foster respect and reconciliation

As per our SEM Plan goal of doubling Indigenous enrolment over the next nine years, recruiting and supporting Indigenous students remains a high priority. This year, we are looking to make a strategic investment in a new Indigenous student recruitment and support model. The Division of Student Affairs, in collaboration with the Office of Indigenous Academic and Community Engagement (IACE), will develop and implement specialized support roles to provide culturally appropriate programming to foster positive Indigenous student experiences. Building on the LE,NO~~NET~~ model, a comprehensive first-year academic and co-curricular program is also planned.

Further, ongoing resourcing in IACE will ensure ongoing, sustainable programs and services for our students as well as create and nurture meaningful and respectful partnerships with communities, governments and organizations. Examples of successful programming that will be sustained include LE,NO~~NET~~, Elders in Residence, and the Indigenous Recognition Ceremony.

We continue to invest in and expand financial supports for Indigenous students, including new scholarships and bursaries as well as expanding our fellowship program for Indigenous graduate students. In response to the pandemic, we increased bursary funding to support Indigenous students' technology needs. New and expanded pathway programs are crucial to improving access to education and helping ensure success for Indigenous students. We are looking to increase supports in programs like Indigenous Youth 3C Challenge; Indigenous Student Mini-University; My World of Learning Program; The Living Lab Project; and STEM outreach.

We will continue to develop culturally relevant academic programs such as the Indigenous law JD/JID joint degree, Certificate in Indigenous Language Proficiency and Indigenous Studies Major. Funding is being provided to create additional graduate programming related to Indigenous studies. We recently created the role of Associate Librarian – Reconciliation, a strategic position that supports all Faculties and furthers the university's truth, respect and reconciliation efforts. Indigenous resurgence coordinators in the faculties also support our efforts in helping to decolonize curriculum.

Work will begin in 2021 to refresh our Indigenous Plan. This is an opportunity to realign our plan with other institutional priorities and plans, including the Strategic Framework, as well as integrate new national and international initiatives such as the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). A newly created Associate Vice-President Indigenous role, reporting directly to the University President, demonstrates UVic's commitment to advancing these and other Indigenous priorities across the university.

Promote sustainable futures

Collaborative work across campus is underway to develop a Climate and Sustainability Action Plan that responds to the Strategic Framework, moving towards a comprehensive and integrated approach to sustainability across all portfolios. Additional funding will likely be needed in the coming years to support this plan as well as academic, research and operational priorities that emanate from it.

We will continue to carry out campus development and operations according to high standards of sustainability. For example, we have started to implement a new responsible investment policy for working capital (formerly short-term) investments that supports new decarbonisation and impact investing goals. UVic recently made a \$500,000 impact investment into the Raven Indigenous Impact

Fund LP, which invests in Indigenous enterprises as catalysts for social change and prosperity. Additional investments are also being considered that focus on promoting sustainable futures, including renewable power and reducing the GHG footprint of the portfolio by divesting of holdings linked to fossil fuel extraction. The university also recently funded the Vancouver Island Impact Investing Hub. Hosted at UVic, the hub helps accelerate private investments into climate solutions and climate-focused innovation on the island.

We are also proceeding with the recommendations of our Campus Cycling Plan—a 10-year approach for improving cycling on the UVic campus, including bicycle parking, cycling paths, and strategies to improve levels of comfort and safety on shared paths and roads. Our New Student Housing and Dining Buildings are targeting Passive House design standards, the most rigorous global building standards for sustainability and energy efficiency.

In 2020, we refreshed our Planning Tools (formerly Enhanced Planning Tools) to align university resources with priorities. Planning Tools also provides transparency to our planning and budgeting processes and ensures data-informed requests and allocations. In the coming years, Planning Tools will also allow us to collect important equity data.

We continue to draw on the UVic Strategic Impact Fund, a signature investment of the Strategic Framework. In 2019 and 2020, 15 UVic initiatives received funding totalling around \$600,000. One example is the Climate Solutions Navigator, an initiative that identifies and addresses strategic gaps and opportunities in climate solutions research engagement, awareness and partnerships on campus. Other funded projects that support sustainable futures include the Water Sustainability Collective, Vancouver Island Impact Investing Hub, and the Employee Electric Bike Purchase Program.

Engage locally and globally

As the largest research-university on Vancouver Island, UVic has an important role to play in our community. Through strategic investments in events and speaker series, we aim to establish a more public and prominent presence in the community. A new UVic Innovation Network, based in downtown Victoria but spread throughout Vancouver Island, will contribute to economic recovery from COVID and create new links between UVic and the business community. Within that initiative, two network nodes are planned in the areas of arts and medical technologies.

By participating in the CIFAL Global Network, an initiative of the UN Institute for Training and Research, our community-university engagement work will increase community access to university knowledge, research and teaching activities as well as work with communities to address some of our society's most pressing and complex issues, including sustainable development. In the coming year, we will continue to actively engage our university community, local communities and other external partners to develop and nurture mutually beneficial, inclusive and strategic partnerships that positively impact people and the planet.

UVic has a significant economic impact in the region. As we continue to respond to the COVID-19 pandemic, we are exploring training opportunities related to upskilling, retooling and micro-credentials through our well-established Division of Continuing Studies. Our ability to provide training opportunities will help lead to more employment and, ultimately, economic recovery for our region.

We continue to strengthen and increase our partnerships beyond Vancouver Island, looking internationally. A recently appointed Special Advisor International is helping to guide our strategic international efforts, supporting both the academic and research portfolios through the Office of Global Engagement. Our International Plan will be refreshed in the coming year to better align our global efforts with our other institutional plans, including the Strategic Framework, and priorities.

One major priority in the coming years is improving the university's international rankings and reputation. This will help us to better attract talented students, faculty and staff and lead to strategic partnerships. Improvements will require strategic investments in data analysis through a research intelligence officer but also through international outreach through investments in our Building Connections Fund. UVic is a recognized leader in international collaborations; our efforts in the coming year will be to enhance strategic communications, build a more robust global identity; and leverage our international network of alumni. Our research aligns well with the United Nations Sustainability Development Goals as well as the Times Higher Education Impact Rankings.

In 2020, we updated our most important digital communications tool: the main uvic.ca site. In the coming years, we will need to normalize supports in order to assist departments and units across campus in updating their websites and digital presence. Recent investments have supported an ongoing focus on enhancing our social media presence. Further, strategic supports throughout the university will help us to strengthen our internal and external communications.

Conclusion

Since transitioning to online education and services in March 2020, UVic has made significant investments to provide students with a quality learning experience and important supports. This includes additional online student services, enhanced learning and teaching supports, and meaningful ways for students to engage online with their peers. We have also taken steps to help ensure students coming to campus to learn and study can do so in safe and meaningful ways. These investments have allowed us to maintain our enrolment levels and support student wellness and success. We will continue to expand our investments in academic quality and student supports and explore hybrid learning opportunities throughout and following the COVID-19 pandemic.

Several signature investments over the past two years have accelerated the implementation of the university's Strategic Framework. These investments include:

- Strategic Framework Impact Chairs and President's Chairs
- Strategic Framework Impact Fund
- Experiential Learning Fund
- Research impact seed funding
- Graduate student support

Other ways we are advancing Strategic Framework goals over the next three years include:

- Directly investing in the Faculties to ensure high quality academic programming
- Improving student awards, financial aid, and health and wellness services
- Advancing the UVic Health Initiative
- Investing in areas of student program demand and growth
- Developing pathway programs, supports and services for Indigenous students

- Strengthening our international reputation and rankings
- Increasing community-university engagement opportunities by offering micro-credentials that assist in regional economic recovery efforts.

The Strategic Framework continues to serve as a guide to UVic's future, articulating our shared vision to be the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

Part II: 2021/22 Budget Framework and Three-Year Plan

The purpose of developing and approving an institutional budget is to ensure that financial resources are aligned with institutional priorities and areas of strategic focus. [Part I](#) of this document outlines these priorities and areas of focus for the coming three years, while [Part II](#) provides the associated financial framework.

With advice from the [Senate Committee on the University Budget](#) (SCUB), this Framework is developed by the Integrated Planning Committee, chaired by the Vice-President Academic and Provost, for recommendation to the President and then approval by the Board of Governors. In developing this Framework, unit leaders, Vice-Presidents and the Integrated Planning Committee made use of information and data gathered and presented from the university's [Planning Tools](#) (formerly 'Enhanced Planning Tool' & 'EPT'). Following consultations held between fall 2019 and spring 2020, a set of [recommendations](#) for refreshing EPT were refined and implemented in summer 2020, and the refreshed Planning Tools went live in September 2020. A 2018 Quality Assurance Process Audit conducted by the Ministry of Advanced Education and Skills Training lauded UVic's integration of continuing quality assurance via academic program reviews with Planning Tools and its connections to academic planning and resource allocations.

This Framework provides summary level information on the university's financial plan for the next three years and is submitted for approval to the Board of Governors in March. The development of a detailed operating budget, consistent with this financial plan, is delegated to the President. Therefore, once the Framework is approved, an annual detailed operating budget is developed for approval by the President. A report on this more detailed budget (the Budget Expenditure Allocation Report) is provided to the Board of Governors for information in September of each year.

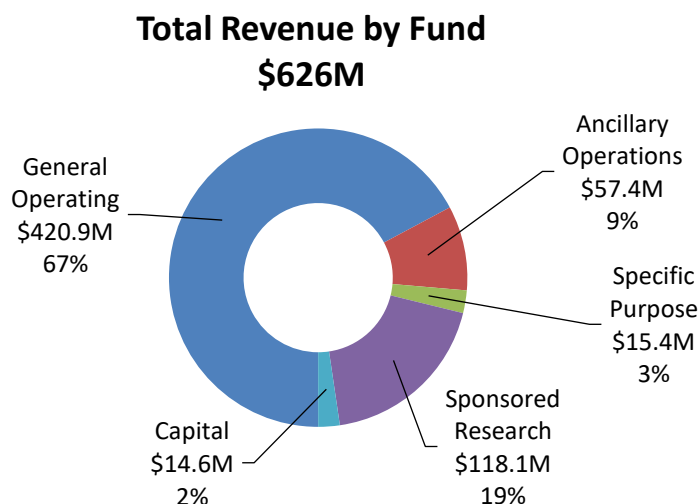
The university develops its annual budget framework, financial models and plans within the context of a three-year planning horizon to provide a realistic timeframe for the development of university initiatives and to provide greater flexibility than permitted with an annual process.

A. Financial overview

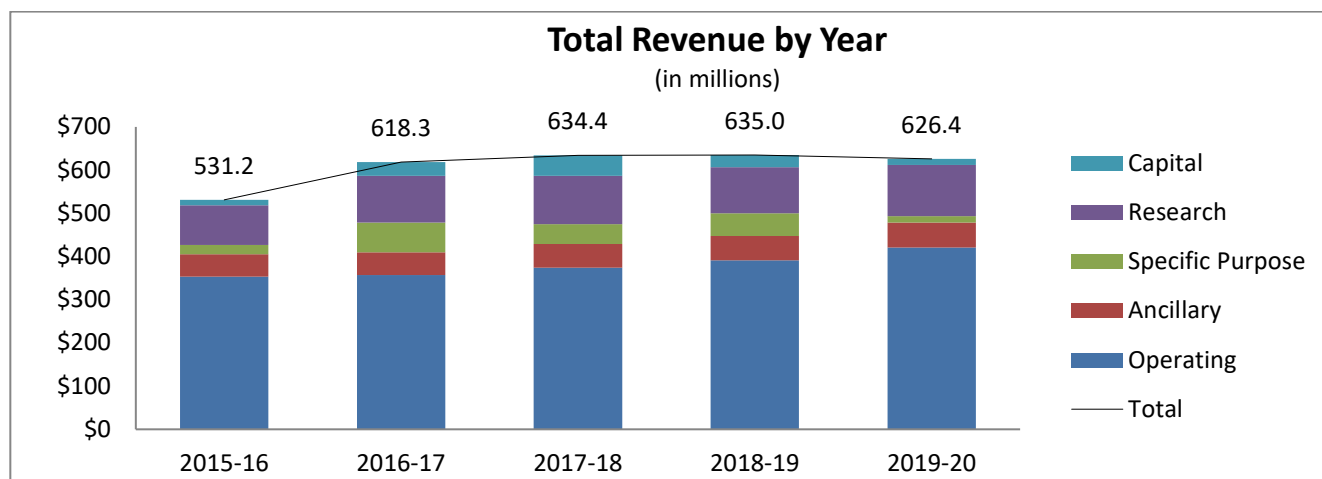
UVic is responsible for the financial stewardship of over \$625 million in total annual revenue. To enhance accountability, budgetary control, and oversight of resources, UVic maintains separate funds for its diverse activities, which for reporting purposes are grouped as follows:

- general operating fund – includes the general operations of the university;
- ancillary enterprises fund – includes the operation of service areas that are considered self-funded operations, which includes student residences, food services, parking services, child care services, university bookstore and computer store and off-campus properties;
- specific purpose fund – includes contract services, special projects, and distributions from the university's endowment funds;
- sponsored research fund – includes external grants provided specifically for research; and
- capital fund – accounts for funds provided for the acquisition of capital assets and major renovations.

For the most recent completed fiscal year, 2019/20, total revenue was \$626M and was distributed across the five funds as follows:



Compared to the prior year, total revenue across all funds decreased by \$8.6M. Increases in the operating budget, mainly from the government grant and tuition, were offset by revenue declines in other funds. In the specific purpose fund, investment income from endowments decreased, and in the capital fund, there was a reduction in provincial funding for capital projects. The following chart outlines revenue by fund as well as changes across funds for the last five years:



As noted earlier, the financial position of the operating fund is [expected to be positive](#) in 2020/21, with revenues exceeding expenses at March 31, 2021. The proposed 2020/21 budget and three-year financial plan for the operating budget is set out in the [general operating budget](#) section. Ancillary operations will have revenue losses and year end deficits in 2020/21; however, ancillary operations are expected to recover in 2021/22, as detailed in the [ancillary budget](#) section of this document. Within the capital fund, 2020/21 revenue will be higher from loans supporting the Student Housing and Dining (SHD) project, and revenue is expected to increase over the next few years. This reflects commitments from the provincial government for deferred maintenance as well as funding to support the capital required to meet funded program growth in engineering and computer science,

and law, as well as the SHD project. On a total fund basis, revenue is projected to exceed expenditures in 2020/21, mainly due to the SHD loan and strong investment returns on endowments.

Revenues are closely linked to enrolment, and our current enrolment and objectives are outlined in Part I. Although there are some fluctuations with domestic and international enrolment levels, revenue overall is expected to grow over the next three years, reflecting increased domestic and international tuition revenue and funding from the provincial government for collectively bargained salary and benefits increases, and to support growth in specific academic programs. Engineering and computer science will be fully funded by 2022/23, and the law JD/JID and nurse practitioner program will be fully funded in 2021/22.

B. Resource allocation recommendations and fund information

While financial plans have been developed for the three-year planning cycle to 2023/24, this document focuses on resource allocations for the coming 2021/22 fiscal year, and specifically requests Board of Governors' approval of:

- the operating budget framework which includes:
 - the overall financial plan including projected revenue and high level expenditure allocations;
 - domestic and international tuition and mandatory fees increases associated with the projected revenue, including application fees and the universal athletic and recreation fee increases;
- the routine capital plan; and
- fee changes included in ancillary budgets.

Budgets for specific purpose and sponsored research funds are individually approved by external agencies, such as federal and provincial governments and the University of Victoria Foundation, and therefore are included solely to provide a more complete financial picture of the university. Major capital projects and research projects (i.e., those greater than \$5.0M) are individually approved by the Board of Governors.

Activities related to sponsored research, capital and specific purpose funds, and their impact on general operations are estimated and, where appropriate, reflected in the operating budget resource allocation plan.

1. General operating budget

(a) Budget assumptions

Before developing the operating budget, the university makes assumptions about the planning environment in which it operates. The 2021/22 operating budget has been developed with the following key assumptions:

- UVic will develop a balanced operating budget that provides for financial flexibility to mitigate potential future financial challenges that may arise as a result of declining enrolment (domestic or international);
- In the development of this budget, the university will consider the overall impact on its

audited financial statements prepared in accordance with Public Sector Accounting Standards and used by the provincial government for consolidating the university into the public accounts. Approval has been provided for a modest deficit, if required, reflecting potentially sustained reduced revenue for ancillary and other revenue generating departments and entities (e.g., Heritage);

- Budget allocations will reflect the planning priorities as articulated in the Strategic Framework, Presidential initiatives and through the Integrated Planning process;
- Provincial government funding will continue to be provided for the engineering and computer science expansion, to support the JD/JID program, and for expansion of the nurse practitioner program;
- Domestic undergraduate and graduate tuition will increase by 2% consistent with government policy;
- International undergraduate tuition will increase by 3.75%;
- International graduate tuition will increase by 2%;
- We will achieve our budgeted student enrolment levels; however, plans have been developed to manage allocations should enrolments not be achieved;
- Research Support Fund (federal funding to support indirect costs of research) projected revenue will remain the same and recovery of indirect research costs from other sources will be consistent with previous years;
- The Provincial government will continue to fund current and future PSEC mandates for employees that are covered by collectively bargained agreements as well as exempt support staff;
- Total compensation includes:
 - Salary and associated benefit increases as per bargained collective agreements with the Faculty, PEA, Teaching Assistants, Sessional Instructors, CUPE 951 and CUPE 917;
 - Progression through the ranks or ranges as per collective agreements.
- The current benefits budget can absorb Canada Pension Plan (CPP) increases as per the current federal government stated rate schedule and unanticipated benefit increases given vacant positions;
- The current utilities budget can absorb expected rate increases due to efficiency programs, conversion to the new district energy plant, and the reserve available to protect against harsher winters;
- Future costs related to the additions required for the technology expansion and the JD/JID program have been included within this framework and will be funded from incremental tuition and government funding for the programs;
- While the funding for minor routine capital has not yet been confirmed for 2021/22, it is assumed to be \$675K consistent with 2020/21;
- Funding to offset annual incremental inflationary costs will be allocated to those areas that experience high annual inflationary increases (e.g., university insurance, systems, libraries and facilities management); and
- Supports for online and remote services as well as to ancillary areas will continue into 2021/22. Assumptions and related risks are outlined in the [financial risks](#) section of the document.

(a) Financial summary

The following [Table 1](#) provides a financial summary of the projected operating revenues and expenditures for 2021/22 and the following two years based on the above assumptions:

TABLE 1
(in millions)

	2020-21 Operating Budget	Projected 2021-22 Operating Budget	Projected 2022-23 Operating Budget	Projected 2023-24 Operating Budget
Revenues				
Provincial Grants	\$ 214.1	\$ 223.9	\$ 231.8	\$ 238.6
Federal Grant	6.2	6.2	6.2	6.2
Other Grants and Contracts	8.0	8.0	8.0	8.0
Student Fees	162.7	170.8	175.7	180.4
Department Revenue	35.3	35.5	35.8	36.0
Investment and Other Revenue	3.6	3.6	3.6	3.6
Total Revenues	\$ 429.9	\$ 448.0	\$ 461.1	\$ 472.8
Expenditures				
Salaries and Benefits	\$ 332.3	\$ 341.3	\$ 354.5	\$ 365.5
Operating Expenses - Current	97.6	97.6	101.3	103.4
New Allocations				
Program Growth	-	2.2	0.9	0.3
Strategic Initiatives	-	1.0	-	-
Institutional Priorities	-	4.2	2.7	2.4
Inflation & Infrastructure	-	0.9	1.7	1.2
Online Learning	-	0.8	-	-
Total Expenditures	\$ 429.9	\$ 448.0	\$ 461.1	\$ 472.8

The three-year financial plan outlined in [Table 1](#) above forecasts a balanced budget for the next three years, mainly as a result of incremental government revenue to support collective bargaining increases and tuition fee increases for both domestic and international students. The annual plan provides for both base budget and term allocations in 2021/22. The goal of this approach is to retain financial flexibility to address, if required, future enrolment declines or other unanticipated fluctuations in operating revenue especially within the current pandemic context.

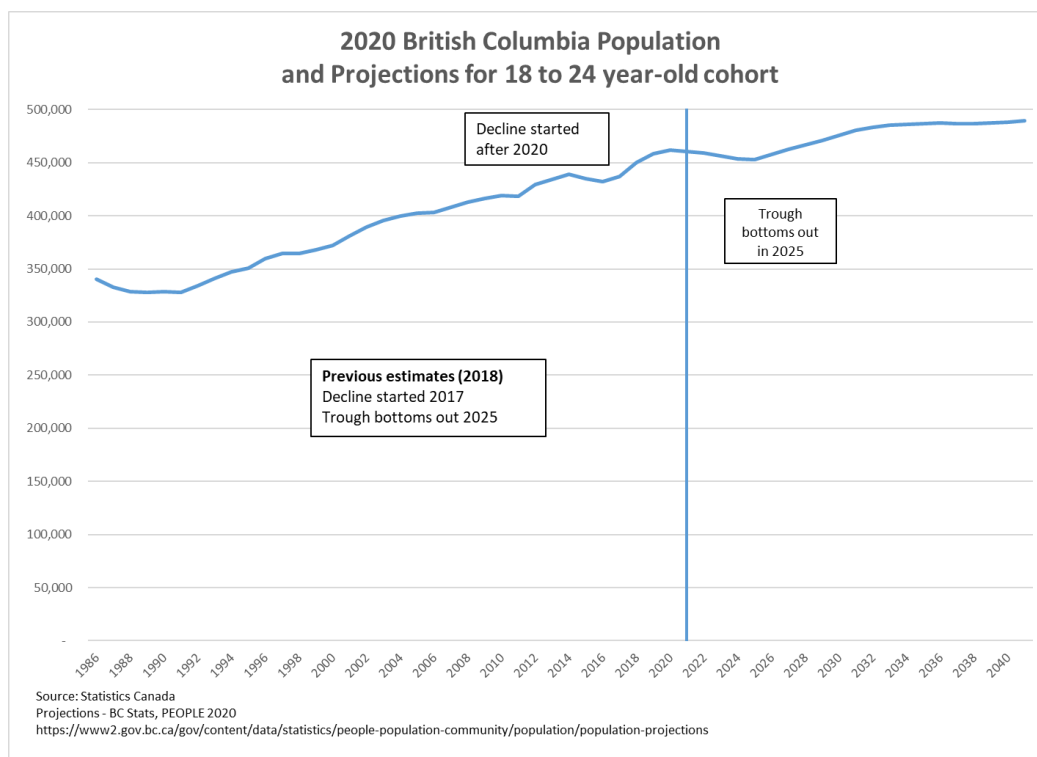
As previously indicated, there is a strong and direct connection between enrolments and budgets. Our operating grant from the provincial government is contingent upon achieving a particular enrolment level (as outlined below in [Table 2](#)), and tuition revenues are sensitive to enrolment changes. Given that a typical undergraduate program takes around four years to complete—or five years with co-op—enrolments are expected to remain relatively stable over the three-year Planning and Budget Framework timeframe.

Despite the challenges of the COVID-19 pandemic, we expect to continue to meet both our internal enrolment targets and the targets set by the Ministry of Advanced Education and Skills

Training for the 2021/22 academic year. International enrolment levels are often difficult to predict because of changes in post-secondary strategies around the world and unknowns related to world events. The current pandemic is a good example of an event that could impact international enrolments into the foreseeable future. This year, international enrolments decreased 4% due to challenges related to travel, health and safety. Our expectation is that in the coming two years, as restrictions ease, international enrolment levels will return to pre-pandemic levels.

Our international recruitment tiering strategy, first implemented for the 2014/15 recruitment cycle, has been successful in increasing overall international representation across our academic programs while also diversifying the range of countries from which our international students originate. In addition, through our tiering strategy we have increased the entering grade point average of our entering international students, resulting in a high retention rate once enrolled. Given these two considerations, we have confidence in our three-year enrolment levels subject to world events and the easing of restrictions related to the pandemic.

For domestic students, our enrolment is sensitive to BC population trends for the 18–24-year-old cohort. UVic uses population segment projections provided by Statistics Canada and BC Stats, which are updated every few years. The current projection (see graph, below) calls for a modest decline of this demographic beginning in 2020 and continuing to 2025. Given UVic's reliance on enrolment directly from high schools, this demographic trough could pose a recruitment challenge and have a substantial financial impact. As the university is partway through this trough, the risks associated with enrolment decline are reduced. That said, UVic should continue focusing on both the recruitment and retention of the highest quality students, as well as continue to develop budgets with some financial flexibility.



This framework encompasses a three-year planning cycle and provides for ongoing (base) funds for academic investments, strategic initiatives and other areas of priority while retaining some future flexibility to help address, if necessary, impacts from current and future enrolment shifts or changes by allocating a portion of those funds as term or non-recurring.

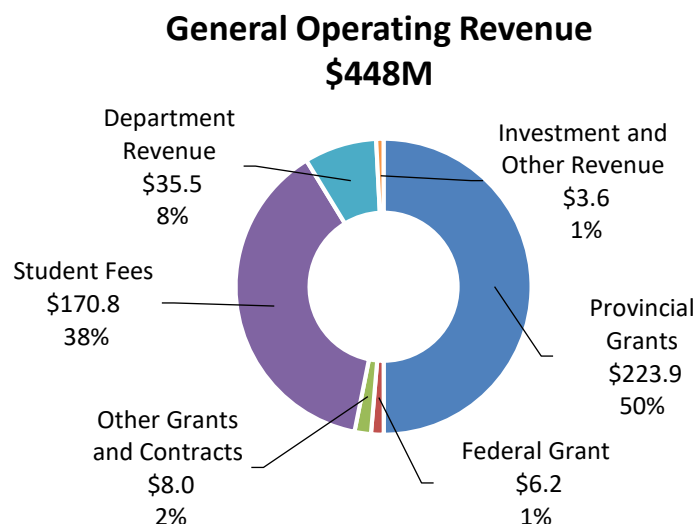
The incremental new revenue (base) available for allocation in 2021/22 as per [Table 1](#) is \$4.2M, about 1% of the total operating budget. To ensure that we have the same level of financial flexibility to effectively manage a potential enrolment decline, the amount of base budget allocated for the university's **enrolment contingency** has increased by \$2.5M to \$9M. Total allocations to non-recurring priorities exceeds this amount as available funding also includes institutional carry forward, one-time provincial or federal grants, and other projected non-recurring funds. [Section \(e\)](#) below outlines the base and non-recurring expenditure allocations in more detail.

(b) 2021/22 operating revenue information and changes

Operating costs for the university are funded from two main sources:

- government grants, which account for 50% of projected revenues in 2021/22; and
- student fees, which account for 38% of revenues.

Total general operating revenue for 2021/22 is projected at \$448M from the following sources:



The **provincial grant** for 2021/22 is expected to increase by \$9.8M. Of that increase, \$7.4M represents funding anticipated to cover compensation increases under the Public Sector Employee Council (PSEC) mandate for bargained and future agreements. The remaining \$2.4M is funding to support expansions in engineering and computer science, the JD/JID program, and the nurse practitioner program.

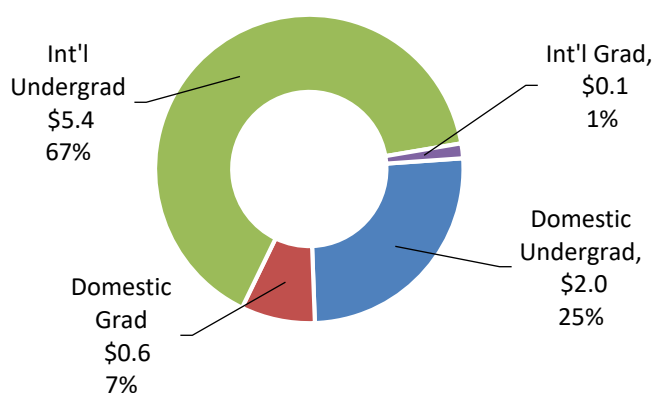
For 2021/22, the province provides the operating grant to the university based on the expected enrolment levels shown in [Table 2](#), which includes the fourth year of planned expansions in engineering and computer science and the JD/JID Indigenous law program, as well as the third-year expansion of the nurse practitioner program. Note that international enrolments are not included in the province's targets.

TABLE 2

FTEs	
Undergraduate	14,083
Graduate	2,342
Total funded	16,425

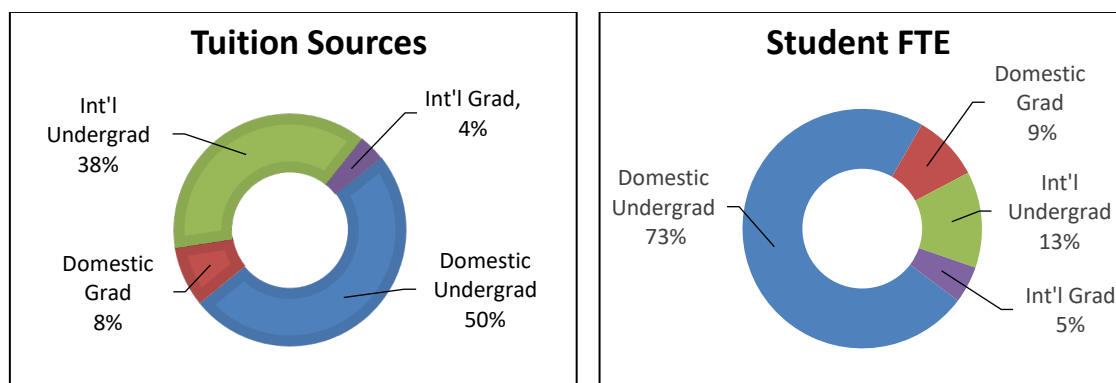
Student fees represent tuition and fees paid by all student groups and program-specific enrolment growth noted above. This framework projects total student fees to increase by \$8.1M in 2021/22:

Student Fees - \$8.1M Increase



In May 2017, the university implemented a policy to increase international fees to reflect actual costs of inflation. The university experiences inflation rates higher than the 2% allowed by Ministerial policy in a number of areas including compensation, capital-related costs, information technology, utilities and library collections and subscriptions. For 2021/22, the inflation rate used is 3.75%, consistent with our practice of updating the rate every three years. This rate is applied to undergraduate international fees.

With growth in undergraduate international students over the last few years, tuition from international sources comprises approximately 42% of total tuition revenue, whereas international student enrolment in 2020/21 comprises 18% of student FTE as shown in the charts below:



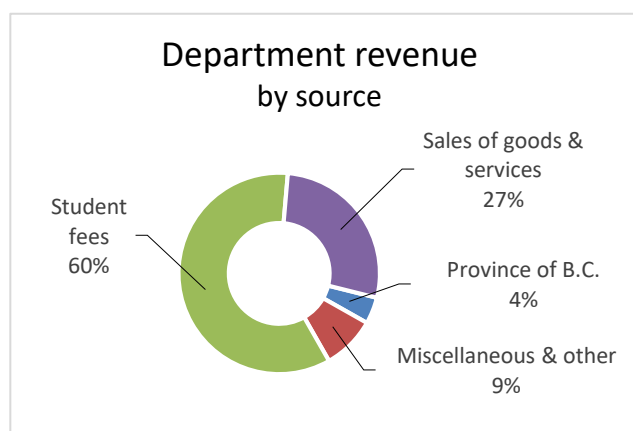
The difference between the proportion of tuition revenue and FTE numbers increases the financial

risk and sensitivity to fluctuations in international student enrolments. It's due to this increased risk that the enrolment contingency was increased.

The attached [Appendix 1](#), Schedule of Tuition Fees for 2021/22 outlines tuition fees by program and requires Board approval as part of the budget process.

Federal grant revenue is annual funding received through the federal government's research support fund (RSF) to help defray the indirect costs attributable to the research enterprise. The overall goal of the RSF is to help ensure Canada's research institutions remain among the best in the world. By subsidizing the financial impact of the indirect costs of research, the fund helps researchers and universities focus on delivering innovative research and scholarly excellence. This grant is calculated using the three-year average of research grants received from the tri-council funding agencies, comprised of NSERC, SSHRC and CIHR. In 2020, the university was notified that the RSF grant for 2020/21 would decrease by \$0.2M, from \$6.4M to \$6.2M. The base budget for 2020/21 reflects this change.

Department revenue is largely made up of non-credit student fees (60%) and sales of goods and services (27%). The student fees are mainly generated in Continuing Studies for the English

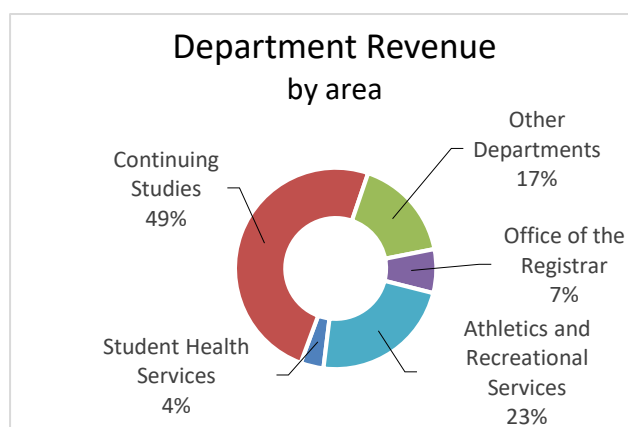


Language Centre program and other non-credit programs, in Athletics and Recreation Services (ATRS) for the athletics and recreation fee, and in the Office of the Registrar for application fees. Approximately 45% of the sales of goods and services revenue is generated in ATRS for Vikes recreation memberships and fees for activities (e.g., fitness and weight centre, CARSA climbing wall). Continuing Studies generates ~25% of sales of goods and services revenue from English Language Centre homestay and dormitory. Funding from the province represents funding

from Island Health for student health services. The increase in application fees for the 2021/22 year is shown in [Table 5](#) near the end of this section.

Continuing Studies and ATRS make up a significant amount of department revenue at just over 70% of the total. These units are considered **hybrid operations**, where most of the revenue they earn is needed to cover expenses incurred to generate those revenues. Hybrid units also receive some base funding

from the university, mainly to cover ongoing administrative and operating costs or for specific program costs. As compared to non-hybrid operations, the COVID-19 pandemic has disproportionately impacted Continuing Studies and ATRS due to their reliance on on-campus activity to generate revenue. Reduced on-campus activity due to the pandemic has significantly hindered revenue generation in these areas, and the ability to reduce expenses has not been proportional. As



a result, both of these areas will end 2020/21 with an operating loss.

Throughout the year, the university has worked closely with ancillary areas to understand the financial impacts the pandemic has had on their operations and the supports needed to help the operation in the short and long term. The [ancillary budget](#) section of this document notes that the university is currently planning for the 2021/22 academic year and anticipates increased face-to-face instruction with the gradual resumption of on-campus activity. These plans, in conjunction with the activities that have transpired in 2020/21, have informed the projected budgets for ancillary areas in 2021/22. Like the ancillary areas, these two hybrid units developed their 2021/22 budgets based on three potential on-campus activity scenarios: 15% on-campus activity (current year levels), 50% on-campus activity; and 75% on-campus activity. Of the three planned scenarios, 50% is most likely, given university on-campus activity planning at the time of writing. Proposed budgets also include [financial ratios](#) to provide a sense financial health and sustainability for each area.

The following [Table 3](#) summarizes **Continuing Studies'** operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 3
(in millions)

CONTINUING STUDIES	Actuals 2019-20	Forecast 2020-21	Projected Budget 2021-22
			Scenario 2 50%
Revenue			
Program revenue	\$ 16.1	\$ 5.9	\$ 7.8
Other revenue*	1.3	1.4	1.4
Total revenue	\$ 17.4	\$ 7.4	\$ 9.2
Expenditures			
Salaries*	\$ 10.2	\$ 7.1	\$ 6.9
Operating expenses*	5.5	1.3	1.9
Debt servicing	0.5	-	0.5
Total expenditures	\$ 16.3	\$ 8.4	\$ 9.4
Surplus (deficit)	\$ 1.1	\$ (1.0)	\$ (0.1)
Reserves			
Beginning balance	\$ -	\$ 1.1	\$ 0.0
Transfer out	-	0.0	-
Transfer in	1.1	(1.0)	(0.1)
End balance	\$ 1.1	\$ 0.0	\$ (0.1)
Financial ratios			
Debt service coverage ratio	3.0	-	0.8
Reserve to debt service ratio	2.0	-	(0.2)

*includes \$1.1M of base funding

For the 2020/21 fiscal year, Continuing Studies is forecasting a net operating loss of about \$1M, which will be fully covered by the balance of the reserve fund. The net operating loss in 2020/21 reflects decreased revenue in most areas, notably the English Language Centre, waiving debt service payments for one year, adjustments to expenditures where possible and waiving funding provided to

the Faculty of Graduate Studies for scholarships, which was be covered by a central budget. Workforce adjustments were required due to reduced on campus activity.

The budget for 2021/22, [Table 3](#) above, reflects the 50% scenario noted above. Under this scenario, the operation will realize a small loss of about \$0.1M. Central supports to Continuing Studies for 2021/22 considered the operation's ability to recover in the short term and sustain its operations and financial stability in the long term. Based on this approach, it was agreed that the scholarship funding would be covered centrally for another year. With this change, the operation is projected to end the 2021/22 year with a small negative reserve balance (about \$0.1M). Continuing Studies expects to return to profitability in 2022/23, and as the operation generates surpluses and contributes to the reserve in future years, the financial health ratio indicators will continue to improve.

The following [Table 4](#) summarizes **Athletics and Recreation Services** operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 4
(in millions)

ATHLETICS & RECREATION SERVICES	Actuals 2019-20	Forecast 2020-21	Projected Budget
			Scenario 2 50%
Revenue			
Sport and recreation revenue	\$ 9.1	\$ 1.8	\$ 4.6
Other revenue*	2.1	2.3	2.3
Total revenue	\$ 11.3	\$ 4.1	\$ 6.9
Expenditures			
Salaries*	\$ 5.3	\$ 4.7	\$ 4.7
Operating expenses*	4.3	1.5	2.2
Debt servicing	1.4	-	1.4
Total expenditures	\$ 11.0	\$ 6.2	\$ 8.3
Surplus (deficit)	\$ 0.3	\$ (2.1)	\$ (1.4)
Institutional support to cover deficit	-	2.1	-
Revised surplus (deficit)	\$ 0.3	\$ -	\$ (1.4)
Reserves			
Beginning balance	\$ 0.2	\$ 0.8	\$ 0.8
Transfer out	-	0.0	-
Transfer in	0.6	-	(1.4)
End balance	\$ 0.8	\$ 0.8	\$ (0.6)
Financial ratios			
Debt service coverage ratio	1.2	-	0.0
Reserve to debt service ratio	0.6	-	(0.4)

*includes \$2M of base funding

For the 2020/21 fiscal year, ATRS is forecasting a net operating loss of about \$2.1M, reflecting decreased revenue mainly as a result of a loss of the mandatory student fee for the year. The loss has been offset by reducing salary and operating expenses based on reduced activity and waiving the internal debt service payments for the year.

The ATRS budget for 2021/22, [Table 4](#) above, reflects scenario 2 or 50% activity level. Under this scenario, the operation will realize an operating loss of about \$1.4M, which reflects resumed debt service payments. As with Continuing Studies, supports to ATRS were considered based on current and expected future years' results and the operation's ability to recover and sustain its operations over the long term. Based on this approach, the deficit for 2020/21 will be covered through central funding. This level of funding will result in a small overall negative reserve at the end of 2021/22. The university will continue to monitor the financials results over the coming year and work with the department to develop a strategy to build their reserves for capital renewal.

As noted earlier, department revenue also includes **application fees** that are provided directly to the Office of the Registrar. For the 2021/22 year, application fees will increase by 2% domestic (undergraduate and graduate), 2% for international graduate and 3.75% international undergraduate. [Table 5](#) shows the changes for these fees:

TABLE 5

Application Type	From:	To:
domestic undergraduate	\$79.25	\$81.00
domestic graduate	\$129.00	\$131.50
domestic law	\$99.75	\$101.75
international undergraduate	\$137.00	\$142.00
international graduate	\$166.00	\$169.00

The **other grants and contracts** budget includes revenue from the University of British Columbia in support of the Island Medical Program (IMP). The annual IMP budget is approved by the administrative committee representing the three universities (UBC, UVic and UNBC) and can only be used for the IMP program.

Investment income and other mainly includes interest, dividends and gains/losses earned from university cash balances which are invested in short term investment vehicles such as money market, mortgage and bond funds. The remaining revenue is incremental revenue expected from real estate entities UVic Properties and Heritage Realty, and overhead revenue from research contracts. Income is also generated through internal loans to ancillary services provided to fund capital improvements. Interest rates continued to decrease from already low levels over the course of 2020. The decrease in interest rates helped overall returns resulting in a projected positive budget position in 2020/21 for investment income. Conversely, the decision to halt interest and principal payments on internal loans due to COVID-19 had a dampening effect on interest income, and the investment reserve (\$2.1M) was drawn down to help cover shortfalls due to COVID-19. Lower starting yields will make it challenging to continue to achieve the investment income budget, but with net overall returns from 2020/21 greater than budgeted, the investment reserve is expected to be funded again and should be sufficient to cover any shortfall in the upcoming year. Rates are not expected to meaningfully increase in 2021. If interest rates do increase, while detrimental in the short term, they will improve revenue from investment income in the longer term.

[Table 6](#) below outlines the sources of revenue for 2021/22, projected at \$18.08M over the prior budget:

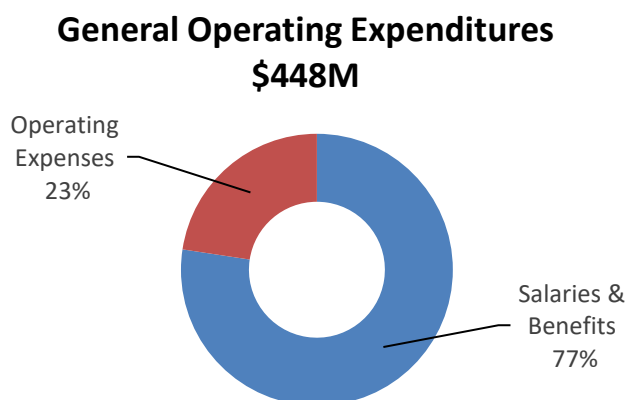
TABLE 6

(in millions)

Provincial Grant:	
Compensation	\$ 7.32
Engineering, JD/JID, Nurse Practitioner	2.54
Student Fees:	
Inflation increases 2%	2.05
Engineering, JD/JID, Nurse Practitioner	0.73
International UG rate adjustment	5.20
Differentials	0.13
Department revenue and other income	0.12
Total incremental revenue increase	\$ 18.08

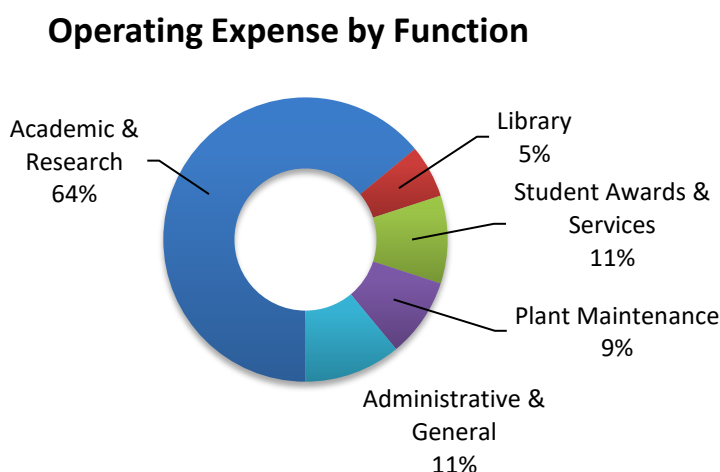
(c) Operating expenditure information

The importance of people to the university is reflected in the operating budget, with 77% of annual operating expenditures allocated to salary and benefits.

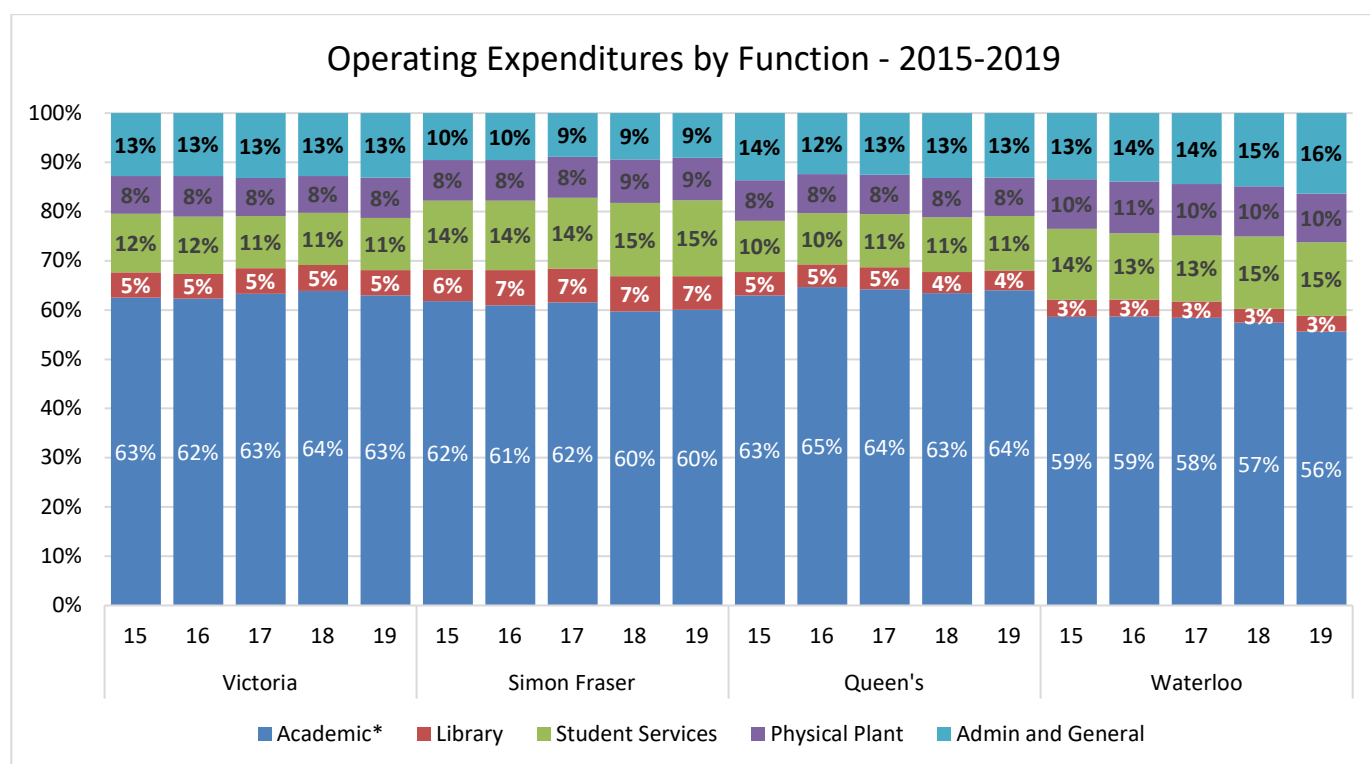


Reflecting the mission of the university, 80% of the total operating budget is allocated to academic areas including faculties, research, library, student financial aid and student services, with the remaining 20% allocated to maintain and operate facilities and for support functions.

The following chart outlines expenditures by functional area:



The above proportions have remained consistent over time; as shown in the five-year chart below, UVic's investment in academic areas is comparable to peer universities:



*Includes instruction & non-sponsored research, non-credit instruction and computing & communications

Source: CAUBO Financial Information of Universities and Colleges 2015–19

(d) Operating expenditure plan

The annual expenditure budget is adjusted each year to first account for known compensation, inflationary and maintenance requirements. The plan also reflects allocations to departments as a result of revenue that is collected specifically for their program (ATRS fees, faculty program fees, etc.). [Table 7](#) details these requirements for 2021/22, projected at \$10.98M:

TABLE 7

(in millions)

Compensation (salaries and benefits)	\$ 9.02
LMS, software, licensing, bandwidth, video streaming	0.79
Library acquisition inflationary costs	0.56
Maintenance and inflation costs	0.37
Department revenue – fees and differentials	0.24
Total	\$ 10.98

The \$9.02M for compensation represents salary and related benefit increases (collectively bargained and anticipated) and progression through the ranks. The \$0.79M allocation is required to continue to support online learning and remote working. Investments in UVic's Learning Management System (Brightspace), Zoom video conferencing, CrowdMark (marking tool for large classes), and increased internet bandwidth were initiated in 2020/21 in response to the COVID-19 pandemic, and will continue into the future to support learning and teaching. The \$0.56M for Library represents additional base funding to address rising costs of acquisitions as a result of annual inflation on periodicals and subscriptions. The \$0.37M for maintenance and inflation includes allocations to general university insurance, facilities management and university systems to address inflationary costs of insurance, supplies and licensing respectively.

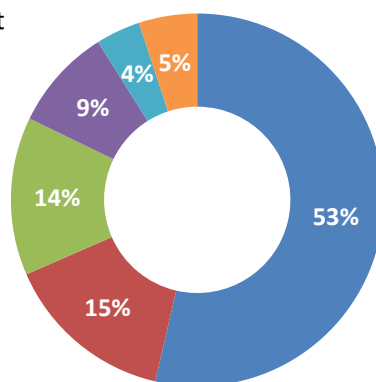
Funds available in 2021/22 for allocation to strategic priority areas come from three sources:

1. Incremental base revenue not required to fund compensation/regulatory items as per above;
2. Enrolment contingency base funding, allocated each year for non-recurring items; and
3. Institutional carryforward, also allocated for non-recurring items and derived from unspent budget and/or unbudgeted revenues.

Overall allocations (base and non-recurring) by Strategic Framework priority areas are outlined in the following chart:

Allocations 2021-22 by Strategic Framework Area

- Cultivate an Extraordinary Academic Environment
- Advance Research Excellence and Impact
- Intensify Dynamic Learning
- Foster Respect and Reconciliation
- Promote Sustainable Futures
- Engage Locally and Globally



More information about these investments are provided in Part I. Consistent with the prior year, the focus of investments, almost 50%, is in support of cultivating an extraordinary academic environment. This reflects the three-year plan priority of investing in faculties, scholarships and

bursaries, student services (including health), and campus technology and infrastructure, as well as supports required as a result of the COVID-19 pandemic. Over the 2020/21 year, there were direct investments in faculties, LTSI, student affairs, facilities management and university systems to ensure continued delivery of high quality academic programming. Some of these investments will [continue into 2021/22](#).

The 2021/22 budget provides \$1.0M in base funding and \$2M in non-recurring funding to support commitments for strategic initiatives:

TABLE 8 Key Priority Area (in millions)

	base	non-recurring
Cultivate an Extraordinary Academic Environment	\$ 0.2	\$ 0.3
Advance Research Excellence and Impact	0.2	0.4
Intensify Dynamic Learning	0.1	0.4
Foster Respect and Reconciliation	0.2	0.3
Promote Sustainable Futures	0.1	0.2
Engage Locally and Globally	0.2	0.4
Total	\$ 1.0	\$ 2.0

The above allocations provide for investments across the university in priority areas. Building on Part I, some highlights include:

- Build a deeper UVic connection with outside organizations and proactively seek partnering opportunities;
- Increase supports for emerging researchers and faculty from equity-deserving groups;
- Integrate campus-wellness strategies for students, faculty and staff (including services related to mental health, career counselling, volunteering, physical activity, online resources, etc.) to identify synergies and gaps to be addressed;
- Establish a shared anti-racism and anti-oppression position with neighbouring municipalities and potential partnering organizations;
- Lead the establishment of new Indigenous graduate program(s);
- Support the work of the campus sustainability action plan to ensure that it involves broad representation from across campus, that the planning process is completed in a timely fashion with strong ownership by the campus community, and that it include accelerated actions that can be undertaken during the planning process; and,
- Establish clearer value proposition for alumni connectedness with UVic and clearer pathways for alumni participation at UVic.

Before considering other priority areas, allocations totalling \$1.93M are also required to support government funded enrolment expansions for engineering and computer science (\$1.09M), the JD/JID in Indigenous law (\$0.54M), and the nurse practitioner program (\$0.30M). After providing allocations for ongoing commitments and non-discretionary items, base funding totalling \$4.17M is available for other institutional priorities:

TABLE 9

(in millions)

Total incremental revenue increase	\$ 18.08
Less commitments and non-discretionary allocations:	
Compensation, regulatory, inflationary & maintenance	(10.98)
Strategic Framework commitments	(1.00)
Program expansion supports	(1.93)
Subtotal commitments & non-discretionary	(13.91)
Total base available	\$ 4.17

As noted in Part I, the Integrated Planning process is both a bottom-up and strategic approach to investment decision making. All units provide prioritized administrative and academic plans along with associated resource requests. These requests and supporting information including metrics from the [Planning Tools](#), are prioritized by Vice-Presidential portfolio, then reviewed and discussed at the [Integrated Planning Committee](#) in order that allocation decisions can be made that optimally align allocations with resources available and overall strategic priorities (each year the requests far exceed new resources available). The outcome of this process is presented in the allocations outlined in [Table 10](#) below, organized by Strategic Framework areas of priority.

It should be noted that the table provides only a general overview of financial investment by priority area. Many of these investments address goals across multiple Strategic Framework priorities, but are categorized under the one priority most closely aligned.

TABLE 10

Key Priority Area	(in millions)
Cultivate an Extraordinary Academic Environment	
Faculty and research supports	\$ 0.22
Faculty and department supports	0.41
Student health services	0.19
Information system infrastructure	0.10
Systems supports for academics	0.26
Communications and engagement	0.19
University Health Initiative	0.24
Equity, diversity and inclusion	0.16
	\$ 1.76
Advance Research Excellence and Impact	
Faculty and research supports	\$ 0.31
Faculty and department supports	0.15
Systems supports for research	0.11
	\$ 0.56
Intensify Dynamic Learning	
Meeting enrolment demand	\$ 0.51
Learning and teaching supports	0.13
Communications and engagement	0.06
	\$ 0.70
Foster Respect and Reconciliation	
Indigenous supports	\$ 0.68
	\$ 0.68
Promote Sustainable Futures	
Fund development plan	\$ 0.29
	\$ 0.29
Engage Locally and Globally	
Alumni relations	\$ 0.08
International initiatives	0.09
	\$ 0.17
Total base allocated to institutional priorities	\$ 4.17

[Table 10](#) outlines how overall funding will be used to support priorities outlined in the Strategic Framework and reflected in Part I of this document. The specific funding allocations will be part of the detailed budget allocation process approved by the President (presented to the Board in September for information).

The above allocations reflect the university's priority of supporting faculty and research, and includes investments in the following academic areas of priority:

- Learning and teaching – for new faculty and librarian positions, support staff positions, TA and sessional instructor positions, and operational supports across the faculties; for new support staff positions in LTSI; and for new technologies.
- Research – for the Proteomics Centre; for Research Partnerships and Knowledge

Mobilization; and for the creation of a new innovation network for Vancouver Island, in partnership with regional entities.

- University Health Initiative – to enhance health-related academics and research.
- Indigenous recruitment and retention – for academic and support programs such as Elders in Residence; and for graduate fellowships.
- Students – to meet demand in academic program areas; and for health and wellness supports including staff positions in health services.
- Equity, diversity and inclusion – to develop and implement an institutional framework through the Equity and Human Rights office.
- Facilities – for maintaining and addressing regulatory requirements for buildings.
- Information systems – to enhance the cybersecurity program; and for research computing software development.
- Communications and outreach – for new staffing positions to support the university communications; for ongoing website development; and for the fundraising and development plan.

In addition to the base investments noted above, the 2021/22 budget provides \$10.68M non-recurring budget, which is available from:

- base budget of \$9M that the university has retained for the [enrolment contingency](#); and,
- institutional carry forward of \$1.68M.

[Table 11](#) below outlines the non-recurring allocations for 2021/22 and represents both new and the continuation of multi-year commitments. Some examples of multi-year commitments include continued investments in the University Health Initiative; support for the Building Connections fund and to improve the university's international ranking and reputation; and continued investments in capital to support functional improvements and required maintenance of capital infrastructure.

TABLE 11

Key Priority Area	(in millions)
Cultivate an Extraordinary Academic Environment	
Faculty and department supports	\$ 0.20
Student health services	0.35
Graduate student supports	0.40
Undergraduate scholarships and bursaries	0.75
Capital infrastructure	3.50
Communications and engagement	0.14
University communications	0.80
University health initiative	0.05
	\$ 6.20
Advance Research Excellence and Impact	
Faculty and research supports	\$ 0.50
Faculty and department supports	0.20
Building research connections	0.80
University Health Initiative	0.14
	\$ 1.64
Intensify Dynamic Learning	
Meeting enrolment demand	\$ 0.14
Learning and teaching supports	0.50
Communications and engagement	0.10
Systems support	0.60
	\$ 1.34
Foster Respect and Reconciliation	
Indigenous supports	\$ 0.54
Campus greenway Indigenous welcome	0.10
	\$ 0.64
Promote Sustainable Futures	
Fund development plan	\$ 0.18
Climate and sustainability action plan	0.10
	\$ 0.28
Engage Locally and Globally	
Government relations	\$ 0.08
International initiatives	0.45
Community engagement	0.05
	\$ 0.58
Total non-recurring allocated to institutional priorities	\$10.68

The above allocations provide for investments across the university in priority areas as well as required investments to sustain operations. Some highlights include:

- Faculty – for faculty hiring and research start-up.
- Graduate funding – for fellowships and awards, including the President's Research Scholarships.
- Indigenous – to renew the Indigenous Plan; to create a limited term Indigenous faculty

position in science; and for staffing and program supports in IACE.

- International – for a continued special advisor international position; for a UVic collective impact fund; for staffing supports for international student services; and to enhance international bursaries and the work study program.
- Learning and teaching – for the TA consultant program; for the Centre for Academic Communication; for co-op student positions; and to support the Provost’s Award in Engaged Scholarship.
- Students – for meeting enrolment demand; for undergraduate scholarships and bursaries; to establish a co-op accessibility program; and for student health and wellness services.
- Communications and outreach – for university communications; for the fundraising and development plan; and for community engagement initiatives.
- Systems – for maintenance improvement programs; for campus alerts; for an online ticketing system to support auditing and reporting; and for projects that support students and research.
- Research – to create a new Strategic Research and Creative Works Plan; and for the Building Connection fund.
- Facilities – for continued investments in capital to support functional improvements and routine maintenance of buildings.

The \$9M of base budget retained by the university as an [enrolment contingency](#) shows that this level of base funding provides protection from enrolment decline roughly equal to 335 (about 13.2%) undergraduate international students or 1,519 (about 10.7%) domestic students as follows:

TABLE 12

	Amount	Percent
Base funding retained (\$)	\$ 9M	2.0%
International FTE fluctuation absorbed (FTE)	335	13.2%
or Domestic FTE fluctuation absorbed (FTE)	1,519	10.7%

The FTE difference is due to tuition rate differences.

With new information emerging on what we can safely deliver this fall term, the roll out of vaccine plans worldwide, our current ability to provide online supports and programming, and our experience over the last year, our budget has been developed based on current enrolment persisting into 2021/22. While we believe this is the right budget approach, it is also prudent to develop plans in the event that enrolment levels are less robust. To that end, we have reviewed each of the allocations for 2021/22 with a view to how the allocations could be reduced to address potential tuition revenue shortfalls. Between a combination of holding back allocations and pausing hiring, costs could quickly be reduced by ~\$6M. Additional funding could come from maintaining the hiring delay and others measures if needed.

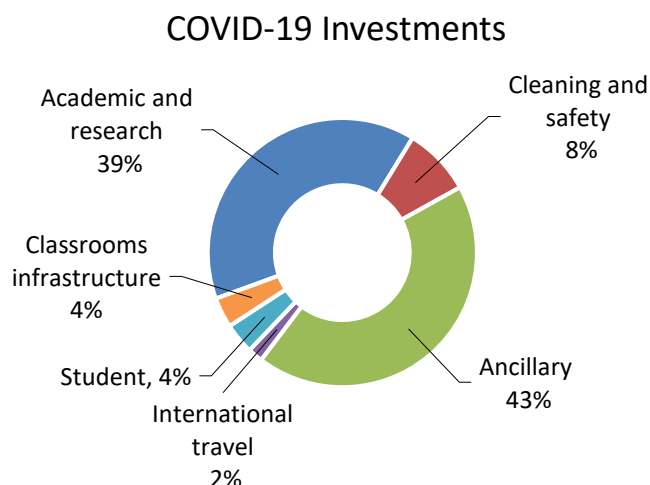
(e) COVID-19 investments

During 2020/21, the university allocated \$17.8M in additional budget to address health and safety and academic and student supports during the pandemic. These included:

- **academic** (\$8.7M or 49% of the total) – including funding for LTSI, teaching assistants and sessional instruction in faculties;

- **student** (\$5.5M or 31% of the total) –including funding for student bursaries, co-op students, and the New Student Connect program to build online, peer-led, faculty-based communities for first-year students;
- **systems and technology** (\$2.3M or 13% of the total) – including funding for the learning management system, software licenses and increased internet bandwidth; and
- **cleaning and safety** (\$1.3M or 7% of the total) – including janitorial staff, sanitization supplies, masks and other measures needed to comply with health and safety requirements..

These investments were possible because of the contingency planning the university undertook in the early months of the pandemic. In anticipation of an increase in required supports, financial plans were developed that included using institution and department carry-forward and equipment reserves to fund some of these incremental costs. Due to strong enrolments in 2020/21, these funds, supplemented from other institutional sources, are sufficient to cover anticipated incremental COVID-19 specific non-recurring costs into 2021/22 currently estimated at ~\$14M, to be distributed as follows:



The allocation for academic and research includes online teaching supports for faculties and LTSI and continued investments in the classroom ambassador program. The cleaning and safety allocation represents continued investments to ensure a safe campus environment in anticipation of a growing on-campus population in the fall and spring terms. The allocation for ancillary is the anticipated funding to be allocated to offset operating losses and/or provide financial supports such as waiving debt service payments, in some areas if required. Anticipated supports for ancillary [hybrid](#) departments was discussed earlier in the [department revenue](#) section and anticipated supports for ancillary operations is discussed in the [ancillary budgets](#) sections of the framework document.

(f) Routine Capital funding

Annually, the provincial government provides post-secondary institutions with funding for the maintenance, renovation, and upgrade of institutional academic facilities. There are two sources of funding from government to address maintenance and renovations within an overall program called Routine Capital.

The first source of funding is called Minor Maintenance and Rehabilitation and is intended for project planning (e.g., studies or design work) or minor projects to address maintenance or rehabilitation issues (e.g., replace flooring). For 2021/22 this funding is expected to be approximately \$675,000 and is provided as envelope funding—institutions have full discretion over its allocation.

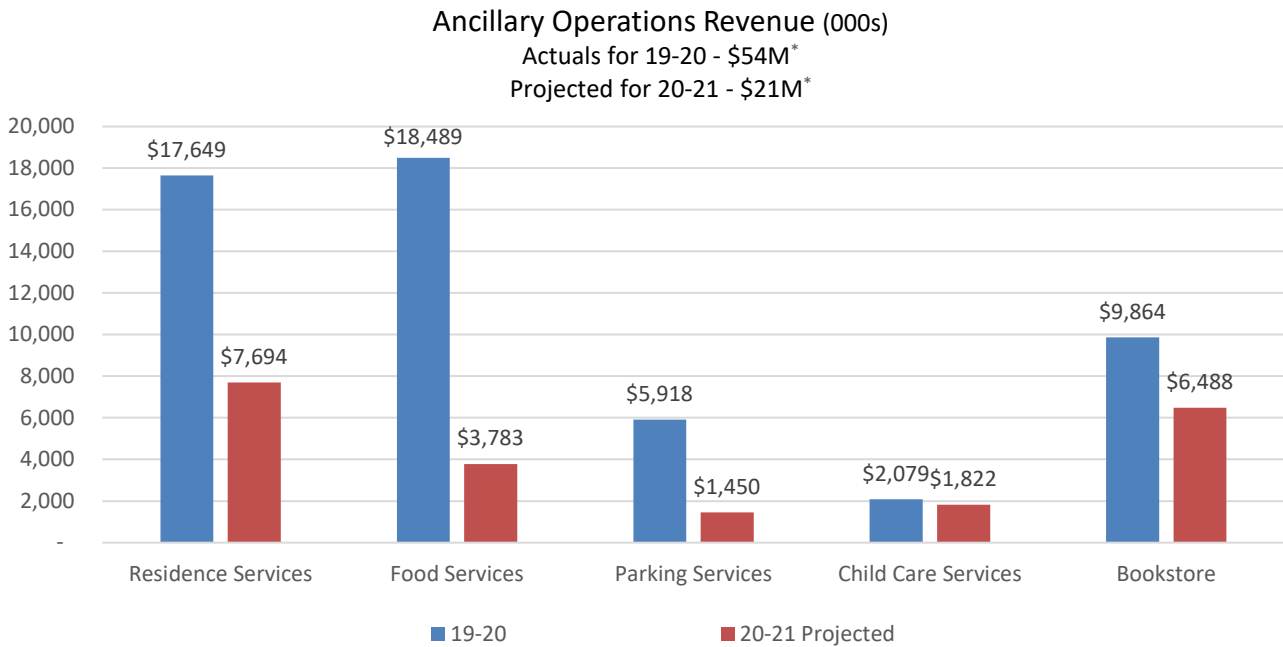
The second source of funding is Major Maintenance and Rehabilitation (MMR) and it is intended to address deferred maintenance and some functional improvements. This funding is provided through a notional allocation against which each institution submits specific projects for approval. This process allows the institution some flexibility with respect to the use of these funds but also ensures, through the requirement for Ministry approval, that provincial priorities are addressed (e.g., deferred maintenance). For 2021/22 expected funding from government is about \$12.0M; however, there is a requirement for a 25% contribution from the institution, or about \$4.0M. The overall university operating budget provides the funding for the university contribution towards MMR projects. Given the deferred maintenance and functional improvement requirements across the campus, investment in capital improvements remains a priority.

The allocation of this funding is coordinated annually through the office of the Vice-President Finance and Operations and approved by the Vice-President Finance and Operations and the Vice-President Academic and Provost, based on overall campus priorities and ranked submissions from units.

2. Ancillary budgets

An ancillary operation is a unit or department within the university that is required to be financially self-sustaining, with each operation generating sufficient revenue to fully cover its annual operating costs. Each ancillary area must also provide for periodic renovation, replacement and expansion of its facilities. As such, an ancillary will often plan for a surplus to build sufficient appropriated reserves to fund future investments in equipment and capital improvements. Reserves also protect against future year fluctuations in income and guard against income uncertainty, such as a global pandemic. Forecasted year end results for 2020/21 indicate that some ancillary areas will need to draw on reserves to cover anticipated deficits. Revenues from on-campus ancillary operations in 2019/20 totaled \$54M or about 8% of the entire operations of the university. This revenue comes from a variety of operations such as student residences, food services, parking services, child care services, and the university bookstore and computer store. Off-campus properties, such as UVic Broad Street properties, are also considered ancillary operations are described separately in [part f](#).

Most ancillary operations rely heavily on on-campus activity for the majority of their income which comes from the sale of services or products (91% - 2019/20). As such, in 2020/21, revenue from on-campus ancillary operations is forecasted to be \$32M less than in 2019/20, due to the pandemic, as shown in the chart below.



*includes internal revenues and recoveries

Other revenue includes government grants (child care) 3% and investment income 2%. The university is currently planning for the 2021/22 academic year and the anticipated increase in face-to-face instruction and resumption of on-campus activity. These plans, in conjunction with the activities that have transpired in 2020/21, have informed the projected budgets for ancillary areas in 2021/22.

As with Continuing Studies and ATRS, budgets were developed based for three on-campus activity scenarios:

- Scenario 1 (worst case): model after current 2020/21 year, ~15% on campus activity;
- Scenario 2 (better case): model to reflect 50% on campus activity; and
- Scenario 3 (best case): model to reflect 75% on campus activity.

Proposed scenarios were then revised, depending on the nature of the ancillary operation and each area selected the likely scenario for the coming year.

This year, financial information for each of the ancillary areas include **financial ratios** to provide a sense of financial health and sustainability. Ratios include:

- Debt Service Coverage, which measures net earnings against current debt obligations. This ratio shows whether an entity generates sufficient annual income to pay its debts.
- Reserve to Debt Service. This ratio measures the number of years reserve funds will be available to pay down annual debt obligations before depleting the reserve to zero.
- Gross Margin Ratio measures sales revenue retained after incurring direct costs of the goods sold and/or service provided. The higher the gross margin, the more sales revenue retained on each dollar of sales, which can be used to cover other costs or satisfy debt obligations.

Generally, the 2019/20 year can be used as the baseline or the desired ratio level. In future years, a ratio lower than the base year indicates weaker financial health; a ratio approaching or close to the base year indicates stronger the financial health.

The following sections outline the proposed ancillary budget for the coming year, along with corresponding fee increases that require board approval. In developing each of these budgets and the level of funding/support that might be provided to each operation, consideration was given to each operation's ability to contribute to reserves for capital renewal, to fund current and future debt service payments and to return to long-term financial sustainability. Supports were provided where it is clear that financial help was required to ensure the operations would be on strong financial footing moving forward in order to minimize the likelihood that significant fee increases would be needed to address losses.

(a) Residence services

Residence Services provides accommodation to students and visitors in on-campus dormitory buildings, single student cluster units and self-contained units (apartments/town houses) for students with families. The majority of revenue generated by Residence Services is from students (85%). Over the long term, Residence Services revenue has been based on 97.5% occupancy rate in single student housing during the academic year (September to April), with minimum student revenue during the summer. Remaining revenue is generated from visitors (10%), primarily over the summer months and other revenues (5%) such as application fees and coin laundry.

Due to the effects of the COVID-19 pandemic, Residence Services is forecasting a significant loss in 2020/21. Single student residences are a high-density living environment with shared bathrooms and common spaces. In April 2020, BC Health Authorities approved Residence Services' *Healthy Community Plan*, which detailed preparations for accommodating students in 2020/21. Several Safe Work Plans were developed to outline enhanced safety processes for staff and students, and included the implementation of strict protocols in residence buildings, such as mandatory masks, occupancy limits, guest restrictions, and enhanced cleaning protocols. Residence Services implemented further measures to ensure a safe living and working environment for students and staff. These included restricting occupancy in single student housing to 39%, or 829 beds, reducing occupancy in dormitory buildings and cluster accommodation to 50% or less, eliminating double occupancy rooms, and taking a number of buildings off-line to provide safe accommodation for residents who might be required to self-isolate. The financial impact of these measures resulted in a projected revenue loss of \$10M in 2020/21.

The following [Table 13](#) summarizes Residence Services operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 13
(in millions)

RESIDENCE SERVICES	Actuals 2019-20	Forecast 2020-21	Projected Budget 2021-22
			Scenario 2 54%
Revenue			
Student room rental	\$ 15.2	\$ 7.2	\$ 10.1
Conference and other revenue	2.4	0.5	0.4
Total revenue	\$ 17.6	\$ 7.7	\$ 10.6
Expenditures			
Salaries & benefits	\$ 5.8	\$ 4.8	\$ 5.2
Operating expenses	4.0	4.5	4.7
Capital projects	4.1	0.3	1.5
Debt servicing	2.4	0.1	0.5
Total expenditures	\$ 16.2	\$ 9.7	\$ 11.8
Surplus (deficit)	\$ 1.4	\$ (2.0)	\$ (1.2)
Reserves			
Beginning balance	\$ 6.2	\$ 7.3	\$ 5.3
Transfer out	-	-	-
Transfer in	1.1	(2.0)	(1.2)
End balance	\$ 7.3	\$ 5.3	\$ 4.1
Financial ratios			
Debt service coverage ratio	1.6	(14.9)	(1.4)
Reserve to debt service ratio	3.1	42.2	8.3

To ameliorate the net loss in 2020/21, Residence Services decreased expenditures where possible, such as reducing staffing costs by delaying hiring, laying off employees and reducing opening hours for residences front desk and delaying and/or cancelling planned capital projects. Central support was provided to reduce losses through waiving debt servicing payments and reducing financial contributions (overhead) to Student Services departments. The projected operating deficit for 2020/21 is ~\$2M.

In developing the budget for 2021/22, Residence Services considered three scenarios were slightly different reflecting their unique nature:

- Scenario 1 - 50% Occupancy/918 beds. This scenario reflects a situation similar to 2020/21,
- Scenario 2 - 54% Occupancy/1154 Beds: This scenario cluster units increased to full occupancy
- Scenario 3 - 95% Occupancy/2009 Beds: This scenario assumes most people have been vaccinated and COVID-19 cases have significantly diminished in the community and worldwide. In this scenario all beds, including double rooms, would be open, and one building would remain off-line for possible self-isolation purposes.

The proposed budget is based on scenario 2 though it is likely that the actual outcome will move closer to scenario 3, dependent on vaccine roll out efficiency. The proposed 2021/22 budget as shown in [Table 13](#) includes rate increases of 4% for single, twin and cluster student housing and 4% for family housing. The projected operating loss of ~\$1.2M under this scenario reflects waiving debt service payments for another year and maintaining similar cost control measures used in 2020/21.

This approach shows that the operation will end the 2021/22 year with a positive reserve balance of ~\$4.1M. Residence housing stock has significant deferred maintenance and as such it is vital that reserves are built and that the budget over the long term provides for capital renewal. Before the pandemic, Residence Services was spending ~\$3M annually on residence renewal. While expenses were reduced in 2020/21 to ~\$0.3M, capital expenses are projected at ~1.5M in 2021/22.

Post pandemic, Residence Services will update the deferred maintenance plan to look at priorities and timelines for upgrades and repairs to our older building inventory. Within the removal of two older buildings and the addition of 600 beds in the new buildings, maintenance priorities will be reviewed and revised. The impact of the pandemic on their financial plan, combined with the addition of new buildings and unit types, means that overall facilities goals and priorities may need to be re-examined and optimized. This project will be initiated within the next two years.

The proposed 2021/22 rate increases for various housing types are outlined in [Appendix 2](#).

(b) Food services

University Food Services (UNFS) provides a variety of food services to students, faculty, staff and visitors to campus including student resident meal plans, dining options at eleven unique campus outlets and on-campus catering for university functions. The business operations of UNFS has evolved its food offerings over the years to ensure it is aligned to the needs of a diverse customer base and that healthier food options exist to support good nutrition. UNFS is committed to implementing industry leading practices in support of a nutritionally sound campus including capturing caloric, sugar and salt content for all food and drink items within its Food Trak software. UNFS will ensure that plant-based, vegetarian, vegan and gluten-free options and programs are meeting the needs of these customer bases.

Following three consecutive years of operating deficits in fiscal years 2015–17, UNFS returned to profitability and ended 2019/20 in a surplus position, contributing the \$0.3M to the reserve. The deficit that accumulated in prior years was converted to debt (\$0.6M), and UNFS had been paying interest on the outstanding amount. While UNFS realized a surplus in 2019/20, the operation is expecting a significant loss of revenue in 2020/21 as retail food sales and catering revenue are driven by on-campus student and staff populations. Likewise, the resident meal plan is highly reliant and tied to student residence occupancy rates. The revenue loss expected in 2020/21 is directly attributable to the decrease in on campus activity, particularly during the early months of the pandemic into the fall and winter.

The following [Table 14](#) summarizes UNFS operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 14
(in millions)

FOOD SERVICES	Actuals 2019-20	Forecast 2020-21	Projected Budget 2021-22
			Scenario 3 95%
Revenue			
Student meal plan	\$ 8.7	\$ 1.6	\$ 6.7
Other revenue	9.8	2.2	5.9
Total revenue	\$ 18.5	\$ 3.8	\$ 12.6
Expenditures			
Salaries and benefits	\$ 9.5	\$ 5.3	\$ 6.5
Cost of goods sold	5.8	0.9	3.8
Operating expenses	2.3	0.9	1.9
Debt servicing	0.6	-	0.7
Total expenditures	\$ 18.2	\$ 7.1	\$ 12.9
Surplus (deficit)	\$ 0.3	\$ (3.3)	\$ (0.3)
Institutional support to cover deficit	-	3.3	
Revised surplus (deficit)	\$ 0.3	\$ -	\$ (0.3)
Reserves			
Beginning balance	\$ -	\$ 0.3	\$ 0.3
Transfer out	-	-	-
Transfer in	0.3	-	(0.3)
End balance	\$ 0.3	\$ 0.3	\$ 0.0
Financial ratios			
Gross margin ratio	0.69	0.77	0.70
Debt service coverage ratio	1.50	-	0.57
Reserve to debt service ratio	0.47	-	0.03

For the 2020/21 fiscal year, UNFS forecasts a net operating loss of ~\$3.3M, more than 10 times their current reserve. This net operating loss in 2020/21 reflects waiving debt service payments for one year and adjustments to expenditures where possible. Workforce adjustments were required based on reduced on campus activity. Some of these staff were redeployed to the classroom ambassador program as part of the overall university approach to labour management in 2020/21. UNFS is important to the student experience, and the university is committed to supporting UNFS to enable the operations to enter into the 2021/22 fiscal year on stable financial footing and continue its trajectory towards financial sustainability. Funding will be provided to UNFS to cover the deficit in 2020/21 which will position the operation to be financially sustainable long term.

The proposed budget for 2021/22 for UNFS, shown in [Table 14](#) is based on scenario 3. For UNFS, this scenario projects summer retail revenue similar to 2020/21 with a return to more normal revenue levels as campus activity increases into the fall and winter. Meal plan revenue is forecasted on a 95% occupancy rate in single student housing whereby a mandatory meal plan is required during the academic year (September to April). The projected loss under this scenario is modest at \$0.3M.

In developing the budget for 2021/22, as with other areas, consideration was given to UNFS' ability to impact the long term financial health of the operations, and address if required to manage the 2020/21 loss. To ensure long term financial sustainability, particularly given that the operation has

already undertaken significant restructuring in prior years to address operational issues, the best approach is to provide funding to cover the 2020/21 loss. Scenario 3 then reflects continued payment of debt servicing and shows the operation will end the 2021/22 year with neutral reserve balance and a gross margin and debt service ratio moving in positive directions. As UNFS generates surpluses and contributes to the reserve in future years, the reserve to debt service ratio will continue to improve.

Outlined in [Appendix 2](#), UNFS proposes a 3% increase to the standard residential meal plan rate in 2021/22.

(c) Parking services

Parking Services generates revenue from parking permits, parking meters and dispensers and fines/citations to cover the cost of operations including:

- a contribution toward the student UPASS bus pass program;
- parking lot maintenance and repair;
- patrol costs;
- service enhancements;
- travel choices programs (also known as traffic demand management or TDM); and
- capital cost of new/expanded parking capacity.

Parking Services is projecting a significant loss, \$1.8M, in 2020/21 due to the shift to online learning and employees working from home. Demand for parking and the employee bus pass have decreased 75%, with 2020/21 revenue expected to be 75% below budget. Expenditures in 2020/21 were reduced where possible, and ongoing repairs and maintenance of parking lot surfaces has been postponed, with only necessary maintenance performed in 2020/21. The budgeted amount of this deferred work is ~\$0.5M, and includes the Campus Alarm Upgrade Project and the fire alarm system at the McKenzie Avenue Parkade.

The following [Table 15](#) summarizes Parking Services operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 15
(in millions)

PARKING SERVICES	Actuals 2019-20	Forecast 2020-21	Projected Budget 2021-22
			Scenario 2 50%
Revenue			
Parking meters and permits	\$ 5.0	\$ 1.3	\$ 2.6
Citations and other	0.9	0.2	0.3
Total Revenue	\$ 5.9	\$ 1.5	\$ 3.0
Expenditures			
Salaries and benefits	\$ 1.8	\$ 1.9	\$ 1.9
Operating expenses	2.1	0.7	0.9
Debt servicing	0.7	0.7	0.4
Total expenditures	\$ 4.6	\$ 3.2	\$ 3.2
Surplus (deficit)	\$ 1.3	\$ (1.8)	\$ (0.3)
Reserves			
Beginning balance	\$ 6.9	\$ 8.3	\$ 6.5
Transfer out	-	1.8	- 0.3
Transfer in	1.4	-	-
End balance	\$ 8.3	\$ 6.5	\$ 6.3
Financial ratios			
Debt service coverage ratio	3.0	(1.7)	0.3
Reserve to debt service ratio	12.5	9.9	16.5

Parking Services ended 2019/20 with a \$1.3M surplus and contributed \$1.4M to its reserve, bringing the year end balance to \$8.3M. While the reserve is required for future capital needs, it can be utilized in the short term to address the current year loss, reducing the reserve balance to ~\$6.5M at 2020/21 year end. Given its overall financial health, the operation was able to continue debt payments during 2020/21 and does not require institutional support.

The budget scenario used for Parking for 2021/22 in [Table 15](#) reflects campus activity at 50% of normal levels (scenario 2); however, it is possible that actual activity could be at ~60-65% of normal activity. As indicated in prior years, the proposed budget includes a 5% increase to permit rates to provide to on-going capital costs. The budget also reflects a reduction and/or deferral to operating expenditures where possible, and the last payment for the parkade as the loan will be paid in full in 2021/22. The reserve balanced is projected at ~6.3M at the end of 2021/22, and financial health ratios indicate that Parking Services will be on strong financial footing going forward into the 2022/23 fiscal year.

When students, faculty and staff fully return to campus, and with the demand resulting from ongoing capital project construction, parking demand is expected to return to at or near capacity during the 2021/22 fiscal year. To address increased parking demand on campus, the Office of Campus Planning and Sustainability completed a Transportation Demand Management (TDM) Review in 2019. In response to the TDM review, the Campus Planning Committee supported a series of principles relating to TDM:

- To ensure that the Travel Choices program reflects the Strategic Framework direction to promote sustainable futures, reduce greenhouse gas emissions, and support healthy communities.
- To strategically implement push policies (disincentives) for single occupancy vehicle travel that balance with pull policies (incentives) for sustainable travel through the Travel Choices program.
- To strategically manage the demand and costs for new parking supply to support campus growth by employing TDM measures effectively.
- To understand the needs, barriers and challenges to the uptake of sustainable transportation choices by demographic groups (staff, student, faculty, visitors) in order to design TDM measures that encourage behavioural shifts in commuting habits.

A Travel Choices survey open to all parking permit holders was also completed in 2019. The purpose of the survey was to understand travel behaviours and choices of UVic parking permit holders, with the intention of improving the university's current TDM program and parking management practices. A key finding from the Travel Choice Survey is that 62% of respondents drive to campus five days a week with very few "secondary" transportation modes being utilized. Over half of respondents were interested in using another form of transportation or are already using another form. Survey analyses also identified two major themes that affect the respondents' travel choices: flexibility and cost.

The current parking rate structure incentivizes the purchase of an annual parking pass through a significant rate subsidy as compared to other shorter duration passes. Once purchased, there was little incentive to use other modes of transportation and little flexibility in travel choices. To address this, a shift in parking management is required in order to:

- Provide commuters with greater choice and flexibility in the purchase of parking services;
- Mitigate the near-term pressures for vehicle parking due to capital project construction;
- Address the longer-term parking needs generated by new buildings and academic programs;
- Help achieve the university's Sustainability Action Plan: Campus Operations goal of 70% non-single occupancy vehicle travel; and
- Incent commuters to use alternative modes of transportation in order to reduce greenhouse gas emissions, improve air quality and support healthy communities.

In order to begin the process of addressing these issues, in fall 2021, semester parking passes will be discontinued and the cost of monthly parking will be decreased from \$114 to \$75 for general parking and from \$199 to \$131 for reserved parking. Daily parking rates at lots at a distance from Ring Road, such as Velox, Ian Stewart Complex and Lam Circle will also be decreased from \$9 to \$6 per day. The Flex 25 pass will continue to be available and the annual pass rates will increase by 5%. This rate increase will help build reserves to address future supply needs and infrastructure maintenance as well as providing sufficient funding support for the Travel Choices program. Permit parking rates noted above are contained in [Appendix 3](#). These rates will be effective September 1, 2021.

Throughout the 2021/22 fiscal year the university will continue to consult with the campus community through the Climate and Sustainability Action Plan process on further improvements to the TDM program to improve access to transit, walking and cycling and to further incentivize transit use over parking. This consultation will support future improvements in parking management

practices and the TDM program to align with the university's goals of being a global leader in sustainability while providing commuters with greater flexibility in travel choices.

The parking budget continues to provide funding for a number of initiatives that continue to support the Travel Choices program. These initiatives are designed to promote sustainable transportation options and assist in managing parking demand on campus. They include Bike to Work Week sponsorship, regular cycling infrastructure improvements, the subsidized employee monthly bus pass program, the Universal Bus Pass, a car-share partnership with MODO, as well as the availability of electric vehicle and electric bicycle charging locations, and carpooling options, all of which are supported by various educational, committee and communication activities.

In 2019, a Lot Condition Assessment Report was received and 10 year maintenance plan was developed for all campus parking areas. \$500,000 per year has been budgeted for this project however due to COVID-19, this work has been paused and is expected to resume in fiscal 2022/23.

Parking Services continues to develop alternatives to purchasing parking from a parking dispenser and in the fall of 2019, implemented the Honk Mobile app. This app allows the user to pay for parking with their smart phone.

(d) Child care

Child Care Services operates seven child care centres and a family centre at UVic. A \$2.6M renovation was completed in October 2018, which renovated and upgraded all Child Care facilities including the creation of 32 new 3–5 year old full day child care spaces and the renewal of two playgrounds. The university currently provides an annual subsidy to the program by funding the director, one office staff person and their office supplies as well as some building operational costs and a portion of the salary costs of the child care workers. The total subsidy is about \$0.7M per year.

Due to the effects of COVID-19, Child Care Services is expecting a small loss in 2020/21. The centre's ability to operate at capacity is directly impacted by the effects of the pandemic, and the centre needed to operate quite nimbly over the year, ensuring compliance with provincial health regulations, including social distancing and child care centre cleaning protocols. In 2020/21, Child Care Services was able to reduce the financial impacts of the pandemic through workforce planning, reducing expenses where possible and the financial support of the Provincial government, who provided ~\$0.5M in funding in 2020/21. Child Care Services anticipates that the centre will end the 2020/21 year with deficit of ~\$0.1M, which will be covered by the Child Care Services reserve, which will leave a negligible deficit balance at year end.

The following [Table 16](#) summarizes Child Care Services operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 16
(in millions)

CHILD CARE	Actuals 2019-20	Forecast 2020-21	Projected Budget 2021-22 Scenario 3 78%/91%
Revenue			
Province of BC	\$ 1.2	\$ 1.5	\$ 1.1
Parent fees	0.8	0.4	1.0
Other revenue	0.0	0.0	0.0
Total Revenue	\$ 2.1	\$ 1.8	\$ 2.0
Expenditures			
Salaries and benefits	\$ 1.8	\$ 1.7	\$ 1.9
Operating expenses	0.2	0.2	0.2
Total expenditures	\$ 2.0	\$ 1.9	\$ 2.1
Surplus (deficit)	\$ 0.1	\$ (0.1)	\$ (0.1)
Reserves			
Beginning balance	\$ 0.1	\$ 0.1	\$ (0.0)
Transfer out	-	-	-
Transfer in	0.0	(0.1)	(0.1)
End balance	\$ 0.1	\$ (0.0)	\$ (0.1)

Due to the unique nature of child care, in developing the budget for 2021/22, Child Care Services considered three different scenarios based on a normal full capacity at 116 spaces:

- scenario 1: the centres operate at 78% capacity, or 91 filled child care spaces;
- scenario 2: the centres operate at 78% capacity from April to August, and 85%, or 98 filled child care spaces from September to March; and,
- scenario 3: the centres operate at 78% capacity from April to August, and 91%, or 105 filled child care spaces from September to March.

The proposed budget, shown in [Table 16](#) above, reflects scenario 3. While operating results under scenario 3 show a small deficit of ~ \$0.1M, much of this can be covered by the remaining reserve balance with the remaining loss anticipated from future net surpluses when full capacity operations resumes in 2022/23.

The operation will continue to work with the ministry over the 2021/22 fiscal year to ensure compliance with provincial health orders and protocols required for child care centres during this time.

The proposed budget for 2021/22 includes fee increases of 2% for infants (6 months to 18 months), 2% for toddlers (18 months to 36 months) and 2% for pre-school children (37 months to 5 years). See [Appendix 4](#) attached for the 2021/22 schedule of child care fees effective May 1, 2021.

(e) Bookstore

The University Bookstore receives revenue through the sale of textbooks, books, computers, supplies (including food and beverages), and services such as regalia rental to students, faculty, and staff. Over the past few years, the sale of textbooks has shifted to more digital formats, such as eBooks, bundled with eBooks and access codes. The Bookstore's integrated inventory

management and point-of-sale systems was replaced, and a new operating system and software was implemented at a cost of ~\$333k, which was paid for from the Bookstore reserve fund. Over the summer 2019, the Bookstore renovated and transitioned the in-store coffee shop to a licensed Starbucks at a cost of ~1.1M, which opened for business in September 2019. The Bookstore ended the 2019/20 year with a small \$0.2M deficit which was covered by the Bookstore reserve, ending the year with a ~\$2.2M balance.

The following [Table 17](#) summarizes the Bookstore operating results for 2019/20, the forecast for 2020/21 and the projected budget for 2021/22:

Table 17

(in millions)

BOOKSTORE	Actuals 2019-20	Forecast 2020-21	Projected Budget 2021-22 Scenario 3
Revenue			
Textbooks sales	\$ 5.9	\$ 4.2	\$ 4.9
Merchandise	3.1	1.9	3.4
Computer store and other	0.9	0.4	0.4
Total Revenue	\$ 9.9	\$ 6.5	\$ 8.7
Expenditures			
Salaries and benefits	\$ 2.3	\$ 1.9	\$ 2.0
Cost of goods sold	7.1	4.7	6.1
Operating expenses	0.6	0.6	0.8
Total expenditures	\$ 10.0	\$ 7.2	\$ 8.9
Surplus (deficit)	\$ (0.2)	\$ (0.7)	\$ (0.1)
Reserves			
Beginning balance	\$ 2.5	\$ 2.2	\$ 0.6
Transfer out	0.3	0.9	-
Transfer in	0.1	(0.7)	(0.1)
End balance	\$ 2.2	\$ 0.6	\$ 0.5
Financial ratios			
Gross margin ratio	0.3	0.3	0.3

For the 2020/21 fiscal year, the Bookstore is forecasting a net operating loss of ~\$0.7M. The shift from physical sales to more profitable digital formats via affiliate fees and access code payment from eBook providers helped the Bookstore to ameliorate revenue losses over the 2020/21 year, as digital sales are less vulnerable to the affects of decreased on-campus population caused by the pandemic. Throughout 2020/21, the Bookstore has been able to manage expenses with the continued implementation of tighter cost controls and will continue this practice into future years. The Bookstore also managed expenses via workforce planning, attrition and redistributing duties to existing positions where possible. A drawdown from the Bookstore reserves was required in 2020/21 to fund the remaining costs for the Starbucks renovation. The remaining reserve balance will be used to cover the anticipated \$0.7M deficit in 2020/21, leaving a reserve balance of ~\$0.6M.

In developing the budget for 2021/22, the Bookstore considered three scenarios slightly different from other ancillaries including:

- scenario 1: mirroring 2020/21 with improved cost of goods sold;
- scenario 2: mirroring summer 2020/21, with a return to 50% of on-campus population in September, resulting in improved in-store merchandise sales with cost of goods sold adjusted to revenue expectations; and
- scenario 3: mirroring summer 2020/21, with a return to 90-95% of on-campus population in September, resulting in stronger in-store merchandise sales with cost of goods sold adjusted to revenue expectation.

The proposed budget shown in [Table 17](#) above reflects scenario 3. While profitability under scenario 3 will result in a small operating deficit of ~ \$0.1M, the entire amount will be fully covered by the Bookstore reserve balance, which will the end the year with a ~\$0.5M balance. The remaining reserve will be held to safeguard against future years' income fluctuations, fund on-going capital asset renewals, technology renewal, and to invest in digital strategies for course materials to safeguard the business as it continuously reengineers itself operationally to market forces. In the 2021/22 fiscal year, the Bookstore will continue to develop and pilot all-inclusive access for digital course materials through the university's Learning Management System and adopt course materials within the BC Open Textbook initiative.

(f) Off-campus properties

The university has two profit-oriented subsidiaries: Heritage Realty Properties and the Vancouver Island Technology Park. Heritage Realty Properties manages the rental properties and downtown hotel and brew-pub which were donated to the university by the late Dr. Michael C. Williams. The Vancouver Island Technology Park (VITP) is a research park which leases space to high-technology companies on Vancouver Island. Both these entities have Boards that oversee and approve their annual budgets. These entities, which are recorded in the university's financial statements on an equity basis, are considered investments of the university. Heritage Realty Properties, including properties owned directly by UVic, provides an annual return to the university, expected to be at least \$900K, which is invested in university initiatives consistent with the wishes of the donor. A financial return to the university from VITP is also expected each year of at least \$750K.

3. Specific Purpose Funds

The specific purpose fund is composed of revenues and expenditures from:

- The University of Victoria Foundation;
- Non-operational department grants from external sources provided for designated purposes (department revenue);
- The Foundation for the University of Victoria;
- The US Foundation; and
- UVic Industry Partnerships (UVic IP).

Total revenue for specific purpose decreased by \$36.8M in 2019/20, largely the result of an investment loss within the Foundation of \$13.1M compared to investment income of \$36.8M in the previous year. The investment loss was due to a temporary decrease in the fair market values of Endowment investments in March of 2020 when COVID-19 was declared a global pandemic. The majority of revenue (94% in 2019/20) in the specific purpose fund is either departmental revenue or revenue from the University of Victoria Foundation.

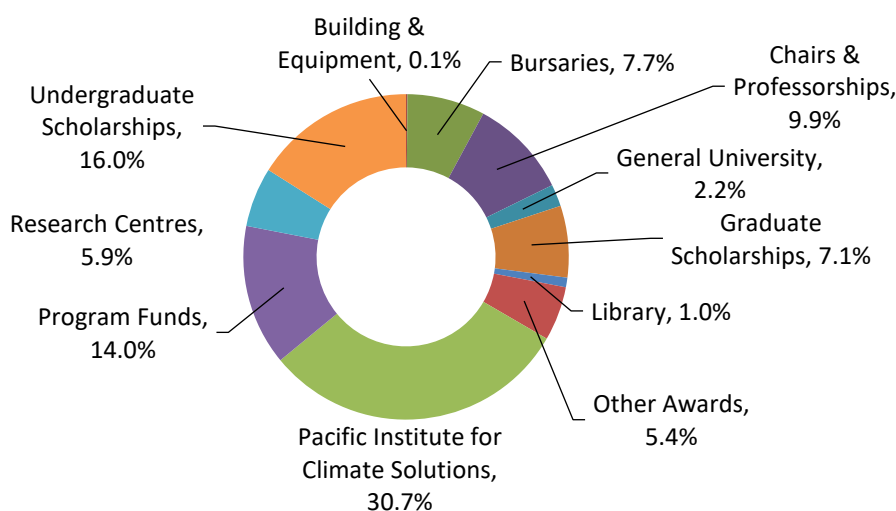
Departmental revenue is mainly derived from external grants designated for specific purposes such as programs in business and fees from academic and administrative conferences held by departments and are generally non-recurring in nature.

Revenue from the UVic Foundation is composed of investment income and gains and losses on investments, which by their nature are variable and therefore fluctuate year to year. Given the unpredictable nature of revenue within this fund, it can vary considerably from year to year.

The University of Victoria Foundation holds and invests funds raised for endowment purposes. As at December 31, 2020, there were over 1,400 funds with a market value of ~\$515M. Annually, the Foundation Board approves a distribution (budget) from the Foundation to the university based on the terms of each endowment fund and the overall spending policy of the Foundation.

For 2020/21, the total Foundation distribution was \$15.8M and was allocated as follows:

2020/21 Endowment Budget



The Foundation distribution budget increased by 1% in 2020/21 or ~\$0.1M. This small increase is less than the annual inflation adjustment as most funds were not allocated the additional 0.5% distribution from 4.0% to 4.5% even if eligible, due to financial market uncertainty in March 2020. The distribution budget for the foundation is based on:

- 4.0% of inflation adjusted principal; plus
- an additional annual spending of 0.5% to those funds whose value was greater than 108% of inflation adjusted principal.

For 2021/22 the budget is expected to grow by the 2020 inflation rate of 1% and increase by 11% as a result of strong financial markets in 2020/21. These returns resulted in 78 more endowments being eligible for the additional 0.5% spending. The budget will be approved by the Foundation in March (2021) and transferred to the university in April.

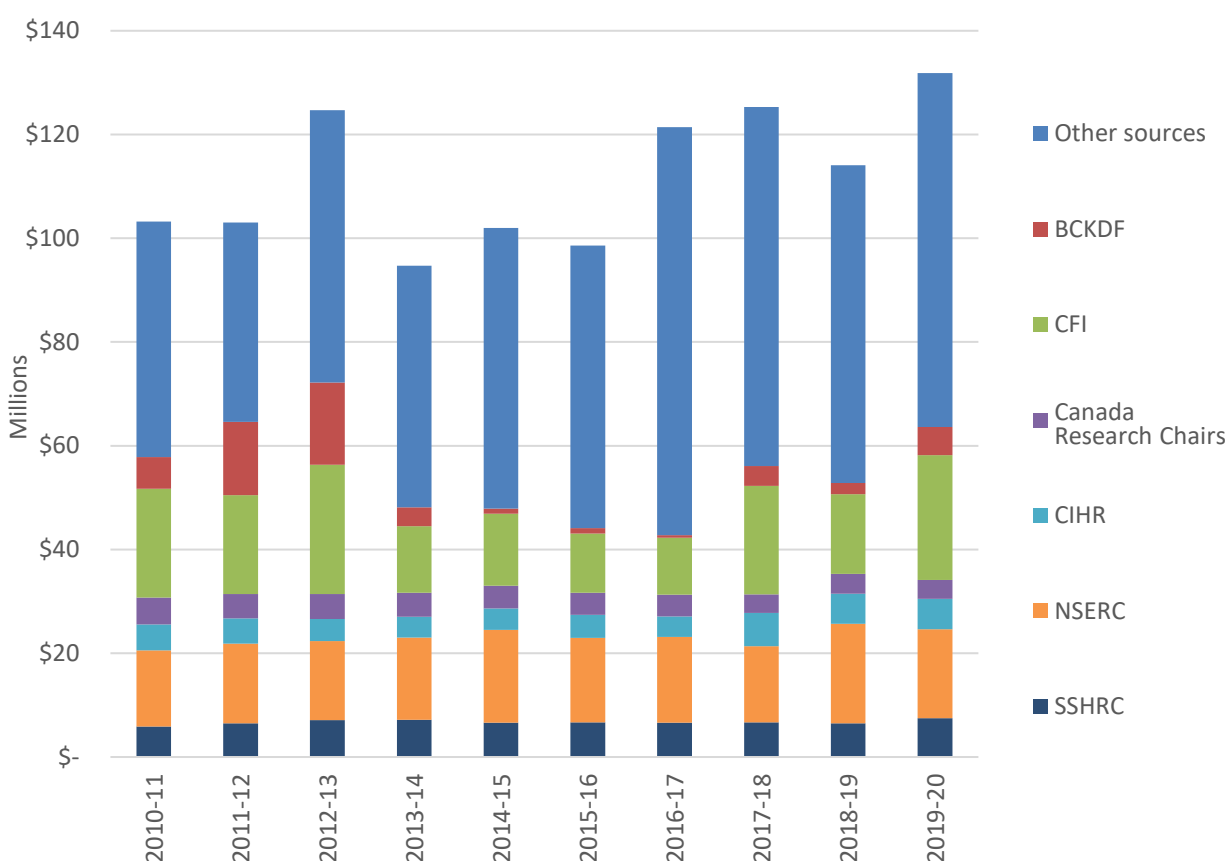
4. Sponsored research funds

(a) Research income

There are four major categories of sponsored research funds: 1) competitively-adjudicated funding from the Tri-Agencies (NSERC, SSHRC and CIHR); 2) funding from the Canada Research Chairs (CRC) program; 3) competitively-awarded major research infrastructure support such as the Canada Foundation for Innovation (CFI) and the BC Knowledge Development Fund (BCKDF); and 4) other sources including Research Support Funds (RSF) from the Tri-Agencies, grants from non-Tri-Agency sources, research agreements, and contracts with governments, foundations and industry. Total income from each of these categories is shown in the bar chart below.

In 2019/20, UVic received a total of \$131.9M in external research funding, including income from the RSF for indirect costs of research. Over the last decade, the amount of funding attracted from the federal Tri-Agencies has been slowly increasing. Other major sources include CFI and BCKDF funding in support of our large infrastructure projects and other sources such as government agencies, non-governmental organizations, and industry.

Research Income 2010-11 to 2019-20



(b) Research highlights

Strategic Research and Creative Works Plan

With the current Strategic Research Plan set to expire in 2021, the Office of the Vice-President Research and Innovation began a large project in 2020 to develop a new Strategic Research and Creative Works Plan (SRCWP), notionally titled, *Aspiration 2030: Innovating for a Better World*. The development of the new SRCWP has been underpinned by an extensive consultation process designed to engage the entire UVic community and survey ideas from the grass roots. The target completion date for the new SRCWP is September 2021.

Infrastructure funding

The CFI and BC Government awarded \$29.4M in 2019/20 for UVic research infrastructure projects, including \$1.3M under the John Evans Leadership Fund (JELF). The funding will be used to develop new laboratories at UVic in the Faculties of Science, Engineering, Social Sciences and Medical Sciences, in research areas that include climate change, health, data science, green engineering and anthropology.

Research funding

UVic researchers submitted 678 grant applications to over 100 funding competitions in 2019/20. Highlights of research grant funding success include individual awards totaling \$17.1M in new funding from NSERC to support research in natural sciences and engineering. Our researchers also secured \$5.8M in funds through CIHR's competitions to support diverse health-related proposals, from addressing home care challenges through to improving cellular immunotherapy. Our SSHRC researchers received a total of \$7.4M to support their studies in social sciences and humanities.

(c) Impact of the COVID-19 Pandemic on Research

The COVID-19 pandemic disrupted research and creative activities on and off campus in very significant ways and its effects will be felt through 2021/22.

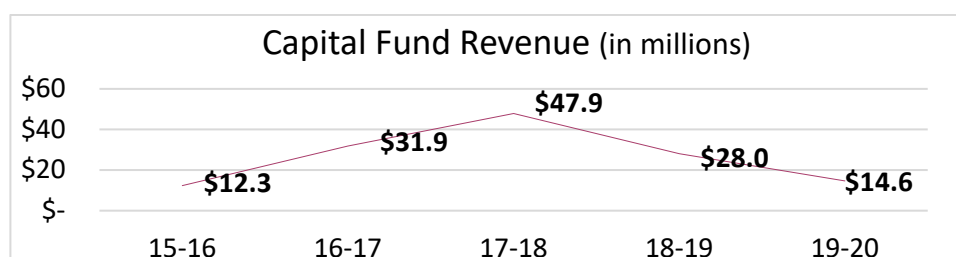
On-campus and community research was suspended in late March 2020, in order to ensure the safety of researchers and the community. UVic was the first BC University to launch a research [resumption plan](#), following the release of the BC Restart Plan on May 6. The on-campus research resumption plan took a phased approach, summarized as follows: **Phase 1 (research deemed time sensitive and only able to be conducted on campus); Phase 2 (research deemed not time sensitive but only able to be conducted only on campus); and Phase 3**, wherein all labs can be open with the completion and approval of a Safe Work Plan, **began on August 4**. Over 400 on-campus labs have approved Safe Work Plans (n = 388) or are in the process of having a plan approved (n = 32). To date, occupancy of research facilities continues to be limited to meet physical distancing requirements, with the effect of slowing productivity including graduate student progress. Limited community and field research has resumed under the provisions of Safe Work Plans and ethics board approval.

Major funding bodies in Canada provided some financial help to sustain research, for example through the [Canada Research Continuity Emergency Fund](#). While UVic pursued these special funding opportunities to the fullest extent possible, faculty were also supported through several novel, internal funding mechanisms: the [UVic Research Recovery Fund](#) (URRF) was created to offset direct

financial losses associated with pausing research projects and creative endeavors; an opportunity was created for teaching release for faculty disproportionately affected by COVID-19 and who need protected time to keep their research projects moving forward; and the [Research Accelerator Fund](#) was launched which is a campaign to raise funds from donors to accelerate research that contributes to societal recovery from the pandemic. Throughout 2021/22, we will continue to monitor the impact of the COVID-19 pandemic and to look for additional ways to support our researchers.

5. Capital fund

The capital fund accounts for the revenues and expenditures that result from the acquisition or construction of major physical assets such as buildings or enterprise information systems. Depending on the nature of the project and activities in this fund, revenues and expenditures can vary greatly from year to year. The chart below illustrates fluctuations in capital fund revenue over the past five years:



Major capital activity over the past year included:

1 Deferred maintenance program

As part of the MMR funding program noted above, the university undertook a number of projects that will improve the conditions of our buildings. These include:

- Campus building system alarm upgrades;
- Completion of the MacLaurin D wing seismic upgrade;
- Campus wireless upgrade;
- Sewage lift station renewal;
- Energy transfer stations upgrades to improve building efficiencies;
- Continuation of the roof replacement and elevator renewal programs;
- Bio-level 2 and safety upgrades to science labs;
- Cunningham fume hood dispersion system renewal (multiyear project); and
- Various other smaller deferred maintenance projects (fall protection, HVAC, etc.).

2 Student housing and dining

Expansion of student housing has been a capital priority for a number of years. During 2019/20, approval was provided by the Provincial government to access debt to finance a two building 620 bed expansion project that includes a new campus dining facility. During 2020/21, two current residence buildings, Emily Carr and Margaret Newton, as well as the Cadboro Commons were deconstructed. Significant progress has been made on the first building with foundation work underway for building two. Building one, which includes the new campus dining facility, is on track to open in August 2022. Building two is anticipated to be complete in 2023.

3 National centre for Indigenous laws

This project includes an addition to the Fraser Building to support the new JD/JID program within the Faculty of Law. The project is on track for completion for fall 2023, with approval of the project schematic design this year.

The capital priorities in the 2021/22 capital plan for the next five years include:

- An addition to the Engineering and Computer Science Building to support enrolment growth; an addition to the Business and Economics Building (BEC) to support growth in business programs;
- Campus seismic and renewal program; and
- Petch and MacPherson Building renewals.

The capital plan is approved separately by the Board each year.

C. Financial risks

Developing the budget framework requires that we consider risks that may affect the university's financial position and ability to implement strategies outlined in this document. The framework is developed based on certain assumptions and current information. If assumptions don't materialize, there could be significant impacts to both revenues and expenditures. The COVID-19 pandemic confirmed that a scenario just like this is possible, and this strengthens our commitment to exercising caution in our financial planning efforts.

Like previous budget frameworks, this document outlines the financial risks and assumptions that the university has considered in developing the framework. The top institutional risk continues to be managing and recovering from the effects of the pandemic, which increases other risks such as enrolment management, provincial grant funding, and finances and investments impacted by market fluctuations. These risks and others are outlined below.

- Enrolment levels can be affected by the economy, competition, the world economic environment, demographics, and a global crises, such as the COVID-19 pandemic. In the early months of the pandemic, we planned for significant declines in enrolment. Although enrolment was better than anticipated and we will end the year with tuition revenue exceeding budget, we remain vigilant and cautious with enrolment planning. While we are planning for steady state enrolment, our approach to managing the risk of revenue loss due to an enrolment decline is to employ an [enrolment contingency](#) budget of \$9.0M and manage the allocation of funding in order to be able to address a shortfall if required (see summary in the financial summary section). We will carefully monitor student enrolment throughout the year so we can respond to enrolment changes and minimize institutional impacts.
- The operating grant for 2021/22 is not yet known, and the province typically announces funding to post-secondary institutions later in the spring. Due to the effects of the pandemic, the province will be under increased pressure to manage the growing provincial deficit. As well, the NDP as part of their election platform, noted that they would undertake a funding review of the sector. The focus of this review is not yet known and is not expected to be undertaken until later this fiscal year. As a result, there is a risk that the grant may be different than estimated in this budget.

- The budget plan for 2021/22 to 2023/24 has been developed assuming that the province will fully fund collectively bargained costs as part of the public sector employer's council three-year sustainable services negotiating mandate (SSNM) 2019, and that the province will fully fund future collective bargained costs resulting from ongoing negotiations that will begin in 2021/22. The risk is considered small for the SSNM mandate, as we have received funding for all groups for two years of the mandate with one year remaining.
- Utility and/or other non-salary expenditures may experience inflation beyond those provided for in this budget.
- While the Federal/Provincial Knowledge Infrastructure (KIP) project which renewed six of the oldest buildings on campus, and the current MMR program within government has enabled us to address some of deferred maintenance, overall building conditions remain an issue. Given the age of some buildings, there is a greater likelihood of a large unexpected repair. The university does not have funding set aside for such occurrences.
- A weak Canadian dollar relative to the US dollar has had a negative impact on the university's purchasing power particularly with respect to library acquisitions, software licensing, facilities construction and other supplies. A sustained lower dollar or a worsening of the dollar will further erode purchasing power in these areas and may require realignment of resources.

D. Compliance with Section 29 of the University Act

Section 29 of the University Act requires that the university may not have a deficit in any year. The determination of deficit is in accordance with the standards used in the preparation of the university's external, audited financial statements. As noted above, the university prepares its budgets and manages its financial activities using fund accounting. In order to be in compliance with Section 29 of the University Act, the university also completes a forecast of the expected results in accordance with the requirements of the University Act. In 2020/21 the university received approval to run a small consolidated deficit for 2020/21 as well as 2021/22. As pandemic conditions improve with the roll out of the vaccine, the likelihood of a deficit in 2021/22 has decreased significantly. Updated projections will be undertaken in early 2021/22 when the fall planning environment is better known.

Appendices:

[Appendix 1 – Schedule of proposed tuition fees](#)

[Appendix 2 – Housing fee table](#)

[Appendix 3 – Parking fee table](#)

[Appendix 4 – Schedule of child care fees](#)

Appendix 1: Schedule of Proposed Tuition Fees

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
UNDERGRADUATE TUITION				
Tri Faculty				
Per fee unit -	Domestic	379.75	387.34	395.08
	International	1,661.73	1,724.04	1,788.68
	Grandparented International	1,302.41	1,351.26	1,401.94
Course Challenge				
Per fee unit -	Domestic	189.88	193.67	197.54
	International	830.87	862.02	894.34
	Grandparented International	651.22	675.63	700.97
AHVS 488 and HA 499 per unit		473.24	482.70	492.36
Business Faculty				
Per fee unit -	Domestic	517.71	528.07	538.62
	International	1,754.48	1,820.27	1,888.52
	Grandparented International	1,688.88	1,752.21	1,817.92
Co-op program fee -	Domestic	358.54	365.71	373.03
	International	633.38	657.13	681.77
Engineering Faculty ENGR courses				
Per fee unit -	Domestic	379.75	387.34	395.08
	International	1,661.73	1,724.04	1,788.68
	Grandparented International	1,302.41	1,351.25	1,401.94
CENG, ELEC, MECH, CSC, SENG, BIOM				
Per fee unit -	Domestic	420.20	428.60	437.18
	International	1,793.01	1,860.25	1,930.00
	Grandparented International	1,405.30	1,458.00	1,512.66
Co-op program fee -	Domestic	358.54	365.71	373.03
	International	633.38	657.13	681.77
Co-op Work Term				
Per work term -	Domestic	717.08	731.42	746.06
	International	1,266.75	1,314.26	1,363.54
Co-op Work Term Challenge				
	Domestic	358.54	365.71	373.03
	International	633.38	657.13	681.77
Law Tuition				
Full-time, per term -	Domestic	4,984.19	5,083.87	5,185.55
	International	17,926.45	18,598.69	19,296.14
	Grandparented International	14,050.18	14,577.06	15,123.70

Appendix 1: Schedule of Proposed Tuition Fees (continued)

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
UNDERGRADUATE TUITION				
Law Tuition				
Part-time, per term -	Domestic	664.58	677.87	691.42
	International	2,390.22	2,479.85	2,572.84
	Grandparented International	1,873.37	1,943.63	2,016.51
Audit Fees per fee unit				
Under age 65				
Undergraduate -	Domestic	189.88	193.68	197.55
	International	830.87	862.03	894.36
	Grandparented International	651.21	675.63	700.97
Graduate -	Domestic	329.63	336.22	342.94
	International	441.27	450.10	459.10
Age 65 or over				
Undergraduate -		64.32	65.61	66.92
Graduate -		108.32	110.49	112.70
Graduate Tuition (per term)				
Full fee installment -	Domestic	1,972.00	2,011.44	2,051.66
	International	2,487.24	2,537.00	2,587.74
Half fee installment -	Domestic	986.00	1,005.72	1,025.83
	International	1,243.62	1,268.50	1,293.87
Non-degree -	Domestic	783.22	798.88	814.86
	International	990.34	1,010.15	1,030.35
Graduate Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	783.22	798.88	814.86
	International	990.34	1,010.15	1,030.35
Thereafter -	Domestic	1,972.00	2,011.44	2,051.66
	International	2,487.24	2,537.00	2,587.74
Graduate Co-op Work Term				
	Domestic	717.08	731.42	746.06
	International	901.95	919.99	938.38
MBA Tuition (per term)				
Full fee installment -	Domestic	4,245.91	4,330.82	4,417.44
	International	6,194.42	6,318.30	6,444.66
Non-degree -	Domestic	1,401.18	1,429.20	1,457.79
	International	2,044.18	2,085.06	2,126.76

Appendix 1: Schedule of proposed tuition fees (continued)

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
MBA Re-registration fees (per term)				
until maximum completion limits				
	Domestic	1,401.18	1,429.20	1,457.79
	International	2,044.18	2,085.06	2,126.76
<hr/>				
Thereafter -	Domestic	4,245.91	4,330.82	4,417.44
	International	6,194.42	6,318.30	6,444.66
<hr/>				
MBA/JD per term MBA fees (per term)				
until maximum completion limits				
	Domestic	2,830.63	2,887.24	2,944.98
	International	4,129.58	4,212.18	4,296.42
<hr/>				
Thereafter -	Domestic	1,401.18	1,429.20	1,457.79
	International	2,044.18	2,085.06	2,126.76
<hr/>				
Master of Global Business (MGB) fees (per term)				
Full fee installment -	Domestic	7,170.56	7,313.97	7,460.24
	International	11,852.68	12,089.73	12,331.52
<hr/>				
MGB Internship Fee				
	Domestic			373.03
	International			469.19
<hr/>				
MGB Re-registration fees (per term)				
until maximum completion limits				
	Domestic	2,390.18	2,437.98	2,486.74
	International	3,950.87	4,029.89	4,110.49
<hr/>				
Thereafter -	Domestic	7,170.56	7,313.97	7,460.24
	International	11,852.68	12,089.73	12,331.52
<hr/>				
Master of Management (MM) fees (per term)				
Full fee installment -	Domestic			8,333.32
	International			10,833.32
<hr/>				
Master of Management (MM) Re-registration fees (per term)				
until maximum completion limits				
	Domestic			2,750.00
	International			3,575.00
<hr/>				
Thereafter -	Domestic			8,333.32
	International			10,833.32

Appendix 1: Schedule of proposed tuition fees (continued)

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
MA in Community Development (MACD)				
	Domestic	2,808.48	2,864.66	2,921.94
	International	3,483.67	3,553.34	3,624.40
MACD Re-registration Fees, per term				
until maximum completion limits				
	Domestic	936.18	954.90	974.00
	International	1,161.20	1,184.43	1,208.11
Thereafter -	Domestic	2,808.48	2,864.66	2,921.94
	International	3,483.67	3,553.34	3,624.40
Health Informatics fee				
fees per term				
	Domestic	4,823.83	4,920.30	5,018.70
	International	5,510.15	5,620.35	5,732.76
Health Informatics Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,729.52	1,764.12	1,799.40
	International	1,964.29	2,003.58	2,043.65
Thereafter -	Domestic	4,823.83	4,920.30	5,018.70
	International	5,510.15	5,620.35	5,732.76
Master of Public Health (MPH)				
	Domestic	2,390.18	2,437.98	2,486.74
	International	3,014.96	3,075.26	3,136.76
MPH Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	796.75	812.68	828.94
	International	1,004.97	1,025.07	1,045.57
Thereafter -	Domestic	2,390.18	2,437.98	2,486.74
	International	3,014.96	3,075.26	3,136.76
Double Degree in Nursing & Health Informatics (NNHH)				
	Domestic	3,983.65	4,063.32	4,144.48
	International	5,024.87	5,125.36	5,227.86
NNHH Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,327.91	1,354.47	1,381.56
	International	1,674.96	1,708.46	1,742.63
Thereafter -	Domestic	3,983.65	4,063.32	4,144.48
	International	5,024.87	5,125.36	5,227.86

Appendix 1: Schedule of proposed tuition fees (continued)

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
MEng Telecommunications & Information Security (MTIS) (per term)				
	Domestic	7,360.55	7,507.76	7,657.92
	International	9,752.59	9,947.63	10,146.58
MTIS Re-registration Fees (per term) until maximum completion limits				
	Domestic	2,428.99	2,477.57	2,527.12
	International	3,218.36	3,282.73	3,348.39
Thereafter -	Domestic	7,360.55	7,507.76	7,657.92
	International	9,752.59	9,947.63	10,146.58
Master of Engineering in Applied Data Science (MADS) (per term)				
	Domestic	9,333.33	9,520.00	9,710.40
	International	12,333.33	12,579.99	12,831.58
MADS Re-registration Fees (per term) until maximum completion limits				
	Domestic	3,080.00	3,141.60	3,204.43
	International	4,070.00	4,151.40	4,234.43
Thereafter -	Domestic	9,333.33	9,520.00	9,710.40
	International	12,333.33	12,579.99	12,831.58
Master of Engineering in Industrial Ecology (per term)				
	Domestic		6,000.00	6,120.00
	International		8,333.33	8,500.00
Master of Engineering in Industrial Ecology Re-registration Fees (per term) until maximum completion limits				
	Domestic		1,980.00	2,019.60
	International		2,750.00	2,805.00
Thereafter -	Domestic		6,000.00	6,120.00
	International		8,333.33	8,500.00
Master of Engineering in Biomedical Systems (per term)				
	Domestic			5,333.32
	International			10,400.00
Master of Engineering in Biomedical Systems Re-registration Fees (per term) until maximum completion limits				
	Domestic			1,760.00
	International			3,432.00
Thereafter -	Domestic			5,333.32
	International			10,400.00
PhD in Health Informatics (HINF) (per term)				
	Domestic	2,861.10	2,918.32	2,976.68
	International	7,102.65	7,244.70	7,389.58

Appendix 1: Schedule of proposed tuition fees (continued)

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
PhD HINF Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,430.55	1,459.16	1,488.34
	International	2,343.85	2,390.72	2,438.54
Thereafter -	Domestic	2,861.10	2,918.32	2,976.68
	International	7,102.65	7,244.70	7,389.58
CERTIFICATES / DIPLOMAS				
Graduate Certificate in Medical Physics				
Per fee unit -				
	Domestic	1,380.11	1,407.70	1,435.86
	International	1,740.84	1,775.65	1,811.16
Master's Certificate in Digital Humanities				
Per fee unit -				
	Domestic	1,104.11	1,126.19	1,148.70
	International	1,404.38	1,432.47	1,461.10
Grad Certificate Health Terminology Standards				
Per fee unit -				
	Domestic	1,473.93	1,503.40	1,533.46
	International	1,683.29	1,716.95	1,751.28
PROGRAM FEES, PER TERM - UNDERGRADUATE				
Inacademic Program Fee (BCom)				
	International	449.44	466.29	483.78
	Grandparented International	432.64	448.86	465.70
Professional Specialization Certificate				
in Special Education				
	Domestic	386.45	394.18	402.06
	International	512.56	531.78	551.72
PROGRAM FEES, PER TERM - GRADUATE				
Master of Business Administration (MBA)				
Daytime and Weekend Program				
	Domestic	552.05	563.10	574.36
	International	725.86	740.37	755.18
Master of Business Administration (MBA)				
JD/MBA Double Degree				
	Domestic	368.06	375.42	382.92
	International	483.94	493.61	503.48

Appendix 1: Schedule of proposed tuition fees (continued)

		Effective May 1, 2019	Effective May 1, 2020	Effective May 1, 2021
Master of Global Business (MGB)				
	Domestic	1,030.46	1,051.06	1,072.08
	International	1,307.42	1,333.56	1,360.24
Master of Management (MM)				
	Domestic			1,166.66
	International			1,666.66
PhD in International Management & Organization				
	Domestic	500.00	510.00	520.20
	International	540.80	551.62	562.64
MEd/MA EPLS Counselling				
	Domestic	386.41	394.14	402.02
	International	401.73	409.77	417.96
Indigenous Ed grad prog in Indigenous Revitalization				
	Domestic	386.43	394.16	402.04
	International	401.73	409.77	417.96
Child and Youth Care MA				
	Domestic	378.85	386.42	394.14
	International	393.84	401.71	409.74
PROGRAM FEES FOR UVIC DEGREE STUDENTS				
LATHE (Learning/Teaching in Higher Ed)				
	Domestic	783.22	798.88	814.86
	International	990.34	1,010.15	1,030.35
Indigenous Nationhood Certificate Program				
Degree Students	Domestic	783.22	798.88	814.86
	International	990.34	1,010.15	1,030.35
Health Terminology Standards				
Degree Students	Domestic	2,210.85	2,255.07	2,300.17
	International	2,524.90	2,575.39	2,626.90

Appendix 2: Housing fee table

Student Housing			
	2020-21 Current per Term	2021-22 Proposed per Term	Percentage Increase
Single Room	\$2,999	\$3,119	4.0%
Twin Room	\$2,295	\$2,386	4.0%
Standard Meal Plan	\$2,713	\$2,794	3.0%
Cluster Housing			
Single Cluster Room	\$3,477	\$3,616	4.0%

<i>For the academic year (September to April) these rates yield:</i>			
	2020-21 Current	2021-22 Proposed	Percentage Increase
Single room + Standard Meal Plan	\$11,424	\$11,826	3.5%
Twin room + Standard Meal Plan	\$10,014	\$10,361	3.5%
Cluster Room (no meal plan)	\$6,954	\$7,232	4.0%
Family Housing (monthly)			
	2020-21 Current	2021-22 Proposed	Percentage Increase
One bedroom apartment	\$991	\$1,031	4.0%
Two bedroom apartment	\$1,202	\$1,250	4.0%
Two bedroom townhouse	\$1,275	\$1,326	4.0%
Three bedroom townhouse	\$1,498	\$1,558	4.0%

Note: The above term rates include 24 hour, 7 days a week internet service to all rooms.

Appendix 3: Parking fee table

The rates outlined below reflect the cost of purchasing a parking pass, expiring in August of each year, in the time-frame shown.

2021-22 Parking Fee Table				
Purchased between dates:	September 01 and December 31	January 01 and April 30	May 01 and August 31*	Monthly
*General Reserved Parking	\$1,043	\$699	N/A	\$131
*General Parking	\$596	\$400	N/A	\$75
Ian Stewart Complex/Velox Parking	\$387	\$259	N/A	N/A
*General Student Parking	\$596	\$400	N/A	\$75
Motorcycle and Scooter	\$226	\$152	N/A	\$45
Flexible Reserved	\$731	N/A	N/A	N/A
Flexible General	\$418	N/A	N/A	N/A
Carpool	Annual Rate			

2020-2021 Parking Fee Table				
Purchased between dates:	September 01 and December 31	January 01 and April 30	May 01 and August 31	Monthly
General Reserved Parking	\$994	\$666	\$328	\$199
General Parking	\$568	\$381	\$187	\$114
Ian Stewart Complex/Velox Parking	\$369	\$247	\$122	N/A
General Student Parking	\$568	\$381	\$187	\$114
Motorcycle and Scooter	\$216	\$145	\$71	\$43
Flexible Reserved	\$696	N/A	N/A	N/A
Flexible General	\$398	N/A	N/A	N/A
Carpool	Annual Rate			

*General monthly parking rates were lowered from prior year. The reserved rate calculated at 175% of the general rate

**Purchases between May to August category was delisted in 2020-21, as the operation will transition to monthly only in September 2022.

Appendix 4: Schedule of child care fees

	Current Rates	Proposed Rates
	2020-21	2021-22
		effective May 1, 2021
	(\$ per month)	(\$ per month)
Infant Care – Children aged 6 to 18 months		
Level A: Faculty/Staff	\$1,467	\$1,496
Level B: Students	\$1,353	\$1,380
Children aged 19 to 36 months		
Level A: Faculty/Staff	\$1,284	\$1,310
Level A (1): Faculty/Staff 3 day/week	\$859	\$876
Level A (2): Faculty/Staff 2 day/week	\$583	\$595
Level B: Students	\$1,157	\$1,180
Level B (1): Students 3 day /week	\$796	\$812
Level B (2): Students 2 day/week	\$541	\$552
Children aged 37 months to 5 years		
Level A: Faculty/Staff	\$985	\$1,005
Level A (1): Faculty/Staff 3 day/week	\$695	\$709
Level A (2): Faculty/Staff 2 day/week	\$474	\$483
Level B: Students	\$824	\$840
Level B (1): Students 3 day/week	\$600	\$612
Level B (2) 2 day/week	\$418	\$426




University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 18, 2021

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Enrolment Projections for 2021/22

Basis for Jurisdiction: University Act (section 27)
Strategic Framework (strategy 1.1)

Strategic Relevance: Enrolment projections set the overall parameters for the university to actively recruit and retain a diverse community of talented students. Using these projections, the university will develop effective, data-driven student recruitment and retention goals that align with both the Strategic Framework and our Strategic Enrolment Management Plan.

Previous Consultation: Senate meeting on February 5, 2021.

Recommendation:

THAT the Operations and Facilities Committee approve and recommend to the Board of Governors that that the Board of Governors approve a recommended enrolment level of 18,475 FTE for the 2021/22 academic year, subject to revisions in the event of

new information regarding mandated growth, funding levels, application rates, and current world events, consistent with the motion approved by Senate at its meeting on February 5, 2021 and subsequent information from the Ministry of Advanced Education and Skills Training.

Background:

Under the University Act, the Board of Governors determines the level of student enrolments upon recommendation from Senate. This memo recommends a level of enrolment that will be subject to review throughout the year in light of changing information regarding application rates, funding levels and other factors—the biggest being the ongoing impact of COVID-19. Despite the challenges of the current pandemic, we are on track to achieve both the targets set by MAEST and our internal targets for the 2020/21 academic year.

As noted in the attached memo to Senate, an operating grant is provided by the Ministry of Advanced Education and Skills Training (MAEST) contingent upon achieving a domestic enrolment target. MAEST provides funding for domestic students, per FTE, but does not provide funding for international student FTEs. The connection between operating grants, enrolment and tuition is outlined in the annual Planning and Budget Framework, provided to Board in March.

For 2020/21, UVic was funded by MAEST to enrol **16,265 FTE** domestic students, which included the third year of the expansion of student spaces in engineering and computer science and the JD/JID, as well as the second year of the expansion of the nurse practitioner program.

For 2021/22, we anticipate an additional 125 FTE in engineering and computer science, 25 FTE for the JD/JID, and 10 FTE for nursing, bringing MAEST's total enrolment target for UVic to **16,425 FTE**.

UVic's internal enrolment target takes both domestic and international enrolment into account. Our international target of 2,050 FTE, combined with MAEST's domestic target, sets our overall enrolment recommendation for 2021/22 at **18,475 FTE**.

Planned Further Action: As per usual practice, an official enrolment report will be presented to the Board in November.


Attachment(s): Memo to Senate dated January 20, 2021.

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | F 250-721-7216
provasst@uvic.ca | uvic.ca/vpac

DATE: January 20, 2021

TO: Members of Senate

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

RE: Enrolment projections for 2021/22

Summary

This memo recommends a level of full-time equivalent (FTE) enrolment for the coming year (2021/22). The levels are subject to review throughout the year in light of changing information regarding application rates, summer session enrolments, funding and other factors including the public health outlook and provincial directives related to the COVID-19 pandemic.

For 2020/21, the University of Victoria was funded by the Ministry of Advanced Education, Skills and Training (MAEST) to enrol **16,265 FTE** students, which included the third year of the expansion of student spaces in engineering and computer science and the JD/JID, as well as the second year of the expansion of the nurse practitioner program.

For 2021/22, an additional 125 FTE in engineering and computer science, 25 FTE for the JD/JID, and 10 FTE for nursing are anticipated, bringing **MAEST's total enrolment target for UVic to 16,425 FTE**.

Because international enrolments are not included in the MAEST's target, UVic's total enrolment level will be higher than this target. UVic achieved the planned level of 2,050 international undergraduate FTE in 2020/21, with actual enrolment just over 2,480 FTE. As this level is expected to persist for at least three years, and Faculties and departments have been resourced accordingly, we plan to maintain this international undergraduate enrolment level at 2,050 FTE. Therefore, **the overall enrolment recommendation for 2021/22 will be set at 18,475 FTE**. The recommended enrolment level for international undergraduates does not necessarily represent UVic's long-term desired enrolment and will be aligned with our Strategic Framework, Strategic Enrolment Management (SEM) Plan and International Plan.

Background

Under the *University Act*, the Board of Governors determines the level of student enrolments upon recommendation from Senate.

The university's operating grant from the province is based on a specified enrolment expectation. The enrolment projections and the funded levels set by government are defined in

terms of annualized FTE students, which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target met through counting FTEs in the summer and winter sessions. FTEs are closely related to EETs (equivalent enrolments taught), which are calculated by dividing the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Impact of COVID-19 on enrolment

Despite the challenges of the current pandemic, we expect to achieve both our internal enrolment targets and the targets set by the MAEST for the 2020/21 academic year.

Starting in March 2020 and continuing into the summer and winter sessions, it was necessary to shift to predominantly online learning and services to ensure the health and safety of our community, and so that students had equitable access to education. We were particularly successful in meeting student demand for courses this past summer, and increased overall enrolment by over 10% compared to the previous year.

International enrolments decreased 4% due to challenges related to travel, health and safety but were offset by higher domestic enrolments. At this point, we expect our first-year international enrolment levels to return to pre-pandemic rates as COVID-19 restrictions ease and travel becomes easier for students.

Online learning is a new experience for many of our students, and we have seen a greater incidence of part-time enrolment since transition to predominantly online education. In general, part-time studies have been on a long-term decline. This year however, there is a 20% increase in part-time enrolment, from 4,824 students last fall to 5,785 students this fall. The Senate-approved extension to the deadline to drop courses this fall provided students with additional flexibility in managing their course loads. We saw about a 100 EET (or course FTEs) drop over that additional week—a key contributor to the increase in part-time rates. The majority of our undergraduate students, however, are enrolled in full-time studies: 13,220 out of 19,055.

Report on 2020/21 targets

Our fall interim enrolment report to MAEST shows that the 2020/21 funded enrolment accountabilities (which do not include international students) will all be met. UVic's projected enrolment is expected to be 102% of the overall target—16,557 FTE on a target of 16,265 FTE. UVic has met the undergraduate (100%) and exceeded the graduate (111%) enrolment targets set by MAEST.

Our ongoing international recruitment tiering strategy, which aligns with our SEM and International Plans, has been successful in diversifying the range of students' countries of origin as well as programs of study, and we will continue to look for further diversification going forward. Overall, international students comprise about 16% of the UVic student population.

Each Faculty has undergraduate enrolment targets (EETs) and graduate enrolment targets (FTEs) for which they have been resourced. These internal, Faculty-specific targets are reviewed with the Provost annually and adjustments to the targets and associated resourcing are made based on student demand and approved plans.

MAEST FTE target comparison

	2020/21 projection	2020/21 target	FTE difference	Utilization
Domestic undergraduates	13,968	13,933	35	100%
Total graduates	2,589	2,332	257	111%
Total students	16,557	16,265	292	102%

Annualized student FTEs

	2011 /12	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020/21 forecast	10-yr % chg
Undergrad domestic	13,984	13,677	13,697	13,608	13,689	14,011	13,902	14,064	13,972	13,968	-0.8
Undergrad international	831	1,049	1,368	1,773	2,083	2,179	2,270	2,333	2,573	2,478	230.0
All undergrads	14,815	14,726	15,065	15,381	15,772	16,190	16,172	16,397	16,545	16,447	10.9
All grads	2,808	2,847	2,952	2,986	3,002	2,911	2,865	2,732	2,688	2,589	-3.3
All students	17,623	17,573	18,017	18,367	18,774	19,101	19,037	19,129	19,233	19,036	8.7

Annualized FTE target comparison

	2020/21 projection	2020/21 target	FTE difference	% difference
Domestic undergraduates	13,968	13,933	35	0.3
International undergraduates	2,478	2,050*	428	17.3
Total undergraduates	16,447	13,933	464	2.8
Total graduates	2,589	2,332	257	9.9
Total students	19,036	18,315	720	3.8

*University of Victoria internal enrolment level

Strategic enrolment management

The SEM Plan is being implemented under the leadership of the Provost to help ensure UVic's enrolment goals—including size, composition and quality—are refined and subject to continual assessment and improvement. While our direction thus far has been to remain approximately the same size, strategic growth and a changing enrolment profile will occur over the next few years as per the SEM Plan. Enhancing retention and student success will continue to be a key enrolment management strategy.

From an enrolment perspective, enhancing quality will be achieved by offering competitive entrance scholarships, increasing applications and admissions of high-calibre undergraduates, and enhancing retention rates and timely graduation for all students. This will also facilitate meeting MAEST's domestic undergraduate target. Internationalization will be achieved by diversifying enrolments and increasing retention rates of international students, and also by providing ongoing pathways between the Division of Continuing Studies and our academic programs as well as by increasing opportunities for international student exchange experiences.

With a substantial growth in post-secondary capacity across the province over the past decade and a declining domestic youth population, the student recruitment environment continues to be competitive. The recruitment of outstanding students from diverse backgrounds and areas continues to be a high priority, including our ongoing commitment to increase Indigenous enrolment at both the undergraduate and graduate levels.

Recommended enrolment levels for 2021/22

The list below shows expected enrolment levels for both MAEST-funded enrolment accountabilities and UVic's internal enrolment expectations for 2021/22. It is proposed that a recommended enrolment level of **18,475 FTE** be approved, which includes an expansion of 125 undergraduate FTE for computer science and engineering, 25 for JD/JID and 10 for nurse practitioner student spaces. Faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending upon levels of student interest and demand but, as in past years, will be well above the Senate-approved standards (which are 67% for high school graduates and 60% for college transfers).

MAEST-funded undergraduate FTE	14,083
MAEST-funded graduate FTE	2,342
Total MAEST-funded FTE for 2021/22	16,425
Planned international enrolments	2,050
Recommended enrolment level for 2021/22	18,475

Recommendation to Senate

*THAT Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of **18,475 FTE** for the 2021/22 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.*



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Dr. Kevin Hall, President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Rescinding the Policy on Conflict of Interest in Employment Practices (HR6200)

A handwritten signature in black ink, likely of Dr. Kevin Hall.

Basis for Jurisdiction: *University Act*, s. 27 (1), (2)(g)
Strategic Framework 1.3

Strategic Relevance: Strategic Framework 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:

AVP Human Resources March 2021
VP Finance and Operations March 2021

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors rescind the Policy on Conflict of Interest in Employment Practices (HR6200) effective immediately.

Background:

The Conflict of Interest in Employment Practices policy (HR6200) was last reviewed in 1979. It is outdated and largely redundant considering the changes that have occurred at UVic over the last forty years. The policy:

- Does not apply to regular faculty and librarians, whose terms and conditions of employment are governed by the Collective Agreement with the Faculty Association;
- Is superseded by standard covenants in employment agreements for executive employees; and
- Is redundant for all other employees given the broad scope and intent of the Conflict of Interest and Confidentiality policy (GV0210),

The Associate Vice President Human Resources and the Acting VP Finance and Operations have confirmed that, given the above reasons, policy HR6200 can be rescinded.

Planned Further Action:

Policy GV0210 is currently under review and will be updated over the coming months. Any revisions will be brought to the Board for approval at a future meeting.

Attachment(s):

Policy HR6200

**CONFLICT OF INTEREST IN
EMPLOYMENT PRACTICES**

University Policy No.: HR6200
Classification: Human Resources
Approving Authority: Board of Governors
Effective Date: May/79
Supersedes: April/74
Last Editorial Change:
Mandated Review:

Note: This policy no longer applies to employees of the University whose terms and conditions of employment are governed by the Framework Agreement.

1. All members of the University shall make every reasonable effort to avoid conflicts of interest wherever they may arise, in accordance with standards of fairness, decency, and good sense.
 2. The University will take every precaution to guard against favouritism in hiring. Members of the institution must be scrupulously fair and honest in assuring that positions are well advertised and that appointments are offered always to the best-qualified candidates.
 3. If a potential conflict of interest is identified in the hiring process, the President may, at the President's discretion, refer the matter to an *ad hoc* review committee of disinterested senior faculty or staff members (as appropriate) to ensure that there has been no favouritism.
 4. As a normal practice, the University will not employ close relatives in a situation where one must exercise administrative authority over the other. Exceptions may be made for limited term appointments, such as departmental chairships, if one of the related colleagues is identified as the outstanding candidate for the limited term position.
 5. If a faculty or staff member is involved in any committee charged with reviewing such matters as appointment, re-appointment, promotion, tenure, salary, discipline, etc., and if the case of any close relative of such a committee member comes before that committee, then the faculty or staff member must withdraw from the committee's deliberations as it affects such a case.
-



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Dr. Kevin Hall, President and Vice-Chancellor

Meeting Date: March 29, 2021

Subject: Revisions to Environmental Health and Safety Policy (SS9200)

Basis for Jurisdiction: *University Act, s. 27*
Strategic Framework 1.3

Strategic Relevance: Strategic Framework 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:

Occupational Health, Safety, and Environment	April 2019 – February 2021
AVP Human Resources	April 26, 2019 & February 17, 2021
Director, Campus Security	May 9, 2019
Manager, Emergency Planning	May 9, 2019
Manager, Risk, Insurance & Continuity Planning	May 15, 2019
AVP Faculty Relations and Academic Administration	May 25, 2019
General Counsel	May 27 & August 20, 2019

VPFO direct reports	June 28, 2019
President	September 12, 2019
Faculty Association (per collective agreement)	October 2019 – January 2020
Director, Labour Relations and HR Consulting	November – December 2020
PEA representatives	November 27, 2020
CUPE presidents	December 1, 2020
CUPE 951 Joint Safety Committee	December 10, 2020
University Safety Committee	December 15, 2020 & January 6, 2021
VP Finance and Operations	February 17, 2021

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the revisions to the Environmental Health and Safety Policy (SS9200) effective immediately.

Background:

The Environmental Health and Safety policy (SS9200) became due for its regular review in March 2019. At that time, the Occupational Health, Safety and Environment Office and the University Secretary's Office began updating the policy and consulting with key stakeholders. The policy and its procedures required some revisions to bring them in line with regulatory requirements, current university operations, and policy practices.

Consultation had to be postponed in early 2020 due to COVID-19. It resumed at the end of that year and concluded in February 2021.

The policy has now been updated. A summary of key changes are as follows:

- removed extraneous and outdated information within the previous "Guidelines" section (now called Procedures);
- updated statement on internal responsibility;
- added a new statement about impairment per WorkSafe BC requirements (noted in section 3.06 d); and
- working with legal counsel, clarified references to faculty, librarians, staff, and others by adding a definition of "employee" that is aligned with the university's obligations under WorkSafe BC.

The key elements of the policy, purpose, and responsibilities/accountabilities remain largely unchanged, whereas the procedures have been significantly streamlined to reflect our core programs and practices, while incorporating plain language as much as possible.

Planned Further Action: Following Board approval of the policy changes, the updated procedures will be submitted to the Vice-President Finance and Operations for approval.

Attachment(s):

Revised policy SS9200 (clean)

Revised policy SS9200 (tracked changes)

Policy SS9200 (current version)

Environmental Health and Safety Policy

University Policy No: SS9200
Classification: Safety and Security
Approving Authority: Board of Governors
Effective Date: March 2021
Supersedes: March 2012
Last Editorial Change:
Mandated review: March 2028

Associated Procedures:

[EHS Procedures](#)

Purpose

- 1.00 The purpose of this policy is to convey the university's commitment to a safe and healthy environment for work and study. The university is committed to excellence in environmental health and safety stewardship through a university-wide EHS Management System.

Definitions

- 2.00 For the purposes of this policy:

"administrative authority" means individuals with administrative responsibility for units, including but not limited to: vice-presidents, deans, chairs, executive directors, directors, and other senior positions at the university.

"activity" includes any activity that is directly related to or arising out of the operations of the university at any location.

"chair" means the chair of an academic department and includes the director of a school or program.

"employee" means a university community member who UVic is responsible for as a worker under the *Workers Compensation Act*, including but not limited to faculty, librarians, and staff.

"EHS Management System" means Environmental Health and Safety Management System, an integrated system of programs and procedures that outline responsibilities, activities, and assessment of performance with respect to health, safety, and environmental objectives.

"OHSE" means the Occupational Health, Safety and Environment department.

"student" means a person who is registered, enrolled, or participating in any course or program offered by the university.

"unit" means academic, research, or administrative areas at the university, including but not limited to: faculties, divisions, departments, schools, offices, centres, and the university's libraries.

"university community" means:

- (a) credit and non-credit students, including distance students and continuing studies students;
- (b) employees (including faculty, librarians, and staff);
- (c) anyone holding a university appointment;
- (d) post-doctoral fellows;
- (e) all persons who are employed under contracts with university faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;
- (f) anyone volunteering with a university program or activity;
- (g) members of the Board of Governors and Senate;
- (h) visitors (including visiting researchers); and
- (i) anyone who ordinarily resides on campus because of their relationship with the university.

Scope

- 3.00 This policy applies to members of the university community and others who participate in activities. This policy also applies to separately incorporated organizations who participate in activities, and to contractors who are contractually required to comply with this policy.

Policy

- 4.00 The university is committed to excellence in environmental health and safety stewardship to ensure a safe and healthy environment for work and study.
- 5.00 The university meets the requirements of applicable environmental health and safety statutes and regulations by controlling risk and preventing harm.
- 6.00 The university is committed to the integration of environmental health and safety planning, implementation, auditing, and reporting into core university management activities and into existing cycles of academic and service planning.
- 7.00 Environmental health and safety is the responsibility of every member of the university community, members of separately incorporated organizations conducting activities, and others who participate in activities.
- 8.00 The President and Vice-Presidents are responsible within their areas of responsibility for the implementation of this policy and procedures. They may delegate responsibilities to the appropriate administrative authority.
- 9.00 The administrative authority shall require units to undertake action consistent with the requirements of the EHS Management System.
- 10.00 The Vice-President Finance and Operations is responsible for the development and maintenance of university-wide environmental health and safety procedures to support this policy.

Authorities and Officers

11.00 The following are the authorities and officers for this policy:

- i) Approving Authority: Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: Vice-President Finance and Operations
- iv) Procedural Officer: Associate Vice-President Human Resources

Relevant Legislation

[Workers Compensation Act, RSBC 1996 c 492](#), and [OHS Regulation](#)

All other applicable federal, provincial, and municipal regulations.

Related Policies and Documents

[Critical Incident Response Policy](#) (SS9115)

CSA Z1000-14 Occupational Health and Safety Management (not available online)

[Discrimination and Harassment Policy](#) (GV0205)

[Off-campus Activity Risk Management Policy](#) (AD2210)

[Prevention of Violence in the Workplace Policy](#) (SS9120)

[Response to At-Risk Behaviour](#) (SS9125)

[Risk Management Policy](#) (GV0225)

[Sexualized Violence Prevention and Response Policy](#) (GV0245)

[University Strategic Framework](#)

[University of Victoria Emergency Response Plan](#)

Environmental Health and Safety Procedures

Procedural Authority: Vice-President Finance and Operations

Procedural Officer: Associate Vice-President Human Resources

Effective Date: March 2021

Supersedes: March 2012

Last Editorial Change:

Parent Policy: [Environmental Health and Safety Policy \(SS9200\)](#)

Purpose

- 1.00 The university is committed to a university-wide EHS Management System that follows the principles described in the CSA Standard Z1000-14: Occupational Health and Safety Management. The university's EHS objectives are to:
- (a) ensure the health and safety of the members of the university community;
 - (b) meet or exceed requirements of health and safety statutes and regulations;
 - (c) identify responsibilities and accountabilities for individuals and units;
 - (d) ensure the effective planning and response to emergencies;
 - (e) develop and implement effective programs to ensure regulatory compliance and due diligence;
 - (f) support effective programs through safety committees with clear mandates;
 - (g) promote effective communication on health, safety, and environmental issues and emergency planning initiatives;
 - (h) ensure that accountability measures are in place as required by the EHS Management System through effective auditing;
 - (i) provide consultancy to assist individuals and units in both compliance and achievement of best practices; and
 - (j) develop and promote an internal responsibility system.

Internal Responsibility System

- 2.00 An internal responsibility system is a joint partnership amongst all members of the university community. It is based on the principle that every individual has a direct responsibility for health and safety as an essential part of their work, taking initiative on health and safety issues and working to solve problems and make improvements on a continuous basis. There is also a contributive responsibility by health and safety committees and OHSE.

Responsibilities and Accountabilities

- 3.00 All members of the university community have responsibilities to ensure that hazards are identified and risks are appropriately mitigated. Specific responsibilities and accountabilities are outlined for each group as follows.

3.01 Executive:

- (a) implementing this policy and procedures within their areas of responsibility, including:
 - (i) delegating responsibilities to the appropriate program or unit and respective administrative authority; and
 - (ii) requiring program units to prepare plans and undertake action consistent with the requirements of the EHS Management System.

3.02 The Vice-President Finance and Operations:

- (a) developing and maintaining university-wide health and safety auditing measures, risk management, standards, and guidelines to support the policy.

3.03 Deans, executive directors, and directors:

- (a) ensuring that chairs, managers, and supervisors fulfill their responsibilities;
- (b) incorporating adequate provisions for safe working practices and conditions in operational policies and procedures, and in programs and projects;
- (c) participating in safety meetings as appropriate to review safety programs and performance and to determine any necessary courses of action;
- (d) monitoring, evaluating, reporting and recommending to the appropriate vice-president on safety performance in accordance with the university's safety policies and procedures;
- (e) assisting as required in the investigation of incidents, injuries, and near misses; and
- (f) developing safety priorities in time to include any budget requirements in the regular budgetary process.

3.04 Chairs, managers, supervisors, and principal investigators:

- (a) providing safe working conditions and practices;

- (b) complying with the university's safety policies and procedures, and with applicable federal, provincial, and local laws and regulations;
- (c) orienting employees to the safety and first aid requirements and resources related to the job;
- (d) arranging training sessions and conducting meetings as required with immediate staff in order to communicate safety information, concerns, work habits, policies, and procedures, and to promote safety consciousness on the job;
- (e) reporting immediately any work-related accident, injury, or near-miss to OHSE through the appropriate administrative channels;
- (f) ensuring inspections are conducted at appropriate intervals to confirm the existence of safe working conditions, methods, practices, procedures, equipment, and tools;
- (g) taking immediate action to correct any unsafe working condition, method, practice, procedure, equipment, or tool contrary to the university's safety policies and procedures, and federal, provincial, and local regulations;
- (h) assessing the safety performance of their employees through both formal and informal reviews as a part of their regular performance appraisal process;
- (i) consulting with employees to assess the safety-related knowledge and skills required to ensure safe performance of employees on the job, arranging training as appropriate, and taking necessary corrective action; and
- (j) cooperating with OHSE and the appropriate safety committees.

3.05 Occupational Health, Safety and Environment:

- (a) providing consultation on health, safety, and environmental issues;
- (b) interpreting health, safety, and environmental legislation and regulations;
- (c) developing and implementing core health and safety programs;
- (d) providing key services such as training in collaboration with departments;
- (e) acting as the university's representative with regulatory agencies;
- (f) overseeing separately incorporated entities' compliance with this policy when they are required to do so; and
- (g) auditing the university's health, safety, and environmental performance with respect to regulatory compliance and best practices.

3.06 Employees:

- (a) complying with the university's safety policies and procedures, and with applicable federal, provincial, and local laws and regulations;
- (b) seeking guidance from their immediate supervisor concerning safety-related knowledge and skills required to ensure safe performance on the job;
- (c) attending safety training programs and meetings as assigned;
- (d) not attending work, or discontinuing work, if unable to perform assigned tasks safely in accordance with sections 4.19 and 4.20 of the BC Occupational Health and Safety Regulation, due to the use or after-effects of alcohol, cannabis, illegal drugs, prescription drugs, or over-the-counter medications, or any other issue that may impair judgment or performance.
- (e) immediately reporting to their supervisor any work-related accident, injury, or near-miss, and any hazardous work practice or work condition;
- (f) cooperating with OHSE and the appropriate safety committees;
- (g) complying with the health and safety policies and procedures of other institutions when they are engaged in university-related activities in these other institutions; and
- (h) arranging for the instruction and supervision of students in the safety aspects of classes or laboratories for which the employee has responsibility.

3.07 Students:

- (a) complying with the university's safety policies and procedures, and departmental regulations associated with all of their university-related activities;
- (b) seeking guidance from their instructors or supervisors concerning safety-related knowledge and skills required to ensure safe performance in their university-related activities;
- (c) attending safety training programs and meetings as instructed;
- (d) safely undertaking academic activities, unimpaired by alcohol, drugs, or other substances
- (e) immediately reporting to their instructor or supervisor any accident, near-miss, or hazardous practice or condition with respect to their university-related activities; and

- (f) complying with the health and safety policies and procedures of other institutions when they are engaged in university-related activities in these other institutions.

3.08 Visitors:

- (a) where applicable, complying with the university's safety policies and procedures and pertinent unit regulations.

3.09 Separately-incorporated entities and contractors who are required to abide by this policy:

- (a) complying with applicable health, safety, and environmental laws and regulations, university safety policies and procedures, and pertinent unit regulations.

Safety Committees

4.00 The university will have the following safety committees:

- (a) the Risk Management Steering Committee, whose purpose is to understand, discuss, and communicate risk at a strategic level, provide due diligence reports to the Board of Governors, and advise the Vice-President Finance and Operations;
- (b) joint occupational health and safety committees required by WorkSafeBC, which include:
 - (i) the University Safety Committee, which provides oversight on institutional health and safety programs and policies, and support for joint LSCs;
 - (ii) joint local safety committees (LSCs), which promote healthy and safe working environments and emergency preparedness;
- (c) research safety committees, which provide regulatory oversight for specific research activities; and
- (d) union-management safety committees, as specified in their relevant collective agreements.

University Policy No: SS9200
Classification: Safety and Security
Approving Authority: Board of Governors
Effective Date: March 2021
Supersedes: March 2012
Last Editorial Change:
Mandated review: March 2028

Environmental Health and Safety Policy

Associated ~~Guidelines~~Procedures:
EHS Management System Guidelines

PURPOSE

1.00—EHS Procedures

Purpose

1.00 The purpose of this policy is to convey the university's commitment to a safe and healthy environment for work and study. The university is committed to excellence in environmental health and safety stewardship through a university-wide EHS Management System. ~~The purposes of the policy are to:~~

- ~~(a) enhance the health and safety of the members of the university community;~~
- ~~(b) identify responsibilities for senior management, department heads, supervisors and individuals;~~
- ~~(c) ensure the effective response to emergencies and continuity of operations;~~
- ~~(d) ensure the accountability of individuals and departments through effective auditing of EHS Management System performance;~~
- ~~(e) establish mechanisms to accomplish the above purposes.~~

DEFINITIONS

Definitions

2.00 For the purposes of this policy:

2.00—Administrative Authority **"administrative authority"** means individuals with administrative responsibility for ~~Units~~units, including but not limited to, ~~Deans, Chairs, Executive Directors, Directors, vice-presidents, deans, chairs, executive directors, directors,~~ and other ~~Unit heads~~senior positions at the university.

3.00 **"activity"** includes any activity that is directly related to or arising out of the operations of the university at any location.

"chair" means the chair of an academic department and includes the director of a school or program.

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"employee" means a university community member who UVic is responsible for as a worker under the *Workers Compensation Act*, including but not limited to faculty, librarians, and staff.

"EHS Management System" means Environmental Health and Safety Management System, an integrated system of programs and procedures which that outline responsibilities, activities, and assessment of performance with respect to health, safety, and environmental goals-objectives.

Student "OHSE" means the Occupational Health, Safety and Environment department.

4.00 **"student"** means a ~~Student~~person who is registered, enrolled, or participating in any course or program offered by the university.

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5.00 ~~Unit~~**"unit"** means academic, research, or administrative areas at the university, including but not limited to: faculties, divisions, departments, schools, offices, centres, and the university's libraries.

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~~6.00 Activity includes any activity that is directly related to or arising out of the operations of the university at any location.~~

7.00 **University Community** includes:

~~all current-~~ **"university community"** means:

(a) credit and non-credit students, including distance students and continuing studies students;

•(b) ~~employees and Students of the university;~~(including faculty, librarians, and staff);

•(c) ~~any person~~anyone holding a university appointment ~~whether or not that person is an employee;~~

•(d) ~~post-doctoral fellows;~~

(e) ~~organizations and individuals required by contract to comply with all persons who are employed under contracts with university policies;~~faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;

•(f) anyone volunteering with a university program or activity;

•(g) members of the Board of Governors and Senate;

•(h) visitors; (including visiting researchers); and

•(i) anyone ~~residing~~who ordinarily resides on campus because of their relationship with the university.

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JURISDICTION/SCOPE

8.00 Scope

3.00 This policy applies to members of the University Community including faculty, staff and students participating in an Activity as well as ~~university community and others who~~

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participate in activities. This policy also applies to separately incorporated organizations conducting ~~Activities on campus~~ and others who participate in ~~Activities~~ activities, and to contractors who are contractually required to comply with this policy.

Policy

~~POLICY~~

9.00

4.00 The university is committed to ~~meeting and, where practical, exceeding excellence in~~ environmental health and safety stewardship to ensure a safe and healthy environment for work and study.

5.00 The university meets the requirements of applicable environmental health and safety statutes and regulations by controlling risk and preventing harm.

~~10.00~~ 6.00 The university is committed to the integration of environmental health and safety planning, implementation, auditing, and reporting into core university management activities and into existing cycles of academic and service planning.

~~11.00~~ 7.00 Environmental health and safety is the responsibility of every member of the ~~University Community and university community~~, members of separately incorporated organizations conducting ~~Activities on campus~~ activities, and others who participate in ~~Activities~~ activities.

~~12.00~~ 8.00 The President, ~~Vice Presidents~~ and ~~Associate~~ Vice-Presidents are responsible within their areas of responsibility for the implementation of this policy and procedures. They may delegate responsibilities to the appropriate ~~Administrative Authority~~ administrative authority.

~~13.00~~ 9.00 The ~~Administrative Authority~~ administrative authority shall require ~~Units~~ units to undertake action consistent with the requirements of the EHS Management System.

~~14.00~~ 10.00 The Vice-President Finance and Operations is responsible for the development and maintenance of university-wide environmental health and safety ~~guidelines~~ procedures to support this policy.

~~AUTHORITIES AND OFFICERS~~

Authorities and Officers

11.00 The following are the authorities and officers for this policy:

- i) Approving Authority: Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: ~~Vice-President~~ Finance and Operations
- iv) Procedural Officer: ~~Associate Vice-President~~ Human Resources

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RELEVANT LEGISLATION

Federal legislation

- ~~Canada Labour Code~~
- ~~Canada Shipping Act and Regulations~~
- ~~Canadian Biosafety Standards and Guidelines~~
- ~~Canadian Environmental Protection Act and Regulations~~
- ~~Chemical Weapons Convention Implementation Act and Declaration Regulations~~
- ~~Criminal Code Part (Part 217.1 from Bill C-45)~~
- ~~Department of Health Act and Human Pathogens Importation Regulations~~
- ~~Hazardous Materials Information Review Act~~
- ~~Hazardous Products Act and Controlled Products Regulations~~
- ~~Health Canada Safety Codes~~
- ~~Human Pathogens and Toxins Act~~
- ~~Nuclear Safety and Control Act and Regulations~~
- ~~Pest Control Products Act~~
- ~~Radiation Emitting Devices Act~~
- ~~Transportation of Dangerous Goods Act and Regulations~~

Provincial

- ~~BC Spill Reporting Regulation~~
- ~~Emergency Program Act and Management Regulation~~
- ~~Environmental Management Act and Hazardous Waste Regulation~~
- ~~Fire Services Act and BC Fire Code Regulation~~
- ~~Integrated Pest Management Act and Regulation~~
- ~~Public Health Act and Regulations~~
- ~~Safety Standards Act and Regulations~~
- ~~Workers Compensation Act and OHS Regulation~~

Regional

- ~~CRD Clean Air Bylaw~~
- ~~CRD Sewer Use Bylaw and related Codes of Practice~~
- ~~Hartland Landfill Regulation Bylaw~~

RELATED POLICIES AND DOCUMENTS

~~GV0225 Risk Management Policy~~

~~University Strategic Plan~~

Relevant Legislation

~~Workers Compensation Act, RSBC 1996 c 492, and OHS Regulation~~

~~All other applicable federal, provincial, and municipal regulations.~~

Related Policies and Documents

~~Critical Incident Response Policy (SS9115)~~

~~CSA Z1000-0614 Occupational Health and Safety Management (not available online)~~

~~University of Victoria EHS Management System Guidelines~~

~~University of Victoria Emergency Response Plan~~

~~Individual Unit operating procedures~~

[Discrimination and Harassment Policy \(GV0205\)](#)
[Off-campus Activity Risk Management Policy \(AD2210\)](#)
[Prevention of Violence in the Workplace Policy \(SS9120\)](#)
[Response to At-Risk Behaviour \(SS9125\)](#)
[Risk Management Policy \(GV0225\)](#)
[Sexualized Violence Prevention and Response Policy \(GV0245\)](#)
[University Strategic Framework](#)
[University of Victoria Emergency Response Plan](#)

Environmental Health and Safety Procedures

Procedural Authority: Vice-President Finance and Operations

Procedural Officer: Associate Vice-President Human Resources

Effective Date: March 2021

Supersedes: March, 2012

Last Editorial Change:

Parent Policy: Environmental Health and Safety Policy (SS9200)

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INTRODUCTION TO Purpose

~~The university is committed to a university-wide EHS~~ **MANAGEMENT SYSTEM AND INTERNAL RESPONSIBILITY SYSTEM**

~~1.00—The Environmental Health and Safety Management System is an integrated system of procedures which outline responsibilities, activities and assessment of performance with respect to health, safety and environmental goals. It is part of the overall management of the university that addresses hazards and risks associated with its activities.~~

~~2.001.00—The guiding follows the principles are found described in the CSA Standard Z1000-0614: Occupational Health and Safety Management, available at <http://legislation.ccohs.ca/legislation/documents/stds/csa/cocsm06e.htm>. The university's EHS objectives are to:~~

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~~3.00—The system is based on continuous improvement cycle, where ensure the steps are outlined as shown below:~~



Figure 1
Model of an occupational health and safety management system

(a) 4.00—The university is committed to excellence in environmental health and safety stewardship through a university wide EHS Management System to ensure that faculty, staff and students have a safe and healthy environment for work and study. The goals are to: of the members of the university community;

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(a)(b) meet or exceed requirements of health and safety statutes and regulations;

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(b) enhance the health and safety of the members of the university community;

(c) identify responsibilities and accountabilities for individuals, supervisors, department heads and senior management units;

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(d) ensure the effective planning and response to emergencies and continuity of operations;

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(d)(e) develop and implement effective programs to ensure regulatory compliance and due diligence;

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(e)(f) support effective programs through safety committees with clear mandates;

(f)(g) enhance promote effective communication on health, safety, and environmental issues and emergency communication capabilities planning initiatives;

(g)(h) ensure that accountability measures are in place as required by the EHS Management System through effective auditing;

(h)(i) provide consultancy to assist departments individuals and units in both compliance and achievement of best practices; and

- (j) ~~5.00~~ A fundamental principle is that of develop and promote an internal responsibility system, ~~a~~.

Internal Responsibility System

- 2.00 An internal responsibility system is a joint partnership amongst all members of the university community. It is based on the principle that every individual has a direct responsibility for health and safety as an essential part of their work, taking initiative on health and safety issues and working to solve problems and make improvements on a continuous basis. ~~In addition to the direct responsibility of individuals, there is a contributive responsibility by committees such as research safety committees, local safety committees, the University Safety Committee, the Risk Management Committee and joint safety committees, as well as a contributive responsibility by the Occupational Health, Safety and Environment department. It is a joint partnership among all members of the University community. There is also a contributive responsibility by health and safety committees and OHSE.~~

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RESPONSIBILITIES AND ACCOUNTABILITIES

6.00—Responsibilities and Accountabilities

- 3.00 All members of the university community have responsibilities to ensure that hazards are identified and risks are appropriately mitigated. Specific responsibilities and accountabilities are outlined for each group as follows.

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3.01 7.00—Executive:

- (a) ~~The President is the Designated Executive Officer for the Health and Safety implementing~~ **Policy.**

- (b) ~~The Vice President Finance and Operations is responsible for the development and maintenance of university wide health and safety auditing measures, risk management, standards and guidelines to support the policy.~~

- (c)(a) ~~The Executive Officers of the university are responsible for the implementation of this policy and procedures within their areas of responsibility. They shall, including:~~

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- (i) ~~delegated~~ **delegating** responsibilities to the appropriate program or unit and ~~program officer~~ **respective administrative authority**; and

- (ii) ~~requirere~~ **requiring** program units to prepare plans and undertake action consistent with the requirements of the EHS Management System.

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8.00—Deans and Directors

Deans and Directors are responsible for the following under the policy:

3.02 The Vice-President Finance and Operations:

- (a) developing and maintaining university-wide health and safety auditing measures, risk management, standards, and guidelines to support the policy.

3.03 Deans, executive directors, and directors:

- i)(a) ensuring that ~~Chairs, Managers~~chairs, managers, and ~~Supervisors~~supervisors fulfill their responsibilities;
- ii)(b) incorporating adequate provisions for safe working practices and conditions in operational policies and procedures, and in programs and projects;
- iii)(c) ~~conducting management~~participating in safety meetings as appropriate to review safety ~~program plans~~programs and performance and to determine any necessary courses of action;
- iv)(d) monitoring, evaluating, reporting and recommending to the appropriate ~~Vice-President~~vice-president on safety performance in accordance with the ~~University's~~university's safety policies and procedures;
- v)(e) assisting as required in the investigation of ~~accidents~~incidents, injuries, and near misses; and
- vi)(f) developing safety priorities in time to include any budget requirements in the regular budgetary process.

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3.04 9.00 ~~Chairs, Managers, Supervisors~~managers, supervisors, and ~~Principal Investigators~~principal investigators;

~~Chairs, Managers, Supervisors and Principal Investigators are responsible for the following under the policy:~~

- (i)(a) providing safe working conditions and practices;
- (ii)(b) complying with the ~~University's~~university's safety policies and procedures, ~~as well as~~and with applicable federal, provincial, and local laws and regulations;
- (iii)(c) orienting employees to the safety and first aid requirements and resources related to the job;
- (iv)(d) arranging training sessions and conducting meetings as required with immediate staff in order to communicate safety information, concerns,

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work habits, policies, and procedures, and to promote safety consciousness on the job;

- (v)(e) reporting immediately any work-related accident, injury, or near-miss to the Occupational Health, Safety and Environment department OHSE through the appropriate administrative channels;
- (vi)(f) conducting ensuring inspections are conducted at appropriate intervals to ensure confirm the existence of safe working conditions, methods, practices, procedures, equipment, and tools;
- (vii)(g) taking immediate action to correct any unsafe working condition, method, practice, procedure, equipment, or tool contrary to the University's university's safety policies and procedures, and federal, provincial, and local regulations;
- (viii)(h) assessing the safety performance of their employees through both formal and informal reviews as a part of their regular performance appraisal process;
- (ix)(i) consulting with employees to assess the safety-related knowledge and skills required to ensure safe performance of employees on the job, arranging training as appropriate, and taking necessary corrective action; and
- (i) cooperating with the University OHSE and the appropriate safety committees.

(x)3.05 Occupational Health, Safety and Environment department and the appropriate Safety Committees of the University.

10.00 Occupational Health, Safety and Environment Department

The Occupational Health, Safety and Environment Department is responsible for the following under the policy:

- i)(a) providing consultation on health, safety, and environmental, and emergency management issues;
- ii)(b) interpreting health, safety, and environmental legislation and regulations;
- iii)(c) developing and implementing core health and safety programs;
- iv)(d) providing key services such as training in collaboration with departments;
- v)(e) acting as the university's representative with regulatory agencies; and
- (f) overseeing separately incorporated entities' compliance with this policy when they are required to do so; and

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- vi)(g) auditing the university's health, safety, and environmental performance with respect to regulatory compliance and best practices.

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~~11.00 Faculty and Staff~~

~~Faculty and Staff are responsible for the following under the policy:~~

~~3.06 Employees:~~

- i)(a) complying with the ~~University's~~university's safety policies and procedures, and ~~with applicable~~ federal, provincial, and local ~~laws and~~ regulations;
- ii)(b) seeking guidance from their immediate supervisor concerning safety-related knowledge and skills required to ensure safe performance on the job;
- iii)(c) attending safety training programs and meetings as assigned;
- (d) ~~attending work fit for duty, unimpaired by alcohol, drugs, or other substances not attending work, or discontinuing work, if unable to perform assigned tasks safely in accordance with sections 4.19 and 4.20 of the BC Occupational Health and Safety Regulation, due to the use or after-effects of alcohol, cannabis, illegal drugs, prescription drugs, or over-the-counter medications, or any other issue that may impair judgment or performance.~~
- iv)(e) immediately reporting to their supervisor any work-related accident, injury, or near ~~accident; immediately report to their supervisor miss, and~~ any hazardous work practice or work condition;
- v)(f) cooperating with ~~the University Occupational Health, Safety and Environment department~~OHSE and the appropriate ~~Safety Committees of the University~~safety committees;
- vi)(g) complying with the health and safety policies and procedures of other institutions when they are engaged in ~~University~~university-related activities in these other institutions; and
- vii)(h) arranging for the instruction and supervision of students in the safety aspects of classes or laboratories for which the ~~faculty or staff member~~employee has responsibility.

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~~3.07 12.00 Students:~~

~~Students are responsible for the following under the policy:~~

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i)(a) ~~complying with the University's~~ safety policies and procedures, and departmental regulations associated with all of their ~~University-~~ university-related activities;

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ii)(b) seeking guidance from their instructors or supervisors concerning safety-related knowledge and skills required to ensure safe performance in their ~~University~~ university-related activities;

iii)(c) attending safety training programs and meetings as instructed;

(d) safely undertaking academic activities, unimpaired by alcohol, drugs, or other substances

iv)(e) immediately reporting to their instructor or supervisor any accident, near ~~accident, miss, or~~ hazardous practice or condition with respect to their ~~University-~~ university-related activities; and

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v)(f) complying with the health and safety policies and procedures of other institutions when they are engaged in ~~University~~ university-related activities in these other institutions.

3.08 13.00—Visitors:

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~~Visitors to the university are responsible for the following under the policy:~~

ii)(a) where applicable, complying with the ~~University's~~ university's safety policies and procedures and ~~all other~~ pertinent ~~departmental~~ unit regulations.

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14.00—Contractors

3.09 ~~Contractors hired by the university~~ Separately-incorporated entities and contractors who are responsible for the following under the ~~required to abide by this~~ policy:

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i) ~~ensuring that they have a complete and regulatory compliant safety program; and~~

ii)(a) ~~complying with the university's~~ applicable health, safety, and environmental laws and regulations, university safety policies and procedures, and ~~all other~~ pertinent ~~departmental~~ unit regulations.

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Safety Committees

COMMITTEES

~~15.00~~

4.00 The university will have the following safety committees:

the Risk Management Committee

~~The purposes of the Steering Committee are to:~~

- ~~(a) follow a continuous process, whose purpose is to understand, discuss, and communicate risk from an university wide perspective;~~
- ~~(b) at a strategic level, provide a university wide opportunity to discuss risk issues, including:~~
 - ~~i) regular reports and issues beyond their terms of reference from the committees;~~
 - ~~ii) due diligence reports for to the Board of Governors, and~~
 - ~~iii) other issues brought forward through the offices of the Vice Presidents; and~~
- ~~(a) (c) provide advice to advise the Vice-President Finance and Operations;~~

16.00 University Safety Committee

~~(b) The joint occupational health and safety committees required by WorkSafeBC, which include:~~

~~the University Safety Committee (USC) is the joint union-management safety committee which meets the mandate of WorkSafeBC (Workers' Compensation Board)~~

17.00 Research Safety Committees

- ~~(i) Research Safety Committees provide, which provides oversight on specific research activities and include: institutional health and safety programs and policies, and support for joint LSCs;~~
- ~~• Biosafety Committee~~
- ~~• Marine Safety Committee~~
- ~~• Laboratory Safety Committee~~
- ~~• Radiation Safety Committee~~

18.00 Local Safety Committees

- ~~(ii) Local joint local safety committees assist in promoting a (LSCs), which promote healthy and safe working environment for all building occupants with a specific focus on building environments and emergency safety, including evacuation planning, fire safety and earthquake preparedness;~~

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~~19.00 Departmental Safety Committees~~

~~Departments may create their own specific committees to focus on departmental safety issues.~~

~~20.00 Union Management Safety Committees~~

~~(c) Union research safety committees, which provide regulatory oversight for specific research activities; and~~

~~(d) union-management safety committees have those responsibilities,~~ as specified in their ~~respective~~relevant collective agreements.

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Appendix 1—University Health and Safety Orientation

The University of Victoria has developed an orientation document that provides information and guidance for university wide health, safety and environmental programs. It is mandatory for new faculty and staff to review this document and be familiar with the programs, in consultation with their supervisors. (An electronic version is available at <http://ohs.uvic.ca/orientation/handbook.pdf>)

Appendix 2—Safety Plans and Procedures

Each department is responsible to develop appropriate safety plans and standard operating procedures based on their local activities and the associated risks. Departments must also adhere to any university safety plans or programs for those activities that relevance and impact on the wider university community.

The following is a list of safety plans departments are required to develop, maintain or implement, including resources to assist in meeting the requirements.

BUILDING EMERGENCY INFORMATION

- Local Safety Committees (LSC) are responsible to develop building plans based on a template provided by the Emergency Planner. Individual building plans are available at the OHSE Sharepoint site, and are managed by the LSC Chair or Building Emergency Coordinator (BEC) for the building in which the department resides. The plan needs to be updated by the BEC on an annual basis and should be distributed to all departments in the building.
 - Plan template:
<http://ohs.uvic.ca/emergency-management/evacuations.php>
 - Assembly points for all buildings are located in the drop down list at:
<http://ohs.uvic.ca/emergency-management/evacuations.php>

UNIVERSITY SAFETY PLANS

- A variety of university wide safety plans have been developed to ensure regulatory compliance and consistent approach to safety management, including the following program areas:
 - WHMIS
 - Biosafety
 - Radiation Safety
 - Lab Inspections
 - Hearing Protection
 - Respirator Safety

~~o Hazardous Waste Management~~

~~o Working Alone or in Isolation~~

- ~~• Please refer to the OHSE website at <http://ohs.uvic.ca> for a complete list of university wide programs and related procedures that departments are required to implement, where appropriate.~~

DEPARTMENTAL SAFETY PLANS

- ~~• Departments involved in moderate to higher risk activities are required to develop written plans to minimize the risk of injury and ensure all employees have been informed of the hazards associated with their work.~~
- ~~• Safety plans may include formal Standard Operating Procedures, a department safety manual or an activity specific safe work procedure.~~

RESOURCES

• UVic Health and Safety Orientation

- o A copy of the Handbook is available at <http://ohs.uvic.ca/orientation/handbook.pdf>
- o All new faculty and staff are required to review the Handbook
- o Departments should include safety orientation as part of their regular employee orientation process.

• Inspection Checklists

- o Each department has a responsibility to conduct inspections under the following guidelines: <http://ohs.uvic.ca/committees/inspguide.pdf>
- o The following checklists are available on the OHSE website:
 - Lab inspection <http://ohs.uvic.ca/research-safety/labinspectchecklist.pdf>
 - Building inspection for common areas
<http://ohs.uvic.ca/committees/commonareas.pdf>

• OHSE Department

- o OHSE Consultants are the first point of contact for providing health and safety advice to departments, and can assist with the development of safety plans.
- o Current departmental assignments can be found at: <http://ohs.uvic.ca/contacts.pdf>
- o Information about emergency management, training and other health and safety services can be found at ohs.uvic.ca

ENVIRONMENTAL HEALTH AND SAFETY POLICY

University Policy No: SS9200
Classification: Safety and Security
Approving authority: Board of Governors
Effective date: March, 2012
Supersedes: May, 1999
Last Editorial Change:
Mandated review: 2019

Associated Guidelines:

[EHS Management System Guidelines](#)

PURPOSE

- 1.00 The purpose of this policy is to convey the university's commitment to a safe and healthy environment for work and study. The university is committed to excellence in environmental health and safety stewardship through a university-wide EHS Management System. The purposes of the policy are to:
- (a) enhance the health and safety of the members of the university community;
 - (b) identify responsibilities for senior management, department heads, supervisors and individuals;
 - (c) ensure the effective response to emergencies and continuity of operations;
 - (d) ensure the accountability of individuals and departments through effective auditing of EHS Management System performance;
 - (e) establish mechanisms to accomplish the above purposes.

DEFINITIONS

For the purposes of this policy:

- 2.00 **Administrative Authority** means individuals with administrative responsibility for Units including but not limited to, Deans, Chairs, Executive Directors, Directors and other Unit heads.
- 3.00 **EHS Management System** means Environmental Health and Safety Management System, an integrated system of procedures which outline responsibilities, activities and assessment of performance with respect to health, safety and environmental goals.
- 4.00 **Student** means a Student registered, enrolled or participating in any course or program offered by the university.
- 5.00 **Unit** means academic, research or administrative areas at the university, including but not limited to: faculties, divisions, departments, schools, offices, centres and the university's libraries.

6.00 **Activity** includes any activity that is directly related to or arising out of the operations of the university at any location.

7.00 **University Community** includes:

- all current employees and Students of the university;
- any person holding a university appointment whether or not that person is an employee;
- post-doctoral fellows;
- organizations and individuals required by contract to comply with university policies;
- members of the Board of Governors;
- visitors; and
- anyone residing on campus.

JURISDICTION/SCOPE

8.00 This policy applies to members of the University Community including faculty, staff and students participating in an Activity as well as separately incorporated organizations conducting Activities on campus and others who participate in Activities.

POLICY

9.00 The university is committed to meeting and, where practical, exceeding the requirements of applicable environmental health and safety statutes and regulations by controlling risk and preventing harm.

10.00 The university is committed to the integration of environmental health and safety planning, implementation, auditing and reporting into core university management activities and into existing cycles of academic and service planning.

11.00 Environmental health and safety is the responsibility of every member of the University Community and members of separately incorporated organizations conducting Activities on campus and others who participate in Activities.

12.00 The President, Vice-Presidents and Associate Vice-Presidents are responsible within their areas of responsibility for the implementation of this policy and procedures. They may delegate responsibilities to the appropriate Administrative Authority.

13.00 The Administrative Authority shall require Units to undertake action consistent with the requirements of the EHS Management System.

14.00 The Vice President Finance and Operations is responsible for the development and maintenance of university-wide environmental health and safety guidelines to support this policy.

AUTHORITIES AND OFFICERS

- i) Approving Authority: Board of Governors
- ii) Designated Executive Officer: President
- iii) Procedural Authority: Vice-President Finance and Operations
- iv) Procedural Officer: Associate Vice-President Human Resources

RELEVANT LEGISLATION

Federal legislation

- Canada Labour Code
- Canada Shipping Act and Regulations
- Canadian Biosafety Standards and Guidelines
- Canadian Environmental Protection Act and Regulations
- Chemical Weapons Convention Implementation Act and Declaration Regulations
- Criminal Code Part (Part 217.1 from Bill C-45)
- Department of Health Act and Human Pathogens Importation Regulations
- Hazardous Materials Information Review Act
- Hazardous Products Act and Controlled Products Regulations
- Health Canada Safety Codes
- Human Pathogens and Toxins Act
- Nuclear Safety and Control Act and Regulations
- Pest Control Products Act
- Radiation Emitting Devices Act
- Transportation of Dangerous Goods Act and Regulations

Provincial

- BC Spill Reporting Regulation
- Emergency Program Act and Management Regulation
- Environmental Management Act and Hazardous Waste Regulation
- Fire Services Act and BC Fire Code Regulation
- Integrated Pest Management Act and Regulation
- Public Health Act and Regulations
- Safety Standards Act and Regulations
- Workers Compensation Act and OHS Regulation

Regional

- CRD Clean Air Bylaw
- CRD Sewer Use Bylaw and related Codes of Practice
- Hartland Landfill Regulation Bylaw

RELATED POLICIES AND DOCUMENTS

- GV0225 Risk Management Policy
- University Strategic Plan
- CSA Z1000-06 Occupational Health and Safety Management
- University of Victoria EHS Management System Guidelines
- University of Victoria Emergency Response Plan
- Individual Unit operating procedures

EHS MANAGEMENT SYSTEM GUIDELINES

Approving authority: Vice-President Finance and Operations

Effective date: March, 2012

Supersedes:

Last Editorial Change:

Next review: 2019

[Parent Policy: Environmental Health and Safety Policy \(SS9200\)](#)

INTRODUCTION TO EHS MANAGEMENT SYSTEM AND INTERNAL RESPONSIBILITY SYSTEM

- 1.00 The Environmental Health and Safety Management System is an integrated system of procedures which outline responsibilities, activities and assessment of performance with respect to health, safety and environmental goals. It is part of the overall management of the university that addresses hazards and risks associated with its activities.
- 2.00 The guiding principles are found in the CSA Standard Z1000-06 Occupational Health and Safety Management, available at <http://legislation.ccohs.ca/legislation/documents/stds/csa/cocsm06e.htm>
- 3.00 The system is based on continuous improvement cycle, where the steps are outlined as shown below:



Figure 1
Model of an occupational health and safety management system

- 4.00 The university is committed to excellence in environmental health and safety stewardship through a university-wide EHS Management System to ensure that faculty, staff and students have a safe and healthy environment for work and study. The goals are to:
- (a) meet or exceed requirements of health and safety statutes and regulations;
 - (b) enhance the health and safety of the members of the university community;
 - (c) identify responsibilities for individuals, supervisors, department heads and senior management;
 - (d) ensure the effective response to emergencies and continuity of operations;
 - (e) support effective programs through safety committees with clear mandates;
 - (f) enhance effective communication on health, safety and environmental issues and emergency communication capabilities;
 - (g) ensure that accountability measures are in place as required by the EHS Management System through effective auditing;
 - (h) provide consultancy to assist departments in both compliance and achievement of best practices.
- 5.00 A fundamental principle is that of an internal responsibility system, a system based on the principle that every individual has a direct responsibility for health and safety as an essential part of their work, taking initiative on health and safety issues and working to solve problems and make improvements on a continuous basis. In addition to the direct responsibility of individuals, there is a contributive responsibility by committees such as research safety committees, local safety committees, the University Safety Committee, the Risk Management Committee and joint safety committees, as well as a contributive responsibility by the Occupational Health, Safety and Environment department. It is a joint partnership among all members of the University community.

RESPONSIBILITIES AND ACCOUNTABILITIES

- 6.00 All members of the university community have responsibilities to ensure that hazards are identified and risks are mitigated. Specific responsibilities are outlined for each group.
- 7.00 Executive
- (a) The President is the Designated Executive Officer for the Health and Safety Policy.
 - (b) The Vice President Finance and Operations is responsible for the development and maintenance of university-wide health and safety auditing measures, risk management, standards and guidelines to support the policy.
 - (c) The Executive Officers of the university are responsible for the implementation of this policy and procedures within their areas of responsibility. They shall:

- (i) delegate responsibilities to the appropriate program or unit and program officer; and
- (ii) require program units to prepare plans and undertake action consistent with the requirements of the EHS Management System.

8.00 Deans and Directors

Deans and Directors are responsible for the following under the policy:

- i) ensuring that Chairs, Managers and Supervisors fulfill their responsibilities;
- ii) incorporating adequate provisions for safe working practices and conditions in operational policies and procedures, and in programs and projects;
- iii) conducting management safety meetings as appropriate to review safety program plans and performance and to determine necessary courses of action;
- iv) monitoring, evaluating, reporting and recommending to the appropriate Vice- President on safety performance in accordance with the University's safety policies and procedures;
- v) assisting as required in the investigation of accidents; and
- vi) developing safety priorities in time to include any budget requirements in the regular budgetary process.

9.00 Chairs, Managers, Supervisors and Principal Investigators

Chairs, Managers, Supervisors and Principal Investigators are responsible for the following under the policy:

- (i) providing safe working conditions and practices;
- (ii) complying with the University's safety policies and procedures, as well as federal, provincial and local regulations;
- (iii) orienting employees to the safety and first aid requirements and resources related to the job;
- (iv) arranging training sessions and conducting meetings as required with immediate staff in order to communicate safety information, concerns, work habits, policies and procedures, and to promote safety consciousness on the job;
- (v) reporting immediately any work-related accident, injury or near miss to the Occupational Health, Safety and Environment department through the appropriate administrative channels;
- (vi) conducting inspections at appropriate intervals to ensure the existence of safe working conditions, methods, practices, procedures, equipment and tools;
- (vii) taking immediate action to correct any unsafe working condition, method, practice, procedure, equipment or tool contrary to the

- University's safety policies and procedures, and federal, provincial and local regulations;
- (viii) assessing the safety performance of their employees through both formal and informal reviews as a part of their regular performance appraisal process;
- (ix) consulting with employees to assess the safety-related knowledge and skills required to ensure safe performance of employees on the job, arranging training as appropriate, and taking necessary corrective action; and
- (x) cooperating with the University Occupational Health, Safety and Environment department and the appropriate Safety Committees of the University.

10.00 Occupational Health, Safety and Environment Department

The Occupational Health, Safety and Environment Department is responsible for the following under the policy:

- i) providing consultation on health, safety and environmental, and emergency management issues;
- ii) interpreting health, safety and environmental legislation and regulations;
- iii) developing and implementing core health and safety programs;
- iv) providing key services such as training in collaboration with departments;
- v) acting as the university's representative with regulatory agencies; and
- vi) auditing the university's health, safety and environmental performance with respect to regulatory compliance and best practices.

11.00 Faculty and Staff

Faculty and Staff are responsible for the following under the policy:

- i) complying with the University's safety policies and procedures, and federal, provincial and local regulations;
- ii) seeking guidance from their immediate supervisor concerning safety-related knowledge and skills required to ensure safe performance on the job;
- iii) attending safety training programs and meetings as assigned;
- iv) immediately reporting to their supervisor any work-related accident, injury or near accident; immediately report to their supervisor any hazardous work practice or work condition;
- v) cooperating with the University Occupational Health, Safety and Environment department and the appropriate Safety Committees of the University;
- vi) complying with the health and safety policies and procedures of other institutions when they are engaged in University-related activities in these other institutions; and

- vii) arranging for the instruction and supervision of students in the safety aspects of classes or laboratories for which the faculty or staff member has responsibility.

12.00 Students

Students are responsible for the following under the policy:

- i) complying with the University's safety policies and procedures, and departmental regulations associated with all of their University-related activities;
- ii) seeking guidance from their instructors or supervisors concerning safety-related knowledge and skills required to ensure safe performance in their University-related activities;
- iii) attending safety training programs and meetings as instructed;
- iv) immediately reporting to their instructor or supervisor any accident, near accident, hazardous practice or condition with respect to their University-related activities; and
- v) complying with the health and safety policies and procedures of other institutions when they are engaged in University-related activities in these other institutions.

13.00 Visitors

Visitors to the university are responsible for the following under the policy:

- i) complying with the University's safety policies and procedures and all other pertinent departmental regulations.

14.00 Contractors

Contractors hired by the university are responsible for the following under the policy:

- i) ensuring that they have a complete and regulatorily compliant safety program; and
- ii) complying with the university's safety policies and procedures and all other pertinent departmental regulations.

COMMITTEES

15.00 Risk Management Committee

The purposes of the Steering Committee are to:

- (a) follow a continuous process to understand and communicate risk from an university-wide perspective;
- (b) provide a university-wide opportunity to discuss risk issues, including:
 - i) regular reports and issues beyond their terms of reference from the committees,
 - ii) due diligence reports for the Board of Governors, and
 - iii) other issues brought forward through the offices of the Vice-Presidents; and
- (c) provide advice to the Vice-President Finance and Operations.

16.00 University Safety Committee

The University Safety Committee (USC) is the joint union-management safety committee which meets the mandate of WorkSafeBC (Workers' Compensation Board)

17.00 Research Safety Committees

Research Safety Committees provide oversight on specific research activities and include:

- Biosafety Committee
- Marine Safety Committee
- Laboratory Safety Committee
- Radiation Safety Committee

18.00 Local Safety Committees

Local safety committees assist in promoting a healthy and safe working environment for all building occupants with a specific focus on building emergency safety, including evacuation planning, fire safety and earthquake preparedness

19.00 Departmental Safety Committees

Departments may create their own specific committees to focus on departmental safety issues.

20.00 Union-Management Safety Committees

Union-management safety committees have those responsibilities as specified in their respective collective agreements.

Appendix 1 – University Health and Safety Orientation

The University of Victoria has developed an orientation document that provides information and guidance for university wide health, safety and environmental programs. It is mandatory for new faculty and staff to review this document and be familiar with the programs, in consultation with their supervisors. (An electronic version is available at <http://ohs.uvic.ca/orientation/handbook.pdf>)

Appendix 2 –Safety Plans and Procedures

Each department is responsible to develop appropriate safety plans and standard operating procedures based on their local activities and the associated risks. Departments must also adhere to any university safety plans or programs for those activities that relevance and impact on the wider university community.

The following is a list of safety plans departments are required to develop, maintain or implement, including resources to assist in meeting the requirements.

BUILDING EMERGENCY INFORMATION

- Local Safety Committees (LSC) are responsible to develop building plans based on a template provided by the Emergency Planner. Individual building plans are available at the OHSE Sharepoint site, and are managed by the LSC Chair or Building Emergency Coordinator (BEC) for the building in which the department resides. The plan needs to be updated by the BEC on an annual basis and should be distributed to all departments in the building.
 - o Plan template:
http://ohs.uvic.ca/emergency_management/evacuations.php
 - o Assembly points for all buildings are located in the drop down list at:
http://ohs.uvic.ca/emergency_management/evacuations.php

UNIVERSITY SAFETY PLANS

- A variety of university-wide safety plans have been developed to ensure regulatory compliance and consistent approach to safety management, including the following program areas:
 - o WHMIS
 - o Biosafety
 - o Radiation Safety
 - o Lab Inspections
 - o Hearing Protection
 - o Respirator Safety

- o Hazardous Waste Management
 - o Working Alone or in Isolation
- Please refer to the OHSE website at <http://ohs.uvic.ca> for a complete list of university-wide programs and related procedures that departments are required to implement, where appropriate.

DEPARTMENTAL SAFETY PLANS

- Departments involved in moderate to higher risk activities are required to develop written plans to minimize the risk of injury and ensure all employees have been informed of the hazards associated with their work.
- Safety plans may include formal Standard Operating Procedures, a department safety manual or an activity-specific safe work procedure.

RESOURCES

- UVic Health and Safety Orientation
 - o A copy of the Handbook is available at <http://ohs.uvic.ca/orientation/handbook.pdf>
 - o All new faculty and staff are required to review the Handbook
 - o Departments should include safety orientation as part of their regular employee orientation process.
- Inspection Checklists
 - o Each department has a responsibility to conduct inspections under the following guidelines: <http://ohs.uvic.ca/committees/inspguide.pdf>
 - o The following checklists are available on the OHSE website:
 - . Lab inspection http://ohs.uvic.ca/research_safety/labinspectchecklist.pdf
 - ☐ Building inspection for common areas
<http://ohs.uvic.ca/committees/commonareas.pdf>
- OHSE Department
 - o OHSE Consultants are the first point of contact for providing health and safety advice to departments, and can assist with the development of safety plans.
 - o Current departmental assignments can be found at: <http://ohs.uvic.ca/contacts.pdf>
 - o Information about emergency management, training and other health and safety services can be found at ohs.uvic.ca



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 15, 2021

To: Operations and Facilities Committee

From: Acting Vice-President Finance and Operations



cc: President and Vice-Chancellor

Meeting Date: March 30, 2021

Subject: Revisions to the Use of Vehicles and Parking Policy (BP3200)

Basis for Jurisdiction: *University Act*, s. 27 (1), (2)(t)(ii), (2)(t)(iii), (2)(t.2), (2)(t.3), (2)(x.1),
(2)(x.2)
Strategic Framework 1.3

Strategic Relevance: Strategic Framework 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:

Acting VP Finance & Operations	February 2021
Campus Planning & Sustainability	June 2020
Campus Security	March 2020 – February 2021
Manager, Risk, Insurance & Continuity Planning	June 2020
VPFO direct reports	February 2021

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the revisions to the Use of Vehicles and Parking Policy (BP3200), effective immediately.

Background:

The Use of Vehicles and Parking policy (BP3200) was last revised in 1999 and was overdue for review. The University Secretary's Office and VPFO worked with Campus Security to review and update this policy to bring it in line with current standards and practices.

The policy was reformatted into the current policy template. A new purpose statement was created, based on a similar policy statement from UBC. The definitions section was expanded and relocated. Outdated language was deleted. New sections on Authorities and Officers, Relevant Legislation, and Related Policies and Documents were added.

The General Counsel confirmed that there are no litigation-related risks associated with the proposed changes.

Planned Further Action:

None.

Attachment(s):

BP3200 Revised – clean version
BP3200 Revised – tracked changes

Use of Vehicles and Parking

University Policy No.: BP3200
Classification: Buildings and Properties
Approving Authority: Board of Governors
Effective Date: March 2021
Supersedes: March 1999
Last Editorial Change:
Mandated Review: March 2028

Purpose

- 1.00 The purpose of this policy is to enable the regulation of vehicles and parking on university property. This policy and its regulations respond to the unique nature of the university and its character as a walking campus, and aim to preserve the university's natural appearance. For these reasons, the policy and the regulations may differ from municipal parking bylaws and other parking rules.

Definitions

- 2.00 For the purposes of this policy:

“the regulations” means the Traffic and Parking Regulations, and such other regulations that may be approved by the Vice-President Finance and Operations concerning the use of vehicles and parking.

“university property” means the Gordon Head campus of the University of Victoria, but does not include Queenswood.

“vehicle” includes without limitation a car, truck, van, motorcycle, bicycle, motorized scooter, skateboard, or other device that travels with the use of wheels.

Jurisdiction

- 3.00 The authority to establish policy and procedures respecting the use of vehicles and parking at the university is vested in the Board of Governors through subsection 27(t) of the *University Act*.

Policy

- 4.00 The Vice-President Finance and Operations will seek direction from the Board and will make recommendations to the Board with respect to the pricing of parking permits of one month or longer.
- 5.00 In the context of 4.00 above, the Board of Governors delegates to the Vice-President Finance and Operations the authority to make regulations concerning the use of vehicles and the parking of vehicles on university property. Without restricting the generality of this delegation of authority, the Vice-President Finance and Operations has authority to make and amend regulations that:
- (a) designate areas where the parking of vehicles is permitted or prohibited;

- (b) designate areas where the operation of vehicles is restricted;
- (c) provide for the issuance of vehicle parking permits;
- (d) establish rules governing the operation of vehicles on university property;
- (e) provide that a breach of the regulations constitutes a violation that may be subject to a citation, suspension of parking or vehicle privileges, or other sanction;
- (f) designate the classifications of university employees who are authorized to issue parking permits and citations;
- (g) provide for the immobilization of a vehicle or the removal of a vehicle from university property where the parking privileges of the owner or operator have been suspended, or the vehicle is located in a place that contravenes the regulations;
- (h) provide for appeals of any fine, suspension, or immobilization, and the prerequisites for filing an appeal;
- (i) provide rules relating to the use of invalid, stolen, or lost permits; and
- (j) provide rules relating to the use of counterfeit, altered, fraudulently obtained, or copied permits that have not been issued pursuant to the regulations.

6.00 A summary of the regulations must be available to members of the university community. Notwithstanding the publication of a summary, the regulations govern. If there is any conflict between the language of the summary and the regulations, the language of the regulations prevails.

7.00 The Vice-President Finance and Operations shall establish committees to hear appeals from any fine, immobilization, or suspension of privileges that is assessed under the regulations.

Authorities and Officers

8.00 The authorities and officers for this policy are:

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

Relevant Legislation

University Act, [RSBC 1996 c 468](#)
[Motor Vehicle Act Regulations](#)

Related Policies and Documents

Buildings and Grounds Usage Policy ([BP3105](#))
 Traffic and Parking Regulations ([BP3205](#))



Use of Vehicles and Parking

University Policy No.: BP3200
Classification: Buildings and Properties
Approving Authority: Board of Governors
Effective Date: March 2021
Supersedes: March 1999
Last Editorial Change:
Mandated Review: March 2028

Associated Procedures: Traffic and Parking Regulations

Purpose

- 1.00 The purpose of this policy is to enable the regulation of ~~the use of vehicles and parking~~ on university property. This policy and its regulations respond to the unique nature of the university and its character as a walking campus, and aim to preserve the university's natural appearance. For these reasons, the policy and its regulations may differ from municipal parking bylaws and other parking rules.

Definitions

- 2.00 For the purposes of this policy:

"the regulations" means the Traffic and Parking Regulations, and such other regulations that may be approved by the Vice-President Finance and Operations concerning the use of vehicles and parking.

"university property" means the Gordon Head campus of the University of Victoria, but does not include Queenswood.

"vehicle" includes without limitation a car, truck, van, motorcycle, bicycle, motorized scooter, skateboard, or other device that travels with the use of wheels.

Jurisdiction

- 4.00 The authority to establish policy and procedures respecting the use of vehicles and parking at the University is vested in the Board of Governors through subsection 27(t) of the *University Act*.

~~2.003.00~~ 27(t) to control vehicle and pedestrian traffic on the university campus.

Policy

- 3.00 The ~~Board of Governors instructs the~~ Vice-President Finance and Operations ~~to will~~ seek direction from the Board and ~~to will~~ make recommendations ~~in writing for consideration and approval to the Board in with~~ respect to the pricing of parking permits of one month or longer.

- (a) ~~fundamental and material policy changes respecting the use of vehicles and parking; and,~~
- (b) ~~proposals to add or modify any fees for parking permits or fines citations~~

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~~pursuant to any regulations made under this policy.~~

4.00 In the context of ~~4.00 2)~~ above, the Board of Governors delegates ~~authority~~ to the Vice-President Finance and Operations the authority to make regulations concerning the use of vehicles and the parking of vehicles on ~~the campus university property of the University of Victoria~~. Without restricting the generality of this delegation of authority, the Vice-President Finance and Operations has authority to make and amend regulations that:

~~(a)~~ ~~3.01~~ designate areas ~~of the University campus~~ where the parking of vehicles is permitted or prohibited;

~~(b)~~(a) ~~3.02~~ designate areas of the University campus where the parking of vehicles is prohibited;

~~(c)~~(b) ~~3.03~~ designate areas ~~of the University campus~~ where the operation of vehicles is restricted;

~~(d)~~(c) ~~3.04~~ provide for the issuance of vehicle parking permits;

~~(e)~~(d) ~~3.05~~ establish rules governing the operation of vehicles on ~~the University campus university property~~;

~~(f)~~(e) ~~3.06~~ provide that a breach of ~~a regulation made under the authority of this Policy~~ the regulations constitutes a ~~violation~~ that may be subject to a ~~fine~~ citation, suspension of parking or vehicle privileges, or other sanction;

~~(g)~~ ~~3.07~~ ~~authorize the issuance of traffic violation tickets~~ a citation where a breach of a regulation made under this Policy has occurred;

~~(h)~~(f) ~~3.08~~ designate the classifications of ~~u~~University employees who are authorized to issue parking permits and ~~traffic violation tickets~~ citations;

~~(i)~~ —

~~(j)~~(g) ~~3.09~~ provide for the immobilization of a vehicle or the removal of a vehicle from ~~university property the University of Victoria campus~~ where the parking privileges of the owner or operator have been suspended ~~under authority of the regulations~~

made under this Policy, or the vehicle is located in a place that contravenes the regulations made under this Policy;

(k) —

(h) 3.10 — provide for appeals from the assessment of any fine or suspension, fine, suspension, or immobilization; and the prerequisites for filing an appeal; and

(i) 3.11 — provide rules relating to the display-use of invalid, stolen, or lost permits that have been issued pursuant to the regulations made under this Policy; and

(n) —

(j) 3.12 — provide rules relating to the display-use of counterfeit, altered, fraudulently obtained, or copied permits that have not been issued pursuant to the regulations made under this policy.

5.00 — Any regulations issued or amended under this Policy come into effect on the date specified in the regulations made by the Vice President Finance and Operations under this Policy.

6.00 — Any regulations issued under this Policy must be made available to members of the University Community on request.

7.005.00 — A summary of the regulations made under this Policy must be available to members of the University community. Notwithstanding the publication of a summary, the regulations govern. If there is any conflict between the language of the summary and the regulations, the language of the regulations prevails.

8.00 — Any existing regulations concerning the use of vehicles, traffic and parking on the campus of the University of Victoria continue in effect until they are revised, amended or cancelled by the Vice President Finance and Operations.

9.00 — The Vice President Finance and Operations shall establish committees to hear appeals from any fine, immobilization, or suspension of privileges that is assessed under the regulations.

(a) — 8.01 — to provide advice to advise the Vice President Finance and Operations with regard to parking and traffic on the University campus; and

(b) —

6.00 8.02 — to hear appeals from any fine, immobilization, or any suspension of privileges that is assessed under the regulations made by the Vice President Finance and Operations.

Authorities and Officers

7.00 The authorities and officers for this policy are:

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

Relevant Legislation

University Act, RSBC 1996 c 468

Motor Vehicle Act Regulations

Related Policies and Documents

Buildings and Grounds Usage Policy (BP3105)

Traffic and Parking Regulations (BP3205)

40.00 ~~In this Policy:~~

9.01 ~~"vehicle" includes a bicycle, motorized scooter, skateboard or other device that travels with the use of wheels.~~

9.02 ~~"campus" means all lands owned by the University of Victoria.~~