



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. – 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 January 26, 2021 be approved.
- 2. Approval of Summary Record of the Meeting held November 24, 2020 (attached)**
MOTION:
THAT the summary record of the open session of the regular meeting held November 24, 2020 be approved.
- 3. Business Arising from the Summary Record**
- 4. Chair's Remarks**
- 5. Correspondence**
- 6. President's Report**
- 7. External Relations Update** BOG-Jan26/21-20

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)*
- *Hawlers 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)*

**Administered by the University of Victoria Foundation*

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

REGULAR

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

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

BOG-Jan26/21-34

MOTION:

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

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

11. Other Business

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

Adjournment



University
of Victoria

Board and Board Committee Meetings Monday November 23 and Tuesday November 24, 2020

Open Session

Tuesday November 24, 2020 11:00 a.m.

Via Videoconference

DRAFT SUMMARY RECORD

Present: Ms. Cathy McIntyre (Chair), Mr. Merle Alexander, Mr. Keith Barbon, Dr. Shailoo Bedi, Dr. Marilyn Callahan, 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, Dr. David Zussman, Ms. Carrie Andersen (Secretary)

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

Regrets: Ms. Katherine Fairley

1. Approval of Agenda

MOTION: (M. Prendergast/D. Zussman)

THAT the agenda of the open session of the regular meeting of November 24, 2020 be approved.

CARRIED

2. Approval of Summary Record of the Meeting held September 29, 2020

MOTION: (C. Thoms/ S. Rogers)

THAT the summary record of the open session of the regular meeting held September 29, 2020 be approved.

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

Ms. McIntyre began the meeting with a territorial acknowledgement. She extended a warm welcome to President Hall.

5. Correspondence

Ms. McIntyre noted that the Board was in receipt of a letter addressed to Dr. Hall from the UVSS, GSS and UVic Faculty for Divestment.

6. President's Report

Dr. Hall said he had started a listening and engagement tour with the campus community, and that he would keep the Board updated regarding his engagement with internal and external stakeholders.

Dr. Hall noted two decanal appointments - Dr. Helga Hallgrimsdottir, incoming Dean, Human and Social Development; and Dr. Mina Hoorfar, incoming Dean, Faculty of Engineering.

Dr. Hall provided an update on the university's response to COVID-19. In particular, he commented on recent public health orders, a COVID-19 testing site on campus, and planning for the spring term.

With respect to student engagement on campus, Dr. Hall informed Board members of a peaceful protest held in support of divestment. He noted that, during the creation of a mural outside the Michael Williams Building, he had the opportunity to speak with students regarding climate change and socially responsible investment.

Dr. Hall reported that a memorial bench in honour of the students who tragically died in the Bamfield bus crash had been installed in Finnerty Gardens.

Regarding capital projects on campus, Dr. Hall reported that the student housing and dining project achieved a significant milestone with the receipt of a letter from the Passive House Institute confirming the design meets their standards.

Dr. Hall reported on meeting with federal and provincial government officials and with counterparts from Royal Roads University and Camosun College in his first days on campus.

With respect to gifts and awards, Dr. Hall commented on recent donations to the university. He also highlighted recent awards given to faculty members.

There were no questions from the Board members.

7. External Relations Update

BOG-Nov24/20-17

Chris Horbachewski, Vice-President External Relations provided three highlights from his circulated report. He commented on the UVic Speakers Bureau, the Students' Dialogue on Democratic Engagement, and celebration of our 2020 graduates. He also highlighted recent events and engagements featuring Chancellor Rogers.

There were no questions for Mr. Horbachewski.

CONSENT

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

a. New and Revised Awards

BOG-Nov24/20-09

MOTION:

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

- Otto and Joan Bekius Scholarship* (New)
- Distinguished Education Alumni Scholarship* (Revised)
- Knowledge First Foundation Scholarship* (Revised)
- Stephens Family Undergraduate Research Awards in Organic & Sustainable Food Systems (Revised)
- Orca Book Publishers Award in Indigenous Language Revitalization (Revised)
- Faculty of Education Emergency Bursary (Revised)
- Brian Money and Nancy Dyer Accordion Scholarship in Music (New)
- Faculty of Engineering Undergraduate Entrance Scholarship* (New)
- Faculty of Education Undergraduate Entrance Scholarship* (New)
- Faculty of Human and Social Development Undergraduate Entrance Scholarship* (New)
- Peter B. Gustavson School of Business Undergraduate Entrance Scholarship* (New)
- Faculty of Humanities Undergraduate Entrance Scholarship* (New)
- Faculty of Fine Arts Undergraduate Entrance Scholarship* (New)
- Dr. David Cook Memorial Scholarship (Revised)
- Embassy of Ukraine Book Prize (New)
- Phoenix Bursary (Revised)
- Carmanah Prize in Eco-Technology* (Revised)
- J. Prospero Scholarship for Sustainable Mining (New)
- Graduate of 1976 Visual Arts Scholarship (New)
- Victoria Real Estate Board Bursary (Revised)
- Darlene Scott Scholarship* (Revised)
- Henry and Marian Thiel International Business Award* (Revised)
- Peter B. Gustavson School of Business MGB Scholarship (New)
- Betty and Gilbert Kennedy Graduate Scholarship in Mathematics and Statistics* (New)
- Dr. Margaret “Marmie” Perkins Hess Graduate Fellowships in Earth, Ocean, Astronomy, and Environmental Sciences* (New)
- Rose Won Lau Business Scholarship* (Revised)
- JTS Scholarship* (Revised)
- School of Music Faculty String Award* (Revised)
- Sheila Ryan and Eileen Ryan Graduate Scholarship in Nursing* (Revised)
- Microserve Scholarship in Business, Management Information Systems (Revised)

- Iola Worthington Scholarship in Business* (Revised)
- Jean Foley International Business Scholarship (Revised)
- Janet Person Legacy Award (New)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Ronald C. Corbeil Award for Merit in Program Evaluation* (Revised)
- Law Student Emergency Fund (New)
- UVic Business Class of 2009 Scholarship (New)
- Dr. Marion Porath Bursary in Education* (New)
- Churchill Foundation Vancouver Island Barry Gough Scholarship in English* (New)
- Jawl PhD Student Scholarship for Research Excellence (New)
- Agamemnon Kasapi and Family Scholarship* (New)
- Academic Excellence Scholarship* (New)
- Edna and Jack Marshall Scholarship* (New)
- Vic Scott Award in Voice Accompaniment* (New)
- Aaron Learmont Memorial Scholarship (New)
- Maclean Scholarship in Legal History and Criminal Law* (Revised)
- Michaela Tokarski Entrepreneurship Award* (Revised)
- Lei & Di Medical Physics Graduate Scholarship (New)
- Pacific Blue Cross Scholarship in the School of Public Health & Social Policy (Revised)

**Administered by the University of Victoria Foundation*

b. Due Diligence Report – Facilities Management BOG-Nov24/20-07

c. Status Report on Capital Projects BOG-Nov24/20-06a

Pro Forma Motion: (B. Van Ruyven/J. Watts)

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

CARRIED

REGULAR

9. Finance Committee (Ms. Carolyn Thoms)

a. Budget Update

Ms. Thoms reported that the Finance Committee received a report on the financial implications of COVID-19 and budget planning for the upcoming year. She said the committee reviewed the planning assumptions that had guided the university in its financial response to COVID-19 and received an update on the situation to date. Ms. Thoms noted that uncertainty continues but that there is cautious optimism regarding the university's budget situation related to COVID-19.

With respect to investments to support COVID-19 response, Ms. Thoms reported on supports and initiatives that had been put in place. She commented on additional investments expected through the spring term.

Ms. Thoms reported on the impact to ancillary units, including decreased revenues and staff lay offs. She noted that supports will be required to maintain long term financial health in these areas.

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

a. 2020/21 Enrolment Analysis Report

BOG-Nov24/20-10

Mr. Alexander reported that the committee received the annual report to the Board of Governors outlining UVic's enrolment projections for the current academic year. He reviewed the report's highlights. He commented in particular on summer 2020 enrolment and enrolments for the upcoming spring term.

b. Report on Student Financial Aid

BOG-Nov24/20-12

Mr. Alexander reported that this is an annual report presented to the Board at this time on the status of student awards and financial aid program. It includes scholarships for undergraduate students as well as bursaries, awards and work study funding received by both undergraduate and graduate students. He reviewed the report's highlights, noting that this past year, UVic allocated about \$16M dollars in scholarships, bursaries and work study funding to more than 6,000 students.

c. Presentation on University Rankings

Ms. McIntyre introduced the presentation, noting that university rankings are a critical piece in driving the university forward towards the goals in the strategic framework.

Dr. Hall provided reflections on rankings, and noted the opportunities for UVic to improve its status in the rankings. He commented on the benefits of doing so for faculty members, students and the institution as a whole.

Lisa Kalynchuk, Vice-President Research and Tony Eder, Executive Director Academic Resource Planning provided an update on the university's latest international and domestic rankings from the fall 2020 season.

The Board engaged in a discussion regarding ranking and reputation strategies going forward.

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 12:04 p.m.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

January 13, 2021

To: Board of Governors

From: Chris Horbachewski, Vice-President External Relations

cc: Dr. Kevin Hall, President and Vice Chancellor

Meeting Date: January 26, 2021

Subject: External Relations Update

A handwritten signature in blue ink, likely belonging to Chris Horbachewski.

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 continue to provide timely and valuable information to our campus community about COVID-19 through a dedicated website, emails and social media. An overarching communications plan through to September 2021 has been developed and will continue to evolve. We are providing

updates to the BC government as appropriate and continue to work with Island Health on communication opportunities.

- On our student channels, we have focused on student wellbeing, especially during the exam period. We did an Instagram takeover about supports for students, focusing on study spaces, what's open on campus and departments who can help (Advising, Student Wellness Centre.) This same content was delivered in a video. We also did an Instagram live event with two Student Engage Leaders who talked about tips for taking care of oneself during stressful times. More recently, we have produced a new "Return to Campus" video, similar to the one done in the fall, to inform people about what to expect on campus including available services and resources.
- Dr. Hall's listening tour is well underway. We have provided strategic advice, developed an online presence and promoted activities and opportunities for engagement through central communication channels. We are also providing advice and support for Dr. Hall's overall communication strategy including for external stakeholders and media relations.
- We've developed a communications plan to regularly and effectively showcase UVic's world-class research, depth in academic programs and award-winning campus operations that address the global crisis of climate change. We will coordinate efforts across campus to highlight UVic's work in climate and sustainability, capitalizing on international days of action and UVic-specific milestones and opportunities.

Providing Internal Supports

- We provided significant social media support to Giving Tuesday as well as Thank You Thursday. We promoted games for students to participate in to unlock funds, one of which was exclusively on social media. We also supported the day through paid advertisements to alumni asking them to donate. The Giving Tuesday video was very popular this year with 58,000 views on Facebook.
- The follow-up activities post-UVic.ca launch continue with appointments to a Strategic Web Advisory Group to guide the university's decisions on website priorities. An inaugural meeting is expected early in the New Year. Development of workflow processes and new templates for area websites are underway.
- Progress through the development of the Faculty of Graduate Studies website and the discovery phase of a Research website continues with great participation from both groups
- UC+M is working with Student Affairs on the development of a new Student Wellness Centre website that will match the design of the new central sites, and will incorporate Counselling, Health and Multifaith.
- As an update on the impressive student housing project, a [video](#) featuring an engineering alumna as a tour guide gives people a look around the construction site and includes an aerial view so people can get a sense of the project's footprint.

Building Profile and Presence

- UC+M continues development of UVic COVID-19 research stories in areas of research strength to support the Research Accelerator Fund campaign. Profiles include Ryan Rhodes (Exercise Science, Physical and Health Education), Onowa Mclvor (Indigenous Education), Bernie Pauly (Nursing, CISUR), Jerome Etwaroo (Coast Capital Savings Innovation Centre), Katherine Elvira (Chemistry) and others. The online stories were shared in various channels and also led to media coverage.

- We helped strategize and produce materials for UVic's sponsorship at the 2020 Canadian Science Policy Conference. This involved a compelling [research video](#) featuring Associate Vice-President Cynthia Milton, a two-pager on UVic's research strength in climate and oceans, as well as content for UVic's booth including an UVic research FAQ.
- Fall knowLEDGE stories in the *Times Colonist* featured Theone Paterson/Brianna Turner (Psychology/COVID-19), Laura Cowen (Math and Statistics/COVID-19) and PhD student Brett Jameson/Kim Juniper (SEOS/ONC/ocean and climate warming). These articles target the regional community in print and are published through UVic's online channels to other audiences.
- December's Ideas in Action newsletter jointly produced by UC+M and OVPRI showcases areas of priority research strength to targeted stakeholders including those in government. The latest edition included Francis Zwiers (Pacific Climate Impacts Consortium) on extreme weather events and building costs, as well as Dennis Hore (Chemistry)/Bruce Wallace's (Social Work) research on drug checking pilots during COVID-19.
- Our participation in a national SSHRC social media campaign featured researchers in Human and Social Development.
- The fall 2020 advertising campaign targeting prospective undergrad students in key regions across Canada launched on Oct 19 on Instagram. A second run took place in January from mid-month. A sub-campaign focused on engineering and computer science students ran in December.

Strengthening Connections and Engagement with Community

- Kimberly Speers (Public Administration) was a regular fixture for media across BC and Canada during the October provincial election. Speers conducted interviews with the Canadian Press and appeared in articles from the *National Post*, *Toronto Star*, *Vancouver Sun*, *Times Colonist* and CTV News.
- CBC's "Quirks & Quarks" interviewed Elin Kelsey (Environmental Studies) on the power of focusing on hope in the face of the global climate crisis.
- In the anticipation and aftermath of the November US election, multiple faculty members spoke to media, including Will Greaves (Political Science), Janni Aragon (Political Science) Frederick Grouzet (Psychology), Oliver Schmidtke (Centre for Global Studies), Rachel Cleves (History) and Jason Colby (History). Their comments can be found in the *Toronto Star*, *The Hill Times*, *Times Colonist*, *Slate*, CTV News, Yahoo! News, The Tyee, CBC's "Early Edition" and "On the Island"
- Led by postdoc Melanie Clapham, UVic-partnered research to develop facial recognition software for grizzly bear conservation garnered local, national and global media interest, from *The Globe and Mail* to *The New York Times* to *The Times UK*.
- Rodney Rountree (Biology) shared his research on deep-sea fish acoustics with *The New York Times* in an article that was re-published by several other publications across the US.
- Ryan Rhodes (Exercise Science, Physical and Health Education) talked to multiple media outlets including CBC News on the importance of staying physically active through COVID-19.
- Alexandre Brolo (Chemistry) spoke to the *Toronto Star* about UVic's ongoing research to develop new low-cost COVID-19 test kits.
- New research by Julia Baum (Biology) about coral reef recovery after long heat waves was featured by *Science*, *Smithsonian*, *New Scientist*, Radio-Canada and Global News Radio. An UVic-produced video on the research was viewed by 1,900 people.

BUILDING MEANINGFUL PARTNERSHIPS

Government

Provincial Update:

On November 26th, BC's Lieutenant Governor Janet Austin and Premier John Horgan announced the 25 members of the new Provincial Cabinet at the Farquhar Auditorium:

- Five members of the Cabinet will represent the Greater Victoria region;
- UVic alumnus Rob Fleming (BA History 02), Transportation and Infrastructure, and Lisa Beare, Citizens' Services, will serve in Cabinet;
- Anne Kang who previously served as Minister of Citizens' Services was named Minister of Advanced Education, Skills and Training;
- Ravi Kahlon, who previously served Parliamentary Secretary to the Minister of Forests, Lands, Natural Resource Operations and Rural Development will serve as Minister of Jobs, Economic Recovery and Innovation; and
- UVic's local MLA and former Professor in the Faculty of Law Murray Rankin will serve as Minister of Indigenous Relations and Reconciliation.

In addition to the Cabinet, Premier Horgan also named 12 Parliamentary Secretaries to support the work of Cabinet:

- UVic alumnus Bob D'Eith (BA History 86/JD Law 89), Arts and Film, Brenda Bailey, Innovation and Technology and Fin Donnelly (Fisheries and Aquaculture) will serve as Parliamentary Secretaries;
- Premier Horgan named Andrew Mercier as Parliamentary Secretary to the Minister of Advanced Education, Skills and Training, Mercier's role will be focused on Skills Training and supporting the Minister is developing new opportunities particularly on tech spaces, ECEs and health programming; and
- Former UVic Lecturer Grace Lore will serve as Parliamentary Secretary to the Minister of Finance for Gender Equity.

Federal Update:

- The Government of Canada released its Fall Economic Statement entitled, *"Supporting Canadians and Fighting COVID-19."*
- The Economic Statement contained new \$25.1 billion in new spending to support Canadians through the COVID-19 pandemic.
- The Government of Canada also announced measures for next year, including a commitment to ending interest on the Federal portion of student loans in 2021.

FOSTERING A CULTURE OF PHILANTHROPY

We have exceeded the 20/21 fiscal year goal with 3 months of the year remaining. As of January 4th, \$21.2 million has been raised from 4,013 donors on a goal of \$20 million for the 20/21 fiscal year.

Given the uncertainty created by COVID-19, this is really an excellent result. It's a wonderful testament to the power of community and the trust donors place in UVic. It also demonstrates donors' desire to contribute to a positive student experience as well to solving society's most pressing challenges.

The new Alumni Relations Director, Gina Wheatcroft started on September 21st. A significant portion of her time has been spent conducting a thorough review of alumni relations operations, including staffing, and the current alumni engagement strategy. This has included meeting a great number of UVic staff and the UVAA Board. A revised strategic plan, aligning programs, staff resources and budget, will be introduced in the first quarter of 2021

Alumni Relations has planned and executed various new and unique virtual alumni events ranging from lectures to cooking classes. Over 1600 people attended events in the fall. Also, the fall issue of the Torch was released and mailed to over 48,000 alumni in November. The issue celebrated out-going President Jamie Cassels.

During November and December the Alumni & Development team were focussed on the presidential transition and introducing Dr. Hall to the alumni and donor community.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Chancellor Activities

The Chancellor activities for December and January include:

- Chancellor Rogers recorded a narration for an inspiring CanAssist video showcasing UVic's innovative program that addresses unmet needs and helps transform lives by increasing people's independence, inclusion and well-being.
- Participated in a conversation with Mike DeGagné, President and CEO of Indspire, discussing the 5th Anniversary of the Truth and Reconciliation Final Report.
- Hosted an "In Conversation with Justin Michael Williams" in support of UVic's 7th Annual Wellness Week. Mental health is very important to Chancellor Rogers and she encourages participation in the many events offered under this year's theme of "Pathways to Wellness".

Chancellor Rogers also participated in "A Stay at Home Christmas Carol" where CBC hosts virtually read parts of *A Christmas Carol*. This is an annual event that usually takes place at the Belfry or Conservatory as a fundraiser for Our Place but was online this year.

Farquhar Auditorium

- The Farquhar remains active with rentals for rehearsals, recording and live-streaming.
- The Victoria Symphony is the primary venue users at present with additional individual musician and small group use.
- In December, we hosted an online Tuba Christmas concert.
- The UVic Ticket Centre remains open with reduced hours due to staff redeployment. The Ticket Centre is supporting the Greater Victoria Youth Orchestra and Victoria Symphony with subscription sales and donations.
- The Farquhar has applied to the BC Arts Council for a grant to support presenting local artists. If the application is successful up to six events will be livestreamed and recorded.

Ceremonies & Events

Fall projects included:

- [Student Dialogues on Democratic Engagement Series](#) – Ceremonies and Events provided our Community and Government Relations, Gustavson, and Government House with virtual platform planning and support for this student-focused event.
- Ceremonies and Events worked closely with Gustavson School of Business to plan and launch the [Victoria Forum](#) – The Victoria Forum is jointly hosted with the University of Victoria and the Senate of Canada. This year it was presented as a 2 day virtual conference. CBC IDEAS broadcasted the opening plenary.
- [UVIC REACH Awards](#) – 13 individuals from the areas of research and teaching received awards. The in-person celebration will take place in 2021.
- [Victoria Community Leadership Awards](#) – we held a hybrid in-person event at the Empress Hotel and streamed the awards event live on the Leadership Victoria and CHEK TV Facebook pages.
- President's Farewell and Transition
- Orange Shirt Day
- Visit the [Fall Grad 2020](#) page to view celebration videos, graduation stories and more

Looking Forward into 2021:

- The UVic United Way campaign drive is underway! In partnership with UVic's United Way Committee members, Ceremonies will host an Online Trivia Event on February 12th.
- Ceremonies & Events is supporting the President's Office in a series of virtual Town Halls to introduce our new President to the campus community.
- Ceremonies & Events is working with The Office of Student Life on presenting the 7th Annual Wellness Week which will be held virtually in January 2021.

Legacies Art Galleries

Current Programming

LIFE STORIES exhibition is on at Legacy Downtown until April 3rd, 2021. This exhibition draws from UVic's art collection including paintings, drawings, photographs, textiles, ceramics, and furnishings from the university collections. Together they evoke a plurality of experiences across the life course.

The project is a collaboration with UVic's Art History and Visual Studies department: curated by Dr. Erin Campbell, UVic, Professor, Art History and Visual Studies. Co-curated by Jaiya Anka, UVic Art History and Visual Studies PhD Candidate (MA '17); Holly Cecil (BA '16, MA '19). The Bed Room Installation by Elly Heise (MFA '20).

Anthropology of Sound students from the UVic Department of Anthropology found inspiration in the Life Stories exhibition and created original soundscapes, or a sonic composition, to accompany selected objects from the exhibit. The images and sounds are projected outside the Legacy Gallery through a window on Broad Street between 4:30 p.m. and 10:30 p.m. each evening.

Hearing Voices is a performance with sculpture project developed by artist Connie Morey in collaboration with the exhibition *Life Stories*. Performances will involve the simple acts of carrying and walking – they will attend to the life stories that are present in the marginalized spaces in Victoria's downtown. This

project was re-imagined to happen outside in the face of COVID 19.

On-line campus Indigenous Art Tours are now being offered to all groups and UVic classes. Tours can be booked through Lorilee Wastasecoot at lwastase@uvic.ca




University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 13, 2021

FOR INFORMATION

To: FINANCE COMMITTEE

From: Vice-President Finance and Operations 

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: University Of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 30, 2020

Basis for Jurisdiction: University of Victoria Staff Pension Plan Governance Policy, Appendix A (Duties of the Investments and Administration Committee, Section 4)

Strategic Relevance:

One of the priorities of the strategic framework is to cultivate an extraordinary environment, which is achieved through a diverse workforce of exceptionally talented faculty and staff. Part of attracting and retaining faculty and staff is a strong benefits package, which includes pensions. As such, good governance of the pension plans is critical.

Background:

The university contracts with PBI Actuaries and Consultants (PBI) to provide investment consulting services to the Staff Pension Plan Investments and Administration Committee. The consultant measures the investment performance of the Fund and compares that performance against a selection of generally comparable funds. The services of the consultant include measurement of the performance of major asset classes by fund and manager, commentary on manager performance and issues, updates on industry trends, investment issues, best practices, and legislative developments and their potential relevance to the Plan.

The Staff Pension Fund's managers invest in a number of different types of assets within the constraints established by the Statement of Investment Policies and Procedures (SIPP). Investment performance is compared against the performance of a theoretical "benchmark" portfolio. Although the managers are measured against a benchmark asset mix, they may vary the asset mix, within established ranges, in order to add value.

The Fund is currently invested as follows:

- Canadian Equities, managed by Burgundy Asset Management;
- Global Equities, managed by BC Investment Management Corporation (BCI);
- Fixed Income, managed by Phillips, Hager and North (PH&N);
- Real Estate, managed by BCI; and
- Infrastructure, managed by Macquarie Infrastructure and JP Morgan Asset Management.

The Fund's asset allocation remains within the established allowable ranges for each asset class. All investment managers are monitored carefully, and they regularly report to the Investments and Administration Committee on investment performance and strategy, responsible investing, and other important topics.

The attached Appendix 1 shows the Fund's market value, current and policy asset allocation, fund performance, and relevant benchmarks for periods ended September 30, 2020. In summary:

	Total Fund performance	Total Fund Benchmark performance
1 year	8.6%	7.7%
4 year	7.7%	6.6%
5 year	8.3%	7.2%

The Plan also continues to outperform its total fund benchmark and long term risk-adjusted target of CPI+4%. Over the one year period, relative outperformance relative to the total fund benchmark was attributable to the foreign global equity, real estate and infrastructure mandates. On an absolute and relative basis, the long term performance remains strong for most asset classes, with the exception of one Canadian equities manager (Burgundy). The Investments and Administration Committee continues to monitor this manager closely. Real Estate and Infrastructure allocations have performed well, and these strategies have reduced volatility in the Fund, as intended. As a result, the Staff Plan's total asset mix has led to favourable performance from return and risk adjusted return perspective. In 2020, within the real estate mandate the fund further invested in global real estate as BCI works to diversify its real estate holdings.

The university remains in compliance with the provisions of the Plan, *BC Pension Benefits Standards Act* and the *Income Tax Act* relating to the investment of the Fund.

Appendix 1:

PBI, University of Victoria Staff Pension Plan - Performance Monitoring Report as of September 30, 2020.

Plan Performance versus Benchmark Net of Fees as of September 30, 2020

Return Summary

	3 Months	1 Year	2 Years	3 Years	4 Years	5 Years
Total Plan Return (Net of Fees)	3.2%	8.6%	8.5%	8.2%	7.7%	8.0%
Asset Mix Benchmark	2.6%	7.7%	7.5%	7.3%	6.6%	6.9%
Value Added (Net)	0.6%	0.9%	1.0%	0.9%	1.1%	1.1%
Traditional Balanced Fund (Net of Fees) ¹	3.3%	6.2%	6.6%	6.4%	6.1%	6.7%

Staff Pension Plan – Manager Value Add (net of fees)

Returns (Net of Fees)	5 Year Period		Comments
	Value Added	Met Target?	
Total Plan	1.1%	Yes	
Asset Mix Benchmark			
Burgundy Canadian Equity	-3.5%	No	Burgundy is underperforming. Over March and April, Burgundy made significant changes to the portfolio. This has yet to translate into outperformance.
S&P/TSX Capped 10%			
BCI Global Equities	2.2%	Yes	BCI has top quartile performance relative to its peers.
MSCI World ex Canada			
PH&N Universe Bonds	0.6%	Yes	
FTSE Universe Bond			
BCI Real Estate	-1.0%	No	BCI's 4.1% performance is less than peers and less than CPI + 4.0% (+5.6%). BCI is expected to perform below similar core real estate peers due to lower use of leverage.
CPI + 4.0%			
Infrastructure	7.4%	Yes	Both managers/and all funds have an internal rate of return in excess of the CPI+ 5% return since investing in infrastructure.
CPI + 5.0%			
JP Morgan	2.3%*	Yes	JP Morgan IIF has generated a Net IRR of 6.6% since (*April 2017) inception and has exceeded the CAD CPI + 5%.
CPI + 5.0%			
Macquarie Infrastructure	9.9%	Yes	IRRs for all funds are in excess of CPI+5% since inception.
CPI + 5.0%			




University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 11, 2021

FOR DECISION

To: FINANCE COMMITTEE

From: Acting Vice-President Finance and Operations 

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: University Of Victoria Staff Pension Plan
Statement of Investment Policies and Procedures

Basis for Jurisdiction: Section E(2) of the Staff Pension Plan Governance Policy

Strategic Relevance:

One of the priorities of the strategic framework is to cultivate an extraordinary environment, which is achieved through a diverse workforce of exceptionally talented faculty and staff. Part of attracting and retaining faculty and staff is a strong benefits package, which includes pensions. As such, good governance of the pension plans is critical.

Previous Consultation:

University of Victoria Staff Pension Plan Investments and Administration Committee

Recommendation:

THAT the Finance Committee recommend to the Board of Governors 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.

Background:

Annually, the Investments and Administration Committee reviews the Statement of Investment Policy and Procedures, as per the requirements of the Staff Plan Governance Policy.

Further to consultation with its new investment consultant, the Investments and Administration Committee recommends a number of housekeeping changes to the Policy as follows:

- I Introduction,
 - B Nature of Plan (p3). The detail around contribution levels, YMPE and actuarial liabilities has been simplified to reduce the workload required to maintain the SIPP.
 - The 'above average' reference to the level of investment risk has been removed since the plans level of risk is similar to other plans and the statement has been updated to reflect the investment goal of achieving the discount rate used for the plan valuation.
- II Asset Mix and Diversification,
 - A – Long Term Mission Statement. The long term goal was updated to achieving the discount rate, as noted above, for clarity.
 - B – The Combined Fund Primary Benchmark and Asset Mix Guidelines section was updated to reflect the fund is transitioning from a target of 10% in Canadian Equities and 30% in Global Equities to 40% in Global Equities through 2021.
 - I – Maximum Quantity Restrictions
There are references to limits on equity holdings – e.g., “no one equity holding shall represent more than 10% of the total equities for a manager.” The policy has been updated to reflect that the 10% is market value similar to other parts of the SIPP.
- IV Monitoring and Control, A – Delegation of Responsibilities
 - In order to reflect current practice language was added to the responsibilities of the custodian/trustee “providing investment performance by asset class, manager and Plan with comparisons to benchmark indices and universe.”
- Legislative Constraints
 - The year is no longer referenced in PBSR (BC) so it was removed from the policy.
 - Sections 3, 4 and 5 of the Federal PBSA were repealed in 2010. (SOR/2010-149) and have been removed from the policy.
 - The Income Tax Act regulation provisions 3200 & 3201 were both repealed 2007 and have been removed from the policy.

Appendix 1:

Draft amended Staff Pension Plan Statement of Investment Policies and Procedures (blacklined).

Planned Further Action:

The SIP&P will be distributed to regulators, consultants, and investment managers for implementation, as per established procedures.

**UNIVERSITY OF VICTORIA
STAFF PENSION PLAN**

**STATEMENT OF INVESTMENT
POLICIES AND PROCEDURES**

29 January 2001

last revised ~~January~~ January ~~December 28~~ December 25th,
2020

TABLE OF CONTENTS	Page
STATEMENT OF INVESTMENT	1
POLICIES AND GOALS	1
29 January 2001	1
I – INTRODUCTION	3
A – Purpose of the Investment Policy.....	3
B – Nature of the Plan.....	3
C – Distinction of Responsibilities	5
II – ASSET MIX AND DIVERSIFICATION POLICY	6
A – Long Term Mission Statement.....	6
B – Combined Fund Primary Objective and Asset Mix Guidelines.....	6
C – Manager Rebalancing Guidelines.....	8
D – Asset Mix Ranges for the Active Managers.....	9
E – Foreign Currency Hedging	10
III – PERMITTED AND PROHIBITED INVESTMENTS	10
A – General Guidelines.....	10
B – Canadian and Global Equities	10
C – Fixed Income - Bonds and Mortgages	10
D – Fixed Income - Cash and Short Term Investments.....	10
E – Real Estate.....	11
F – Infrastructure.....	11
G – Other Investments.....	11
H – Minimum Quality Requirements	11
I – Maximum Quantity Restrictions.....	11
J – Prior Permission Required	12
K – Securities Lending	12
IV – MONITORING AND CONTROL	13
A – Delegation of Responsibilities.....	13
B - Compliance.....	15
C – Performance Measurement.....	15
D – Monitoring and Rebalancing the Fund’s Asset Mix	16
E – Reporting by the Investment Managers	17
F – Investment Policy Review.....	17
V – OTHER ISSUES	18
A – Conflicts of Interest.....	18
B – Related Party Transactions.....	18
C – Valuation of Securities Not Regularly Traded	19
D – Voting Rights	19
E – Directed Brokerage Commissions.....	19
F – Reasons for Terminating an Investment Manager	19
APPENDIX	
Compliance Reports	
Legislative Constraint	

I – INTRODUCTION

A – Purpose of the Investment Policy

The purpose of this investment policy (the Policy) is to provide a framework for management of the pension fund within levels of risk acceptable to the Staff Pension Plan Investment Committee (the Committee), which reports through the Finance Committee to the Board of Governors of the University.

A major goal of this policy statement is to establish ongoing communication between the Committee and the investment manager. Effective communication will contribute to the management of the portfolio in a manner that is consistent with market conditions and with the objectives of the Committee. Consultation between the parties will take the form of regular meetings supplemented, from time to time, by informal contact requested by the parties.

Restrictions listed in this policy are complementary to those that must be adhered to as specified within the Pension Benefits Standards Act (BC) and the Income Tax Act (Canada), as amended from time to time.

B – Nature of the Plan

In order to establish an appropriate Policy for the investment and administration of the Plan assets, it is important to understand the nature of the obligations that are being funded. Accordingly, this section of the Policy summarizes various aspects of the Plan that impact investment return requirements and risk tolerance.

The Plan is a contributory defined benefit pension plan. Its primary purpose is to provide retirement and related benefits for employees of the University of Victoria who are members of the Specialist/Instructional, Office and Technical, Maintenance and Food Services, Exempt and Other staffs. The Fund includes the Basic Plan and the Supplementary Retirement Benefit Account.

Contribution levels for the University and plan members are set every three years following the plan's actuarial valuation as per the provisions in the plan document. Supplementary contributions of 0.25% of salary for both the University and plan members, are directed to a Supplementary Retirement Benefit Account. The purpose of this account is to provide cost of living adjustments above the 3.0% per annum guaranteed by the Plan. Supplementary retirement benefits paid out of this account are permanent (will not decrease) and must be financed on a sound actuarial basis from the assets in the account.

~~Members are required to contribute 4.53% of their basic salary up to the Canada Pension Plan Year's Maximum Pensionable Earnings (YMPE) (\$54,900 in 2016), and 6.28% of their basic salary in excess of that amount to the Basic plan to fund basic pension benefits. The University contributes 11.75% to fund the Basic plan.~~

The normal annual retirement benefit is years of credited service times 2% of the five-year final average earnings below final average YMPE for service prior to 1966, 1.65% for service from 1966 to December 1989, 1.3% for 1990 and 1991, 1.5% for 1992 through 1999 and 1.7% thereafter, and 2.0% of the five-year final average earnings above the final average YMPE. Retirement benefits are indexed to CPI up to a maximum of 3.0% per annum.

~~Supplementary member contributions of 0.25% of salary, matched by the University, are directed to a Supplementary Retirement Benefit Account. The purpose of this account is to provide cost of living adjustments above the 3.0% per annum guaranteed by the Plan. Supplementary retirement benefits paid out of this account are permanent (will not decrease) and must be financed on a sound actuarial basis from the assets in the account.~~

~~With respect to actuarial liabilities accrued to date, on 31 December, 2013, the date of the latest actuarial valuation, the Total Plan had a surplus of 26.5 million on assets of 208.7 million and liabilities of 182.2 million.~~

~~From a cash flow perspective, net inflows from member and University contributions are close in amount to outflows for benefit payments, transfers, and expenses. Cash inflow from investment income and capital gains is providing solid growth for the Fund.~~

Nearly one-half (50%) of the active members are under age 50 and around 30% of the active members are age 55 or older and are eligible to retire. In summary, the age distributionThe plan's last actuarial report and the nature of the plan indicates that indicates that the majority of members will not retire for many years. The age distribution is gradually shifting toward older members, but should not change dramatically, as new, younger members replace retirees, suggesting that

a long-term investment horizon is appropriate. ~~The age distribution is gradually shifting toward older members, but should not change dramatically, as new, younger members replace retirees.~~

The ongoing nature of the Plan also means that short term volatility is less of a concern. The Plan's asset mix assumes investment risk to secure a long term returns equal to or in excess of the actuarial discount rate. ~~Reference the target in the long term mission statement.~~ In conclusion, a strong financial position, healthy cash flow and a relatively young plan, indicates the Plan can assume an above-average level of investment risk.

C – Distinction of Responsibilities

Responsibility for the Fund rests with the Board of Governors. The Board, through its Finance Committee, has assigned review responsibility for the administration and management of the Plan's assets to the Staff Pension Plan Governance Committee and the Staff Pension Plan Investments and Administration Committee. Day-to-day responsibility for the investment management of the Plan's assets has been delegated to professional investment managers. Trusteeship and custody of the Plan's assets, and the responsibility to account for them, has been delegated to an external custodian. The Investment Consultant is responsible for calculating returns, monitoring performance and providing information to the Committee on issues, industry trends, best practices and legislative developments.

II – ASSET MIX AND DIVERSIFICATION POLICY

A – Long Term Mission Statement

The long-term investment goal of the Fund is to achieve a minimum annualized rate of return equal to or in excess of the actuarial discount rate, after taking account of investment expenses, of four percentage points in excess of the Canadian Consumer Price Index. This ~~4.0% real~~ return objective is consistent with the overall investment risk level that the Fund could assume in order to meet the pension obligations of the Plans, and normally will be assessed over longer time periods; i.e. over ten years or more. Progress towards this goal will be monitored on rolling 4-year bases.

To achieve this long-term investment goal, the Fund has adopted an asset mix that has a bias to equity investments and active investment management. Active management provides the opportunity to outperform specific investment benchmarks.

Risk is controlled by investing in a well diversified portfolio of asset classes and managers.

B – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Toronto Stock Exchange S&P/TSX Composite Index (the “S&P/TSX”), the Morgan Stanley Capital International World ex-Canada Net Index (the “MSCI World ex-Canada Net”) (in Canadian dollars), the FTSE Canada Universe Bond Index (the FTSE Canada Universe”), the Canadian Consumer Price Index plus 4% for the real estate investment and the Canadian Consumer Price Index plus 5% (for the infrastructure investment).

The following table presents the current total fund benchmark and asset component ranges, based on market values.

COMBINED FUND BENCHMARK AND ASSET COMPONENT RANGES			
	Minimum %	Benchmark* %	Maximum %
Equities*			
Canadian equities	5	40	45
Global equities	29	40	51
Total Equities			
Fixed Income			
Fixed Income	28	35	42
Alternatives			
Infrastructure/private equity	10	15	20
Real estate	0	10	15
TOTAL FUND		100	

*The Fund is transitioning from a target of 10% in Canadian Equities and 30% in Global Equities to 40% in Global Equities through 2021. The allocation in the table above is effective 31 December 2021.

The Fund will aim to manage the volatility of the assets relative to the liabilities to mitigate the risk of underfunding. The Fund will consider both the return and volatility objectives when setting the asset mix.

There are a variety of risks inherent in the investment strategy over a market cycle. These risks include:

- liquidity;
- the possibility that active management may not add value or may be negative;
- the possibility that the annual volatility of returns may differ from long term returns; and

- interest rate, inflation, credit, longevity, currency and other economic and market risks.

These risks and other risks not explicitly stated here have been recognized in determining the most appropriate investment strategy.

C – Manager Rebalancing Guidelines

The assets of the Fund are managed under six mandates. In order to ensure adequate diversification by both asset class and by manager, the Board has established the following parameters to guide the allocation of assets to each of the Fund's investment managers where rebalancing is possible (i.e., all managers except the infrastructure manager).

MANAGER REBALANCING GUIDELINES (% of Market Value – excluding Infrastructure assets)			
Manager	Minimum %	Target %	Maximum %
Fixed Income Manager	33	41	49
Canadian Equity Manager(s)	6	12	18
Global Equity Manager (s)	2834	3547	4260
Real Estate Manager	6	12	18

Implementation of the rebalancing is the responsibility of the University, specifically the Pension ~~and Investment~~ Services Department.

Procedures

The Fund will be managed to maintain sufficient liquidity to fund benefit payment outflows or other obligations for the Plan as needed. Consideration will be given to liquidity needs when structuring the portfolios for the Fund.

The rebalancing guidelines are intended to assist in managing the asset mix. Neither rebalancing for market fluctuations, nor allocation of new cash flow, will be used as a method to reward or express dissatisfaction with manager performance. Manager performance is a long term measure and will be dealt with during manager performance reviews.

Pension ~~and Investment~~ Services will allocate monthly cash flows to or from the Fixed Income Manager. Should a manager's range be breached, that manager will be rebalanced to the target weight plus 2% in the case of a breach of the maximum and less 2% in the case of a breach of the minimum. The rebalancing shall be achieved by transferring cash to (from) the other manager's portfolio at the end of the following month. This will allow the manager required to raise cash approximately five weeks to raise the necessary amount. The proposed rebalancing may be cancelled at any time at the discretion of the Pension ~~and Investment~~ Services Department if market forces have moved the portfolio weights such that the restructuring is no longer appropriate.

D – Asset Mix Ranges for the Active Managers

The following table presents the asset mix policy for the fixed income manager, the Canadian and global equity manager(s) and the real estate manager. These limits are necessary to ensure that the Combined Fund asset mix remains within the ranges established in Section II.B above.

FIXED INCOME MANAGER			
	Minimum %	Benchmark* %	Maximum %
Bonds	85.0	100.0	100.0
Mortgages	0	0	10
Short term investments	0	0	15
TOTAL		100	
Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.			
* Effective November 2008			

CANADIAN EQUITY MANAGERS			
	Minimum %	Benchmark* %	Maximum %
Canadian equities	90.0	100.0	100.0
Short term investments	0	0.0	10.0
TOTAL		100.0	
Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.			
* Effective 24 June 2008			

GLOBAL EQUITY MANAGER			
	Minimum %	Benchmark* %	Maximum %
Global equities	90	100	100
Short term investments	0	0	10
TOTAL		100	
Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.			
* Effective 1 July 2005			

REAL ESTATE MANAGER			
	Minimum %	Benchmark* %	Maximum %
Real estate	90	100	100
Short term investments	0	0	10
TOTAL		100	
Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.			
* Effective 1 October 2007			

E – Foreign Currency Hedging

The Fixed Income Manager, the Global Equity Manager, the Real Estate Manager and the Infrastructure Manager will/may purchase securities denominated in foreign currencies. At its discretion, the Committee may direct a manager to hedge some or all of its foreign currency exposures. The Committee will make such direction for defensive or strategic reasons.

If the Committee directs a manager to hedge some or all of its foreign currency exposures, the benchmark for the mandate will be adjusted accordingly.

It is anticipated that the global equity exposure associated with the Infrastructure Manager will be hedged. The Infrastructure Manager doesn't offer currency hedging services, so the foreign currency exposure will be hedged by a different entity (an existing manager or custodian).

III – PERMITTED AND PROHIBITED INVESTMENTS

A – General Guidelines

The investments of the Fund must comply with the requirements and restrictions imposed by the applicable legislation, including but not limited to the requirements of the British Columbia Pension Benefits Standards Act and Regulations, which refers to the federal Pension Benefits Standards Act on investment related issues, the Income Tax Act and Regulations, and all subsequent amendments.

In general and subject to the restrictions noted below, the Fund may invest in any of the following asset classes and investment instruments:

B – Canadian and Global Equities

- common and convertible preferred stock, listed on a recognized exchange
- debentures convertible into common or convertible preferred stock
- rights, warrants and special warrants for common or convertible preferred stock
- installment receipts, American Depositary Receipts or other recognized depository receipts
- exchange traded index participation units (i.e., i60s and SPDRS)

C – Fixed Income - Bonds and Mortgages

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian issuers whether denominated and payable in Canadian dollars or a foreign currency
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- commercial mortgage-backed securities rated AAA
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H

D – Fixed Income - Cash and Short Term Investments

- cash on hand and demand deposits
- treasury bills issued by the federal and provincial governments and their agencies
- obligations of trust companies and Canadian and foreign banks chartered to operate in Canada, including bankers' acceptances
- commercial paper and term deposits

E – Real Estate

- Real estate holdings, primarily institutional grade office, industrial, residential, retail or mixed-use properties
- full ownership or partial ownership interests in real estate holdings
- real estate securities including trust units, shares in real estate related companies, and debt

F – Infrastructure

Domestic or foreign infrastructure assets as defined by investment manager(s), either full or partial ownership

G – Other Investments

- investments in open-or closed-ended pooled funds provided that the assets of such funds are permissible investments under the Policy
- deposit accounts of the custodian can be used to invest surplus cash holdings
- currency forward and futures contracts used for defensive purposes only
- exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;
 - o such instruments are not used for speculative purposes or on a leveraged basis; and
 - o all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.

H –Minimum Quality Requirements

Within the investment restrictions for a Manager's portfolio, including pooled funds, all portfolios should hold a prudently diversified exposure to the intended market.

- in general, the minimum quality standard for individual bonds and debentures and asset-backed securities is "BBB" or equivalent as rated by a recognized bond rating agency, at the time of purchase (includes all sub-rating levels within the overall "BBB" rating)
- bonds rated "B" to "BB" ("high yield" bonds) are permissible as part of a diversified pool of high yield securities, subject to the quantity restrictions in III – I that follow
- unrated bonds should be assigned a rating by the investment manager before purchase
- the minimum quality standard for individual short term investments is "R-1 Low" or equivalent as rated by a recognized bond rating agency, at the time of purchase
- all investments shall be reasonably liquid (i.e., - in normal circumstances they should be capable of liquidation within three months)
- due to the relative illiquidity of mortgages, the net yield at the time of commitment should exceed the yield on Government of Canada bonds of a similar term by a minimum of 1%, after deduction of all administrative fees
- the amount of the mortgage loan may not exceed 75% of the appraised value
- the leverage on overall real estate holdings is not to exceed 55% of the value of the overall real estate portfolio

I – Maximum Quantity Restrictions

The following restrictions are to be respected:

Equities (market value)

- no one equity holding shall represent more than 10% of the total equities for a manager
- no one equity holding shall represent more than 15% of the related equity holding for a manager
- no one equity holding shall represent more than 10% of the voting shares of a corporation
- no one equity holding shall represent more than 10% of the available public float of such equity security

Fixed income - Bonds, Mortgages and Short Term Investments

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the market value of a Manager's bond portfolio may be invested in the bonds of a single issuer and its related companies
- except for federal and provincial bonds, no one bond holding shall represent more than 10% of the market value of the total outstanding for that bond issue
- "BBB" bonds may not be purchased if the purchase would raise the "BBB" holdings to more than 25% of the market value of the bond portfolio
- up to 5% of the market value of the bond portfolio may be invested in high yield bonds as outlined in III -H above
- no more than 15% of the market value of the Manager's bond portfolio shall be invested in bonds denominated in currencies other than Canadian dollars

Pooled Fund/Limited Partnership Investments

- an investment by the Fund in a single pooled fund or limited partnership should not exceed 10% of the market value of that fund or partnership unless provision has been made to transfer assets out of the fund or partnership "in kind"

J – Prior Permission Required

The following investments require prior permission from the Committee:

- investments in private placement equities,
- direct investments in resource properties,
- direct investments in venture capital financing,
- investments in units of investment trusts (e.g. REITS or resource trust units), except where legislation has been enacted to limit liability
- investments in bonds of foreign issuers
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

K – Securities Lending

The securities of the Fund may not be loaned, except within pooled funds where the pooled fund investment policy permits securities lending. In such cases, the manager of the pooled fund must disclose the securities lending policies to the Committee.

IV – MONITORING AND CONTROL

A – Delegation of Responsibilities

Overall responsibility for the Plan's assets rests with the Board of Governors of the University of Victoria. The Committee makes recommendations to the Board through its Finance Committee on investment policy and investment managers and is also charged with ensuring the Plan conforms to legislation and monitoring investment performance.

In completing the above duties a number of responsibilities have been delegated:

The Manager will:

- confirm in writing that they have read and will comply with this Policy,
- invest the assets of the Fund in accordance with this Policy, and in a manner that a reasonable and prudent person would apply in respect of a portfolio of investments made on behalf of another person to whom there is owed a fiduciary duty to make investments without undue risk of loss and with a reasonable expectation of return on the investments commensurate with the risk,
- meet with the Committee as required and provide written reports regarding their past performance, their future strategies and other issues as requested, and
- file quarterly compliance reports (see Section IV.D).

The custodian/trustee will:

- provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmarks indices and universe..
- maintain safe custody over the assets of the Fund,
- execute the instructions of the Sponsor, as delegated to any Manager appointed to manage the assets of the Fund, and
- record income and provide monthly financial statements to the Sponsor as required.

The actuary will:

- provide actuarial valuations of the Plan as required, and
- provide advice to the Board of Governors on any matters relating to plan funding and contribution rates.

The investment consultant will:

- meet with the Committee as required and provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmark indices and universe,
- provide the Committee with commentary on manager performance and issues, and
- provide the Committee with updates on industry trends, investment issues, best practices and legislative developments and their potential relevance to the Plan.

The Pension ~~and Investment~~ Services Department will:

- prepare the agenda and minutes for each meeting of the Committee,
- prepare quarterly Fund compliance reports for the Committee,
- implement policies approved by the Committee and/or Board of Governors,
- propose changes to policies,
- review the monthly reports from the custodian to monitor compliance of the Plan with policy and applicable legislation and of each manager with their mandate,
- review the asset mix on each month's custody report and direct the Plan custodian to transfer cash between managers if a manager's range is breached and a reallocation is determined to be appropriate,
- prepare annual financial statements, and
- advise the Committee of any exceptional issues that arise in the day-to-day operations and monitoring of the Fund and the Managers.

The auditor will

- audit and prepare an auditor's report on the financial statements of the Plan as prepared by the Pension and Investment Services Department

B - Compliance

Any two of either the President, Vice-President Finance and Operations, or one order-in-council member of the Board of Governors may approve a temporary contravention of the restrictions in Section II or Section III. This contravention must not exceed that of a prudent person and must be immediately communicated to the Committee and reported with a full explanation to the Finance Committee of the Board of Governors at its next regularly scheduled meeting.

C – Performance Measurement

The performance of the Fund shall be measured quarterly and return calculations shall be as follows:

- time weighted rates of return,
- total returns, including realized and unrealized gains and losses and income from all sources, and
- measurement against performance objectives will normally be assessed over rolling four-year periods.

Combined Fund Benchmark

The primary objective for the Fund is to earn CPI + 4.0%. The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

COMBINED FUND BENCHMARK*	
S&P/TSX Composite Index	10
MSCI World ex-Canada Net Index (Cdn. \$)	30
FTSE Canada Universe Bond Index	35
CPI plus 4% per annum	10
CPI plus 5% per annum	15
	100%

Active Manager Benchmarks

The benchmark portfolio consists of the following market index total returns weighted as indicated:

FIXED INCOME MANAGER BENCHMARK*	
FTSE Canada Universe Bond Index	100%

- effective 1 December 2008

CANADIAN EQUITY MANAGERS BENCHMARK*	
S&P/TSX Composite Index	100%

- * effective 1 December 2008

GLOBAL EQUITY MANAGER BENCHMARK*	
MSCI World ex-Canada Net Index (Cdn. \$)	100%

- * effective 1 October 2007

REAL ESTATE MANAGER BENCHMARK*	
CPI plus 4% per annum	100%

- effective November 30, 2010

INFRASTRUCTURE MANAGER BENCHMARK*	
CPI plus 5% per annum	100%

- * effective 1 April 2008

The benchmark performance objectives for the active Managers are tailored to the specific mandate established for each Manager. Accordingly, the asset class performance objectives may change over time. Currently, the objectives are as follows:

Canadian equities (active)	=	S&P/TSX Composite Index total return + 1.0% net of fees
Canadian equities (indexed)	=	S&P/TSX Composite Index total return
Global equities	=	MSCI World ex-Canada Net Index (Cdn. \$) + 1.00% net of fees
Fixed Income	=	FTSE Canada Universe Bond Index total return + 0.50% (FTSE Canada Short Term Bond Index return plus + 1% for Mortgages) ¹
Real estate	=	CPI +4%
Infrastructure	=	Change in the Canadian Consumer Price Index plus 5% per annum

The market indices referred to in this section may be changed to match the specific investment mandates for the investment managers selected to manage the portfolio, recognizing that at all times the Fund must be managed in accordance with the asset mix guidelines and permitted and prohibited investments set out in Sections II and III above.

D – Monitoring and Rebalancing the Fund's Asset Mix

In order to ensure that the Fund operates within the guidelines stated in this Policy, the Pension and Investment Services Department shall monitor the asset mix on a monthly basis. Subject to the rebalancing guidelines and procedures in Section

¹ The Fixed Income Manager "views mortgages as a component of (their) Fixed Income allocation and one of multiple strategies to add value over the FTSE Canada Universe Bond Index. (They) also combine bonds and mortgages for trading and compliance monitoring purposes.

II.C, the Pension and Investment Services Department will affect the rebalancing by transferring cash or securities between portfolios. Rebalancing may also be effected by redirecting the net cash flows to and from the Fund.

E – Reporting by the Investment Managers

On a calendar quarterly basis, the Manager will provide a performance report and a strategy review for the portfolio under management.

Also, with the exception of the Infrastructure Manager, the Manager is required to complete and sign a compliance report each quarter. The compliance report should indicate whether or not the Manager's portfolio was in compliance with this Policy during the quarter. Copies of the compliance reports must be sent to the Committee. Report formats for the compliance reports are included under the appendix.

In the event that a Manager is not in compliance with this Policy, the Manager is required to advise the Committee immediately, detailing the nature of the non-compliance and recommending an appropriate course of action to remedy the situation.

If the Manager believes the Asset Mix Guidelines are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee that a change in guidelines is desirable and the reasons therefore.

The Manager should advise the University immediately of changes in style or in the policies, personnel or ownership of the firm.

The manager is required to report on proxy voting as outlined in section V – D Voting Rights.

The Fund invests in pooled funds, which have separate investment policies. Should a conflict arise between the provisions of this Policy, and the provisions of the pooled fund's investment policy, the investment mandate of the Pooled Fund will prevail over the Statement of Investment Policies.

F – Investment Policy Review

This Policy may be reviewed and revised at any time, but it must be formally reviewed by the Committee at least once in every calendar year. A more detailed study of the asset allocation will be undertaken following an actuarial valuation.

V – OTHER ISSUES

A – Conflicts of Interest

Responsibilities

This standard applies to the members of the Committee and the University of Victoria Administrative staff, as well as to all agents employed by them, in the execution of their responsibilities under the British Columbia Pension Benefits Standards Act (the “Affected Persons”).

An “agent” is defined to mean a company, organization, association or individual, as well as its employees, who are retained by the Committee to provide specific services with respect to the investment, administration and management of the Fund.

All Affected Persons shall exercise the care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

Disclosure

In the execution of their duties, the Affected Persons shall disclose any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Fund.

Further, it is expected that no Affected Person shall make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of their responsibilities are permitted if documented and approved by the Committee.

No Affected Person shall accept a gift or gratuity or other personal favor, other than one of nominal value, from a person with whom the individual deals in the course of performance of his or her duties and responsibilities for the Committee.

It is incumbent on any Affected Person who believes that he/she may have a conflict of interest, or who is aware of any conflict of interest, to disclose full details of the situation to the attention of the Committee Chair immediately. The Committee Chair, in turn, will decide what action is appropriate under the circumstances but, at a minimum, will table the matter at the next regular meeting of the Committee, if material.

No Affected Person who has or is required to make a disclosure as contemplated in this Policy shall participate in any discussion, decision or vote relating to any proposed investment or transaction in respect of which he or she has made or is required to make disclosure.

B – Related Party Transactions

The administrator of the plan may not enter into a transaction with a related party unless:

- the transaction is required for the operation or administration of the plan and the terms and conditions of the transaction are not less favourable to the plan than market terms and conditions;
- the securities of the related party are acquired at a public exchange; or
- the combined value of all transactions with the same related party is nominal or the transaction(s) is immaterial to the plan.

For this section of the policy, market value of the combined assets of the plan will be used as criterion to establish whether a transaction is nominal or immaterial to the plan. Transactions less than .5% of the combined market value of the assets of the plan are considered immaterial.

"Related party" is defined in section 1 of Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada). A related party is a person who is the administrator of the plan including any officer, director or employee of the administrator, or any person who is a member of a pension committee, board of trustees or other body that is the administrator of the plan. It also includes, the investment managers and their employees, a union representing employees of the employer, a member

of the plan, a spouse or child of the persons named previously, or a corporation that is directly or indirectly controlled by the persons named previously, among others. Related party does not include government or a government agency.

C – Valuation of Securities Not Regularly Traded

The following principles will apply for the valuation of investments that are not traded regularly:

- equities: average of bid-and-ask prices from two major investment dealers, at least once every calendar quarter;
- bonds: same as for equities; and
- mortgages: on a mark to market basis.
- real estate: on an appraisal basis; and
- infrastructure; on a fair value basis (using appraisals).
-

D – Voting Rights

The Committee has delegated voting rights acquired through pension fund investments to the custodian of the securities, to be exercised in accordance with the investment manager's instructions. The investment manager is expected to vote all proxies in the best interests of the beneficiaries of the Plan.

The Committee, however, may take back voting rights for specific situations, provided the securities are not held in pooled funds.

For private placements, voting rights will be delegated to the investment manager, or voted directly by a Committee representative.

The manager should disclose their corporate governance and proxy voting policies and report annually on (1) whether all eligible proxies were voted on the Plan's behalf and (2) if the proxy voting guidelines were followed and report on any deviations.

E – Directed Brokerage Commissions

A variety of brokers should be used in order to gain maximum utilization of the services available. It is the responsibility of the manager to ensure that the commission distribution is representative of the services rendered.

The University does not use directed commissions (i.e. soft dollars) to pay for any goods or services. The Manager may use soft dollars to pay for research and other investment-related services with disclosure to the Committee, provided they comply with the Soft Dollar Standards promulgated by CFA Institute

F – Reasons for Terminating an Investment Manager

Reasons for considering the termination of the services of the Manager include, but are not limited to, the following factors:

- performance results, which over a reasonable period of time, are below the stated performance benchmarks;
- changes in the overall structure of the Fund such that the Manager's services are no longer required;
- change in personnel, firm structure and investment philosophy, style or approach which might adversely affect the potential return and/or risk level of the portfolio; and/or
- failure to adhere to this Policy.

- END -

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
FIXED INCOME FUND MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

APPENDIX

		GUIDELINES		POLICY COMPLIED WITH YES/NO*
%				
ASSET MIX (at Market Value)				
BONDS		85 - 100		
MORTGAGES		0 –10		
SHORT TERM & CASH		0 – 15		
CONSTRAINTS				
EQUITIES	- Publicly traded on recognized securities market			
	- Diversification	Max 15% of the market value of an equity portfolio in any single holding		
	- Concentration	Max 10% of the voting or public float stock of any corporation		
		Max 10% of the market value of a pooled fund		
BONDS	- Quality	Min "BBB" at the time of purchase		
		“B” to “BB” permissible as part of diversified pool at the time of purchase		
	- Quantity	Except for federal or provincial bonds, max 10% in one issuer.		
		Except for federal or provincial, max 10% of a bond issue		
		Max 25% of bond portfolio market value in bonds rated “BBB”		
		Max 5% in high yield bonds		
	- Foreign Pay	Max 15% of market value of bond portfolio		
MORTGAGES	- Yield	Net yield should exceed Government of Canada bonds of a similar term by 1%		
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating		
DERIVATIVES		Limited to currency futures, currency futures and forward currency exchange contracts for defensive purposes		
OTHER INVESTMENTS	- Prior Approval Required			
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).		
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).		
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair		

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title

Company Name

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
CANADIAN EQUITY FUND MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

		GUIDELINES		POLICY COMPLIED WITH YES/NO*
%				
ASSET MIX (at Market Value)				
EQUITIES		90 – 100		
SHORT TERM & CASH		0 – 10		
CONSTRAINTS				
EQUITIES	- Publicly traded on recognized securities market			
	- Diversification	Max 15% of the market value of an equity portfolio in any single holding		
	- Concentration	Max 10% of the voting or public float stock of any corporation		
		Max 10% of the market value of a pooled fund		
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating		
DERIVATIVES		Limited to equity index options		
OTHER INVESTMENTS	- Prior Approval Required			
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).		
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).		
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair		

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title

Company Name

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
GLOBAL EQUITY MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		90 - 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		<p>Currency futures and forward currency exchange contracts for defensive purposes, exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;</p> <ul style="list-style-type: none"> - such instruments are not used for speculative purposes or on a leveraged basis; and - all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements. 	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title

Company Name

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

GUIDELINES			POLICY COMPLIED WITH YES/NO*
% ASSET MIX (at Market Value)			
REAL ESTATE		95 – 100	
SHORT TERM & CASH		0 – 5	
CONSTRAINTS			
REAL ESTATE	Global real estate partial or full ownership Global real estate-related securities		
	- Leverage	Max 55% of the market value of the real estate portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 low" rating	
DERIVATIVES		<p>Permitted</p> <p>Derivatives include forward contracts, futures, options, and swaps. Derivatives can have equities, fixed income, interest rates, and currencies as underlying instruments. The use of derivatives is only permitted for the following purposes:</p> <ul style="list-style-type: none"> i. Synthetic Indexing - Passively investing in an attempt to replicate the returns of an index. ii. Risk Control - Managing interest rate, equity, credit, currency, legal or tax risk through the use of hedging strategies. iii. Lower Transaction Costs and Liquidity Management- Reducing the transaction costs on trading, custody and brokerage costs through use of index futures. Substituting one combination of securities for another with the same net exposure to market variables for the purposes of exploiting pricing inefficiencies. iv. Asset Mix Shifts - Reduce market movement and transaction costs of shifting asset weights or rebalancing by 	

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

		<p>allowing instantaneous implementation of the shift through derivatives.</p> <p>v. To hedge the Plan's exposure to a specific foreign currency for defensive purposes.</p> <p>vi. Their use through participation in BCI pooled funds as expressly permitted by the investment policies of those pooled funds.</p>	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title

Company Name

Managers Released from Providing Quarterly Compliance Reports

Managers:	Manager Mandate	Date of Approval
Macquarie	Infrastructure	December 4 th , 2017
JP Morgan	Infrastructure	December 4 th , 2017

Legislative Constraints

Pension Benefits Standards Act (BC) Constraints

The Regulations to the PBSA (BC) state that investments ~~made after July 1, 1994~~ must be made in accordance with the investment policy of the plan and Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada), SOR/87-19, as amended from time to time.

Pension Benefits Standards Act Regulations, 1985 (Canada) Constraints

The quantitative rules in Schedule III to the Federal PBSA Regulations include:

- | | | |
|----|--|---|
| 1. | Maximum investment in one company's securities | 10% of the market value of the Fund |
| 2. | Maximum proportion of the voting shares of any company | 30% |
| 3. | Maximum holding in one parcel of real estate or one resource property | 5% of the book value of the Fund at the time the investment is made |
| 4. | Maximum aggregate holding of resource properties | 15% of the book value of the Fund at the time the investment is made |
| 5. | Maximum aggregate holding of real estate and resource properties combined | 25% of the book value of the Fund at the time the investment is made |

Income Tax Act (Canada) and Canada Revenue Agency Constraints

1. No money is to be borrowed by the Fund, except for the purpose of acquiring real property or occasionally for 90 days or less as provided in Income Tax Regulation 8502(i).
2. No prohibited investment (see Income Tax Regulation 8514) may be purchased, such as the securities of a participating employer, if the shares of that employer are not listed on ~~one of the stock exchanges prescribed in Income Tax Regulations 3200 or 3201~~ a designated stock exchange.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 14, 2021

To: Operations and Facilities Committee
From: Vice-President Academic and Provost
cc: President and Vice-Chancellor

A handwritten signature in blue ink, appearing to read "Valerie Stuehne".

Meeting Date: January 26, 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 Dec. 4, 2020 and Jan. 8, 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:

- 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)

**Administered by the University of Victoria Foundation*

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

Attachment(s):

- Memorandum to Senate dated Nov. 18, 2020
- Memorandum to Senate dated Dec. 16, 2020



Date: November 18, 2020
To: Senate
From: Senate Committee on Awards
Re: New and Revised Awards

The Senate Committee on Awards met on November 16, 2020 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:

- 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)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2020/2021 Senate Committee on Awards

Helga Hallgrimsdottir (Chair), School of Public Administration

Brian Cant, 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

Charlotte Schallié, 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~~

Winner Medical Young Pioneer in Social Innovation Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the Faculty of Social Sciences who are citizens of Hong Kong or Mainland China and whose focus of study involves researching or developing social innovations that address the global challenges of any of the 17 Sustainable Development Goals (SDGs) in relation to the goals of the Chinese Community Volunteers (CCV). Applicants must submit the following:

1. An essay (maximum 1,000 words) describing what leadership actions they have taken to address any of the 17 Sustainable Development Goals (e.g. developing effective solutions to challenging systemic issues of inequality or injustice or demonstrating civic or community participation in serving at-risk or low-income communities); and how this relates to the CCV goals.
2. A letter of reference from an employer or volunteer coordinator, who is not related to the applicant, that corroborates the applicant's contributions to the work detailed in their essay.

Applications are due by March 31 to the Dean's Office, Faculty of Social Sciences. The application form will include information on the CCV. Approval of the recipient will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Faculty of Social Sciences.

Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)

A scholarship will be awarded to two academically outstanding undergraduate Indigenous students majoring in Visual Arts. Preference will be given to students with an interest in Indigenous visual art. If there is only one ~~are not two~~ eligible undergraduate students, then a graduate student of a different gender than the undergraduate student recipient may receive the scholarship. If there are not two eligible undergraduate students, then two graduate students may receive the scholarship. ~~In the case of a graduate student, a~~ 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 Visual Arts Department.

Scotiabank Scholarship for Law Students (New)

One scholarship valued at \$10,000 will be awarded to a full-time (minimum 12 units) undergraduate student entering the Faculty of Law who self-identifies as Black, Indigenous or a Person of Colour (BIPOC) with demonstrated work or voluntary experience supporting BIPOC, marginalized or disadvantaged groups, and who intends on having a further positive impact by combatting racism and furthering inclusivity. Applicants will be considered based on their Law admissions application.

The scholarship may be renewed for the student's second and third year of study for a value of \$10,000 each year. To be automatically renewed a student must pass the academic year by the university standards. 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 remain in academic good standing. Any student not doing either a co-op, work experience work-term, or academic units for more than one term may forfeit their scholarship.

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

Indigenous Perspectives Camp 25th Anniversary Award (New)

One or more awards of \$1,000 each are given to Indigenous undergraduate students entering or continuing in the Faculty of Law who are from one of the communities where the Indigenous Perspectives Camp (IPC) (formerly Aboriginal Awareness Camp) has taken place. Preference will be given in the following order:

1. Indigenous students from IPC community
2. Indigenous students who have participated in IPC
3. Non-Indigenous students who have participated in IPC

Part-time students (minimum 3.0 units) are eligible for this award. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts* (Revised)

One or more scholarships, of at least \$10,000 each, are awarded to academically outstanding Masters or PhD students in the Faculty of Fine Arts whose research focuses on Art History or Asian Studies. The award will ~~may~~ be renewed for up to an additional three years providing the recipient maintains a first-class GPA and is, in the opinion of the academic unit, making good progress toward their degree. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Faculty of Fine Arts.

Victoria Musical Arts Society Scholarship* (Revised)

A scholarship of at least ~~not less than~~ \$1,000 is awarded to an outstanding undergraduate performer entering third or fourth in his or her third (or second to last) year in the School of Music intending to pursue a career in music. The student must have been a resident of the Greater Victoria area for at least two years and not have been a previous recipient of this award.

Harper Grey LLP & Life in Law Diversity Award (New)

One award of \$1,000 is to be given to an undergraduate Black, Indigenous, Person of Colour (BIPOC) woman student who is a Canadian citizen or permanent resident of Canada entering the Faculty of Law. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Dr. Ian Stuart MBA Scholarship in ~~Service Management~~ Sustainable Innovation* (Revised)

One or more scholarships of at least \$1,350 each are awarded to academically outstanding students in the MBA in Sustainable Innovation program at the Sardul S. Gill Graduate School, Peter B. Gustavson School of Business, who ~~are specializing in Service Management~~

~~and~~ have a degree in Engineering or Applied Math and have an interest in sustainable operations management. Preference will be given to students who demonstrate financial need with an additional preference for students who are Canadian citizens. Applications must be submitted by March 31 to the Dean's Office of the Peter B. Gustavson School of Business. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Peter B. Gustavson School of Business.

John Geerdes Memorial Bursary* (New)

A bursary is awarded to an undergraduate student entering the University of Victoria. Preference is given to an Indigenous student (First Nations status or non-status, Inuit, Métis).

Chuck Curtis Memorial Scholarship* (Revised)

A scholarship is awarded to an academically outstanding undergraduate student entering third or fourth ~~proceeding to year three or four~~ of the Child and Youth Care program who shows professional promise as indicated by excellence in Child and Youth Care practice (e.g., high achievement in practica coursework, notable contribution in volunteer/community involvement).

Approval of the recipient ~~is~~ will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care in consultation with the Practicum Operations Professional Advisory Committee.



Date: December 16, 2020
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on December 10, 2020 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:

- 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)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2020/2021 Senate Committee on Awards

Helga Hallgrimsdottir (Chair), School of Public Administration

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

Charlotte Schallié, 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~~

For the Love of Film Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate students transferring or continuing in the Faculty of Fine Arts who are pursuing a Minor in Film Studies. Approval of recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Fine Arts.

Faculty of Fine Arts Student Community Impact Award* (New)

One or more awards are given to undergraduate students entering, transferring or continuing in the Faculty of Fine Arts who have demonstrated an outstanding effort in a community-engaged creative activity in Greater Victoria.

The recipient is selected based on nominations received from individuals and/or community organizations and must include:

1. a letter from an individual or organization (maximum 300 words) demonstrating how the student was involved in the community-engaged creative activity,
2. two letters of endorsement of the project (maximum two pages and from different people than #1 who are not related to the nominee), and
3. a resume or portfolio of the student's work.

Nomination packages must be submitted to the Office of the Dean, Faculty of Fine Arts by May 31. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Fine Arts. The Award will be presented annually as part of the ProArts Alliance awards event or another suitable event as determined by the Dean, Faculty of Fine Arts and the Dean's External Advisory Committee.

Victoria Nikkei Cultural Society Award* (New)

One or more awards are given to transferring or continuing undergraduate students in any discipline who are conducting innovative and creative research in Japanese Canadian history, art, culture, and/or language. Applicants must submit the following to the Office of the Dean, Faculty of Humanities, by May 15:

1. A statement of intent (maximum 500 words) outlining their proposed research and describing how their work contributes to, promotes and/or engages with Japanese Canadian history, art, culture, and/or language;
2. A letter of support from the UVic faculty member(s) who will supervise the proposed research; and
3. A CV and official UVic transcript.

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

Howlers Rugby Award* (Revised)

One or more awards are given to undergraduate and graduate students ~~of Indigenous descent~~ who participate in the Vikes Men's or Women's Varsity Rugby program at the University of Victoria. Eligible students must meet all the U SPORTS eligibility requirements.

Preference will be given in the following order:

1. ~~First preference is to~~ students of Indigenous descent,
2. ~~Second preference is to~~ students from Saskatchewan,
3. ~~third preference is to~~ students from Alberta or Manitoba.

If there are still no qualified applicants, students from any other province, except B.C. and Ontario, will be considered.

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.

Marilyn (Leslie) Kan and John YH Kan Award (New)

One or more awards are given to entering undergraduate students who self-identify as Black, Indigenous or a Person of Colour and who have demonstrated financial need.

TANSI Bursary (New)

One or more bursaries are awarded to undergraduate or graduate Métis students.

Dr. Carolyn Lee Crippen Scholarship* (New)

One or more scholarships are awarded to PhD students in the Department of Educational Psychology and Leadership Studies, Faculty of Education, whose research is focused on Leadership Studies. Recipients must demonstrate a strong link between education and leadership within the schools (elementary, middle, high school and/or private school) and a record of outstanding service and leadership to the community. Preference will be given to students 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 Faculty of Education.

Langford-Seaborne Scholarship* (Revised)

One or more A-scholarships of at least \$1,000 each are ~~is~~ awarded to ~~an~~ Indigenous graduate students in the School of Public Administration. If there ~~are~~ is no eligible students, ~~an~~ Indigenous undergraduate students in the Indigenous Community Development and Governance Diploma in the School of Public Administration may receive the scholarship. Graduate recipients ~~students~~ will be approved by the Faculty of Graduate Studies Graduate Awards Committee and undergraduate recipients will be approved by the Senate Committee on Awards, upon the recommendation of the School of Public Administration.

Chris Barran Memorial Fund* (New)

One award of at least \$1,000 will be given to a continuing undergraduate student in the Faculty of Law who has made an outstanding contribution to the law school community, including achievements in both academic and extracurricular activities (including athletics). In recognition of the life of the extraordinary individual for whom this scholarship is named, the recipient will have positively impacted their fellow students in a meaningful way.

The recipient is selected based on nominations received from fellow students, faculty and/or staff. Nomination letters (maximum 500 words) outlining the student's contribution(s) must be submitted to the Dean's Office, Faculty of Law, by June 1st. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Boehm-Hesser Graduate Research Excellence in Astronomy Award* (Revised)

Up to two awards are given to academically outstanding Masters or PhD graduate students in the Department of Astronomy to present their innovative research at a conference of international importance for the dissemination of the research and for fostering the student's career development. The award will be used to fund the student's conference participation (registration, travel and expenses). Applicants must fill out a form that itemizes all costs. Preference will be given to students who have recent high quality and significant research results for presentation, ideally a recent publication. Secondly, preference will be given to a student who has not already been awarded a major university or national graduate study award.

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

One or more awards will be given to graduate students in the Department of Astronomy for excellence in research. The award includes both an academic award and funds for travel to present their innovative research at a conference of international importance for the dissemination of the research and to foster the student's career development. Preference will be given to students who have high quality and significant research results for presentation, ideally a recent publication, and who have not already receive a major award. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Astronomy.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 11, 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", positioned to the right of the "From:" field.

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: Proposal to add a thesis option to the Master of Arts in Community Development

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2020
Senate meeting December 4, 2020

Strategic Relevance:

The proposal to add a thesis option to the Master of Arts in Community Development aligns with the School of Public Administration's and the University's goals to provide quality professional programs with solid academic foundations.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors 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.

Background:

The School of Public Administration has offered the Master of Arts in Community Development since May 2010.

Over the past year, the School of Public Administration has been reviewing and evaluating the curriculum of the Master of Arts in Community Development. The School sought input from the 2018, 2019 and 2020 student cohorts in meetings with the Director and Graduate Advisor. As a result, the School is proposing several changes to course descriptions to better meet the academic and professional needs of students.

Currently, all students complete a community-based project in addition to their course work. By offering a thesis option, students who may aspire to continue their education after this degree and seek a Ph.D. will be better prepared to meet Ph.D. admission requirements.

The addition of the proposed thesis option for Master of Arts in Community Development students will have minimal impact on the School and its faculty resources.

Attachment(s): Proposal to Senate dated November 18, 2020 to add a thesis option to the Master of Arts in Community Development.



Date: November 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to add a thesis option to the Master of Arts in Community Development**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to add a thesis option to the Master of Arts in Community Development. It was noted that offering a thesis option would provide flexibility to a minority of students who may be interested in pursuing a PhD.

The following motion is recommended:

Motion: that Senate approve and recommend to the Board of Governors, that it also 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) Option".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP
Evan Roubekas, Student Senator
Stephen Evans, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Rishi Gupta, Civil Engineering
Andrea Giles, Co-op Education
Nicole Greengoe, Office of the Registrar
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction
Sang Nam, Business
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Cindy Holder, Humanities
Rustom Bhiladvala, Mechanical Engineering
Brooklyn Trimble
Andrew Newcombe



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*MA in Community Development–adding Thesis (CD 599)
Option*

Dean's Name and Date of consultation with AVPAP: Dr. Esther Sangster-Gormley, A/Dean, Faculty of Human and Social Development	Dean signature: Original signed by Donna Jeffrey
Name of contact person: Dr. Astrid Brousselle, Director School of Public Administration or Heather Kirkham, Program Manager School of Public Administration	
Email & phone of contact person: padirect@uvic.ca 250-721-8084 hkirkham@uvic.ca 250-721-8067	
Date approved by Department: September 1, 2020	Chair/Director signature: Original signed by Astrid Brousselle
Date approved by Faculty: September 21, 2020 HSD Curriculum Committee September 28, 2020 HSD Faculty	Dean signature:
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	Executive Director signature:



MA in Community Development–adding Thesis (CD 599) Option

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	MA in Community Development School of Public Administration Faculty of Human and Social Development and Faculty of Graduate Studies
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Astrid Brousselle, Director, SPA, 250-721-8084, padirect@uvic.ca Dr. Jill Chouinard, Graduate Advisor, SPA, 250-721-8060, spaadvisor@uvic.ca Heather Kirkham, Program Manager, SPA, 250-721-8067, pamanager@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?

Program background: The School of Public Administration has offered the MA in Community Development since May 2010, when the first cohort was admitted to this online program, which included summer residential sessions. The students are usually employed full-time in community organizations or in workplaces affiliated with community development projects. To date, 109 students have graduated with the MA in Community Development. As of September 2020, there are 48 active students enrolled in the program (not including any who may be on leave).

Over the past year, the School of Public Administration has been reviewing and evaluating the curriculum of the MA in Community Development. The School sought input from the 2018, 2019 and 2020 student cohorts in meetings with the Director and Graduate Advisor. As a result, the School is proposing several changes to course descriptions to better meet the academic and professional needs of students. These minor curriculum changes are in addition to what is a major curriculum change, which is to give the students the option of completing either a Master's Project (CD 596 or 598 – 4.5 units) or a new option of completing a Master's Thesis (CD 599 – 6.0 units). Note students may choose to work on a group project (2 or more students) – CD 596 – 4.5 units.

Now, in addition to their course work, all the students complete a community-based project, usually in collaboration with a client, which includes research and defending a written report. This has proven to be suitable for the majority of students who are administrators or managers in community and non-profit organizations and are seeking the MACD for their professional and career development. By offering the option of a thesis, students who may aspire to continue their education after this degree and seek a Ph.D. will be better prepared to meet Ph.D. admission requirements. The thesis

MACD – CD 599 Thesis Option Proposal

may or may not include working with a client and students will be expected to conduct research and produce a written thesis, which will be defended as per the Faculty of Graduate Studies guidelines. It will be the students' choice of whether to work on a project or thesis, but by providing the option of a thesis, the Graduate Advisor and supervisor could identify and work with a student whose interests would be better suited to a thesis. The proposed calendar course description is:

CD 599 (6.0) Master's Thesis

Demonstrates mastery of a substantive body of scholarly or empirical literature in Community Development making use of appropriate and academically defensible methodologies to analyze research questions, undertake empirical research (qualitative or quantitative) or contribute new theoretical knowledge. Individual students work with an academic supervisor in the School of Public Administration.

The School's other graduate programs: In addition to the MACD program, the School of Public Administration offers:

- Master's of Public Administration (MPA) with two options:
 1. Online, course-based for part-time students who are employed in community organizations, businesses or government.
 2. On Campus, with Thesis (6.0 units) and two Co-operative Education terms required.
- Ph.D. (intake every second year)
- Graduate Certificate in Evaluation and students may opt to complete a 4.5 unit project to meet requirements for a Graduate Diploma in Evaluation.

In addition to these graduate programs, the School offers online undergraduate programs:

- Diploma in Public Sector Management
- Diploma in Local Government Management
- Minor in Public Administration
- Professional Specialization Certificates

This option aligns with the School's objectives to provide students with a more academically-based thesis option, while continuing to meet their goal of providing career development opportunities in a professional program. The addition of the proposed thesis option for MACD students will have minimal impact on the School and its faculty resources. We expect that the majority of students in the MACD program will choose to complete a community project (CD 596 or 598 – 4.5 units). However, for the student who may opt for a more research-based approach and choose a thesis, will have available to them a more suitable vehicle for their research interests or in preparation to apply to a Ph.D. program. The School believes that by providing the thesis option, such students will be better prepared for more advanced graduate level studies.

This proposal is in alignment with the School of Public Administration's and the University's goals to provide quality professional programs with solid academic foundations. There is a benefit to students who upgrade their skills while remaining in the workplace. Their employers and the community organizations (clients) the students work with on their projects or thesis have the benefit of a research project to the advantage of their organizations and stakeholders.

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

The School's MA in Community Planning is unique in Canada because the program was designed and is delivered with the working professional in mind. While a few other universities offer community development programs, those programs are more specialized (i.e. Royal Roads University Graduate Certificate in Sustainable Community Development). Acadia University offers a program similar to UVic and they have a thesis requirement, so this proposal brings our program into alignment with students who may prefer a thesis option. Other graduate degrees in community development are built around urban planning and design, with the emphasis on the physical design of a city or town.

The program has an intake of around 20 students per year on average and there is a sufficient pool of applicants each year, although we will be broadening our recruiting strategies over the next year.

Community and non-profit organizations require increasingly sophisticated management of their organizations to meet the demands of the communities and citizens they serve. There is a competitive market for well-qualified administrators and managers in good paying executive positions.

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

We do not expect variation of topics for students who opt to enroll in a thesis rather than a project. A thesis is 1.5 units more (6) than a project (4.5). Because the School expects that most students will opt for the project, any additional supervisory duties for thesis students should not burden the faculty.

One difference in the approach to the thesis as compared to the project may be that a thesis may not require a client, whereas the projects normally require that students work with a community client.

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

The School does not foresee that there will be much, if any, impact on admissions. Students would not be expected to declare a thesis or project until their third term. The make-up of the thesis committees will differ from a project committee, which normally includes a client, as well as the faculty supervisors. Students are required to defend their project or their thesis, but the School recognizes that the procedures and timelines for a thesis defence differ from a project defence.

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.

MACD – CD 599 Thesis Option Proposal

The course requirements for the project option will be the same as for the thesis option, with the exception that students would enroll in the proposed new CD 599 (6.0) Master's Thesis rather than a Master's Project CD 596 or 598 (4.5).

Term 1 (May-Aug): on-campus and online courses

- Complete all of:
 - [CD501](#) – Setting the Foundations for Community Change* (1.5)
 - [CD530](#) - Systems Thinking, Innovation and Strategic Planning* (1.5)
 - Residency workshop: on campus

Term 2 (Sep-Dec): online

- Complete all of:
 - [CD512](#) - Program and Project Design, Management and Evaluation (1.5)
 - Complete 1.5 units of: electives (see list below)

Term 3 (Jan-Apr): online

- Complete all of:
 - [CD505](#) -Research Foundations for Community Development*(1.5)
 - Complete 1.5 units of: electives (see list below)

Term 4 (May-Aug): on-campus and online courses

- Complete all of:
 - [CD531](#) - Leadership and Transformation (1.5)
 - Residency workshop: on campus

Term 5 (Sep-Dec): online

- Students must be registered in one of CD 596, CD 598 or CD 599.

Term 6 (Jan-Apr): online

- Students must be registered in one of CD 596, CD 598 or CD 599.

Term 7 (May-Aug): on-campus and online courses

- Complete all of the following
 - Complete all of:
 - [CD526](#) – Communication and Engagement* (1.5)
 - Complete 1 of:
 - [CD596](#) - Group Project (4.5)
 - [CD598](#) - Master's Project (4.5)
 - [CD599](#) - Master's Thesis (6)
 - Residency workshop: on campus

Electives

- Select from:
 - [CD506](#) - Enterprise Development for Community Benefit (1.5)
 - [CD509](#) - Developing Capacities to Lead and Manage in the Non-Profit Sector (1.5)
 - [CD518](#) - Citizen Participation and Democratic Governance (1.5)
 - [CD522](#) - Understanding and Mainstreaming Gender (1.5)
 - [CD590](#) - Directed Studies (1.5)

Note

- Students may also select from courses in related fields of study offered by the School of Public Administration or by other departments, with permission of the Graduate Adviser.

*Courses with an asterisk have new course titles (in progress – Cycle 1 – for implementation May 2021).

MACD – CD 599 Thesis Option Proposal

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.

Students are normally working full-time in community organizations, governments or businesses. For the Master's Project, students work with a client, who represents a community organization or group, often their own employer, to develop a project. The client advises and consults with the students and maintains contact with the academic supervisor and is present at the project defence.

For students who opt for the thesis, they may engage in a more research-focused task to complete their project. However, client-based projects will be accepted, if appropriate.

Whether engaged in a project or a thesis, throughout their program of studies, students are given assignments that may involve experiential learning. There are not specific practica courses nor co-op work terms because students are already employed.

- Opportunities for community engaged and research-enriched learning

The client-based project (or thesis) provides community engaged and research-enriched learning.

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

Yes. The program is designed for distance delivery. All courses are delivered online. However, there are on campus workshops which supplement the online learning. Workshops are held for two weeks in the first summer term and one week in each of the second and third summer terms. The program attracts students from throughout Canada and some American students.

- Identify the program learning outcomes.

Upon completion of the MACD program, the graduate should:

- Have a comprehensive and systematic understanding of the historical and political underpinnings, key concepts, and spheres of practice embedded in the social economy and civil society.
- Be equipped to lead transformative change efforts.
- Be able to build and manage effective projects, organizations, enterprises and networks.
- Be able to demonstrate initiative, leadership, and originality in identifying challenges and opportunities for organizations and the broader social economy.
- Be able to understand key global trends, challenges, threats and opportunities communities face and strategies to address them.
- Be able to engage in a community-based approach to social change and social justice.

- Provide anticipated times to completion.

Students should be able to complete the program within seven to eight terms.

MACD – CD 599 Thesis Option Proposal

- Describe any plans for international or indigenous opportunities or perspectives.

Students from outside of Canada are welcome to apply to this program. However, the required on campus summer workshops are a financial deterrent.

The School has admitted several Indigenous students, although we not yet have an active marketing strategy to specifically recruit Indigenous students. However, throughout the School's courses at the graduate and undergraduate level, faculty are updating and course content with the intention of including Indigenous content that would be relevant to Indigenous and non-Indigenous learners who work with Indigenous communities and organizations.

- Plans for integration of teaching and research

Courses are being updated or redesigned. Regular faculty members will be allocated core courses of this program when possible. They are introducing content based on their research programs and research expertise. The option of the thesis would serve students interested in pursuing a Ph.D. and students willing to conduct a research project.

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

The MACD program normally admits about 20 students per year. Students are usually employed on a full-time basis in a community organization. Some are able to obtain funding support from their employer.

We expect to extend the promotion of the program to students in their final year of their bachelor. The 2 courses per term structure could be of interest for students willing to pursue graduate studies while working. Our target enrollment for this program is 25 to meet our FTE targets.

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

The School does not anticipate any additional resources to accommodate the students who may opt to complete a thesis rather than a project.

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

Royal Roads University offers a Graduate Certificate in Sustainable Community Development, but this 6-month program offers a focus on environmental sustainability. The School's MACD program provides a full master's degree and caters to students who work in a wide variety of community organizations with broad mandates for social change.

Simon Fraser University offers an undergraduate certificate program in Community Economic Development.

MACD – CD 599 Thesis Option Proposal

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).

The School of Public Administration has been offering the MA in Community Development for over ten years. Therefore, we have an approved and established program of studies which should not require further endorsement from other UVic Schools and Departments. The addition of a thesis option, although considered a major change, will not fundamentally alter the delivery of this successful ongoing program

S:\SPA\Curric & Staffing\Calendar changes\2020-21 Changes Cycles 1-3\Cycle 1 20-21 for May 2021\CD 599 addition major change\CD 599 Thesis Option Template Major Change.docx



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 14, 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: January 26, 2021

Subject: Proposal to discontinue the Master of Business Administration and Master of Science in Computer Science double degree program

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2020
Senate meeting December 4, 2020

Strategic Relevance:

The Master of Business Administration program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school - sustainability and innovation.

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 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.

Background:

The Master of Business Administration and Master of Science in Computer Science double degree program has been offered since 2012. The Master of Business Administration program has undergone major restructuring to simplify and rationalize the curriculum and organize content more clearly. This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the Master of Business Administration and Master of Science in Computer Science double degree option is no longer possible under the existing terms of the double degree.

The discontinuation of this program will have no impact on current students as there are no students currently enrolled.

Attachment(s): Proposal to Senate dated November 18, 2020 to discontinue the Master of Business Administration and Master of Science in Computer Science double degree program.



Date: November 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

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 Business Administration and Master of Science in Computer Science Double Degree Program, as described in the document "MBA +MSC-CSBU Discontinuation of Program".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP
Evan Roubekas, Student Senator
Stephen Evans, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Rishi Gupta, Civil Engineering
Andrea Giles, Co-op Education
Nicole Greengoe, Office of the Registrar
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction
Sang Nam, Business
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Cindy Holder, Humanities
Rustom Bhiladvala, Mechanical Engineering
Brooklyn Trimble
Andrew Newcombe



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MBA+MSC-CSBU Discontinuation of Program

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, October 9, 2019	Dean signature: Original signed by Saul Klein
Name of contact person: Ian Robertson	
Email & phone of contact person: <u>mbadira@uvic.ca</u> , 250-721-6403	
Date approved by Department: <i>15 October 2019</i>	Chair/Director signature:
Date approved by Faculty: <i>4 February 2020</i>	
Date approved by Graduate Studies:	
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



MBA+MSC-CSBU Discontinuation of Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units
(Faculties, departments, or schools)

Gustavson School of Business, MBA Program

Anticipated Implementation date of
change

January 2021

Name, title, phone number and e-mail
address of contact person

Ian Robertson
250-721-6403
mbadira@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 MBA+MSC (Computer Science) double degree program has been offered since 2012. However, there have never been any students enrolled in the program.

In the double degree program, Engineering students took the first year of MBA and completed a joint major project with Engineering but did not complete the second year MBA specialization courses.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the MBA+MSC double degree option is no longer possible under the existing terms of the double degree. In addition, as there have never been any students enrolled in the program since its inception, the program is being discontinued.

There is no impact on current students of the discontinuation of this program as there are no current students enrolled.

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.
N/A
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).



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 14, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: Proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering double degree program

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2020
Senate meeting December 4, 2020

Strategic Relevance:

The Master of Business Administration program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school - sustainability and innovation.

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 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.

Background:

The Master of Business Administration and Master of Engineering in Electrical Engineering double degree program has been offered since 2012. The Master of Business Administration program has undergone major restructuring to simplify and rationalize the curriculum and organize content more clearly. This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the Master of Business Administration and Master of Engineering in Electrical Engineering double degree option is no longer possible under the existing terms of the double degree.

The discontinuation of this program will have no impact on current students as there are no students currently enrolled.

Attachment(s): Proposal to Senate dated November 18, 2020 to discontinue the Master of Business Administration and Master Engineering in Electrical Engineering double degree program.



Date: November 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

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 Business Administration and Master of Engineering in Electrical Engineering Double Degree Program, as described in the document "MBA+MENG-ELBU Discontinuation of Program".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP
Evan Roubekas, Student Senator
Stephen Evans, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Rishi Gupta, Civil Engineering
Andrea Giles, Co-op Education
Nicole Greengoe, Office of the Registrar
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction
Sang Nam, Business
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Cindy Holder, Humanities
Rustom Bhiladvala, Mechanical Engineering
Brooklyn Trimble
Andrew Newcombe



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MBA+MENG-ELBU Discontinuation of Program

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, October 9, 2019	Dean signature: Original signed by Saul Klein
Name of contact person: Ian Robertson	
Email & phone of contact person: <u>mbadira@uvic.ca, 250-721-6403</u>	
Date approved by Department: <u>31 January 2020</u>	Chair/Director signature: _____
Date approved by Faculty: <u>4 February 2020</u>	
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



MBA+MENG-ELBU Discontinuation of Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units
(Faculties, departments, or schools)

Gustavson School of Business, MBA Program

Anticipated implementation date of
change

January 2021

Name, title, phone number and e-mail
address of contact person

Ian Robertson, Associate Director, MBA Programs
250-721-6403
mbadira@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 MBA+MENG (Electrical Engineering) double degree program has been offered since 2012. However, there have never been any students enrolled in the program.

In the double degree program, Engineering students took the first year of MBA and completed a joint major project with Engineering but did not complete the second year MBA specialization courses.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the MBA+MENG double degree option is no longer possible under the existing terms of the double degree. In addition, as there have never been any students enrolled in the program since its inception, the program is being discontinued.

There is no impact on current students of the discontinuation of this program as there are no current students enrolled.

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>N/A</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

January 14, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: Proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering double degree program

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2020
Senate meeting December 4, 2020

Strategic Relevance:

The Master of Business Administration program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school - sustainability and innovation.

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 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.

Background:

The Master of Business Administration and Master of Engineering in Mechanical Engineering double degree program has been offered since 2012. The Master of Business Administration program has undergone major restructuring to simplify and rationalize the curriculum and organize content more clearly. This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the Master of Business Administration and Master of Engineering in Mechanical Engineering double degree option is no longer possible under the existing terms of the double degree.

The discontinuation of this program will have no impact on current students as there are no students currently enrolled.

Attachment(s): Proposal to Senate dated November 18, 2020 to discontinue the Master of Business Administration and Master Engineering in Mechanical Engineering double degree program.



Date: November 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

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 Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program, as described in the document "MBA+MENG-MEBU Discontinuation of Program".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP
Evan Roubekas, Student Senator
Stephen Evans, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Rishi Gupta, Civil Engineering
Andrea Giles, Co-op Education
Nicole Greengoe, Office of the Registrar
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC


Graham McDonough, Curriculum and Instruction
Sang Nam, Business
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Cindy Holder, Humanities
Rustom Bhiladvala, Mechanical Engineering
Brooklyn Trimble
Andrew Newcombe



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MBA+MENG-MEBU Discontinuation of Program

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, October 9, 2019	Dean signature: Original signed by Saul Klein
Name of contact person: Ian Robertson	
Email & phone of contact person: mbadira@uvic.ca, 250-721-6403	
Date approved by Department: 13 Feb 2020 Dr. Nick Dechev A/Chair, V00133301 Dept. of Mechanical Engineering	
Date approved by Faculty: 4 February 2020	Dean signature: 
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



MBA+MENG-MEBU Discontinuation of Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Gustavson School of Business, MBA Program
Anticipated implementation date of change	January 2021
Name, title, phone number and e-mail address of contact person	Ian Robertson 250-721-6403 mbadira@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 MBA+MENG (Mechanical Engineering) double degree program has been offered since 2012. However, there have never been any students enrolled in the program.

In the double degree program, Engineering students took the first year of MBA and completed a joint major project with Engineering but did not complete the second year MBA specialization courses.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the MBA+MENG double degree option is no longer possible under the existing terms of the double degree. In addition, as there have never been any students enrolled in the program since its inception, the program is being discontinued.

There is no impact on current students of the discontinuation of this program as there are no current students enrolled.

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.

N/A

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).



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 14, 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: January 26, 2021

Subject: Proposal to discontinue the Master of Business Administration and Master of Science in Business double degree program with EDHEC Business School

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2020
Senate meeting December 4, 2020

Strategic Relevance:

The Master of Business Administration program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school - sustainability and innovation.

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 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.

Background:

The Master of Business Administration EDHEC double degree program has been offered since 2013. EDHEC has been a long time international exchange partner with the Gustavson School of Business. The Master of Business Administration EDHEC double degree program was built around a modified exchange model. It enabled UVic Master of Business Administration students to participate in a double degree with EDHEC by doing their first year at UVic and, in place of a regular Master of Business Administration specialization option at UVic in second year, doing a full second year at EDHEC in a Master of Science program. UVic students earned both the UVic Master of Business Administration and an EDHEC Master of Science. In return, participating EDHEC Master of Science students completed their first year at EDHEC in a Master of Science program and then came to UVic to complete the one year Master of Global Business program. EDHEC students earned both an EDHEC Master of Science and the UVic Master of Global Business.

The Master of Business Administration program has undergone major restructuring to simplify and rationalize the curriculum and organize content more clearly. This has resulted in the replacement of the two second year specialization options with fixed second year content. As the specialization option has been removed, the EDHEC Master of Business Administration double degree option is no longer possible.

The UVic Master of Business Administration program accepted its final UVic-EDHEC double degree student in spring 2019. The student began studying at EDHEC in September 2019 and will complete the program in April 2020. No further students will be accepted into the double degree.

Attachment(s): Proposal to Senate dated November 18, 2020 to discontinue the Master of Business Administration and Master of Science in Business double degree program with EDHEC Business School.



Date: November 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with EDHEC Business School**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with EDHEC Business School. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

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 Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School, as described in the document "MBA-BUSI-EDHEC Discontinuation of Program".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP
Evan Roubekas, Student Senator
Stephen Evans, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Rishi Gupta, Civil Engineering
Andrea Giles, Co-op Education
Nicole Greengoe, Office of the Registrar
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction
Sang Nam, Business
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Cindy Holder, Humanities
Rustom Bhiladvala, Mechanical Engineering
Brooklyn Trimble
Andrew Newcombe



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MBA-BUSI-EDHEC Discontinuation of Program

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, Sep 10, 2020	Dean signature:
Name of contact person: Ian Robertson	
Email & phone of contact person: mbadira@uvic.ca , 250-721-6403	
Date approved by Department:	Chair/Director signature:
Date approved by Faculty: Feb 5, 2020	Dean signature: Original signed by Saul Klein
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



MBA-BUSI-EDHEC Discontinuation of Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Gustavson School of Business, MBA Program
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Ian Robertson 250-721-6403 mbadira@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 MBA-EDHEC double degree program has been offered since 2013. EDHEC has been a long time international exchange partner with the Gustavson School of Business. The MBA-EDHEC double degree was built around a modified exchange model. It enabled UVic MBA students to participate in a double degree with EDHEC by doing their first year at UVic and, in place of a regular MBA specialization option at UVic in second year, doing a full second year at EDHEC in an MSc program. UVic Students earned both the UVic MBA and an EDHEC MSc. In return, participating EDHEC MSc students completed their first year at EDHEC in an MSc program and then came to UVic to complete the one year MGB program. EDHEC students earned both an EDHEC MSc and the UVic MGB.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. As the specialization option has been removed, the EDHEC-MBA double degree option is no longer possible and is being removed.

The UVic MBA program accepted its final UVic-EDHEC double degree student in spring 2019. The student began studying at EDHEC in September 2019 and will complete the program in April 2020. No further students will be accepted into the double degree.

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)
<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> <p>N/A</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

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.
N/A
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).



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 14, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: Proposal to discontinue the Master of Global Business double degree program with EDHEC Business School

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2020
Senate meeting December 4, 2020

Strategic Relevance:

The Master of Business Administration program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school - sustainability and innovation.

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 Global Business double degree program with EDHEC Business School, as described in the document "Discontinuance", effective immediately.

Background:

The Master of Global Business EDHEC double degree program enabled UVic Master of Business Administration students to participate in an exchange term at EDHEC, in return, EDHEC students were able to apply to participate in the UVic Master of Global Business program to earn a double degree. The UVic Master of Business Administration has undergone a major restructuring which has eliminated the exchange option for students. As the exchange component has been removed, the double degree option with the Master of Global Business program will also be removed.

The UVic Master of Global Business program accepted its final two EDHEC double degree option students in 2019. The students will be finished the program in August 2020 and no further students will be accepted into this path.

Attachment(s): Proposal to Senate dated November 18, 2020 to discontinue the Master of Global Business double degree program with EDHEC Business School.



Date: November 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Master of Global Business Double Degree Program with EDHEC Business School**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Global Business Double Degree Program with EDHEC Business School. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

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 Global Business Double Degree Program with the EDHEC Business School, as described in the document "Discontinuance".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Robin Hicks, (Chair), Acting, AVPAP
Evan Roubekas, Student Senator
Stephen Evans, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Rishi Gupta, Civil Engineering
Andrea Giles, Co-op Education
Nicole Greengoe, Office of the Registrar
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction
Sang Nam, Business
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Cindy Holder, Humanities
Rustom Bhiladvala, Mechanical Engineering
Brooklyn Trimble
Andrew Newcombe



STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Discontinuance

Dean's Name and Date of consultation with AVPAP: Saul Klein	Dean signature: Original signed by Saul Klein
Name of contact person: Sheryl Karras	
Email & phone of contact person: mgbdiradmin@uvic.ca	
Date approved by Department:	Chair/Director signature:
Date approved by Faculty: 5 Feb 2020	Dean signature:
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



Discontinuance

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	MBA-GLB-EDHEC
Anticipated implementation date of change	January 2020
Name, title, phone number and e-mail address of contact person	Sheryl Karras, Director Administration, 250-721-6433, mgbdiradmin@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?

MBA-GLB-EDHEC

Double Degree Option - EDHEC Master of International Management (MIM) + UVic Master of Global Business (MGB)

Qualified EDHEC Master of International Management students who have completed their MIM Level 1 requirements may apply to the Gill Graduate School's MGB program. Credits earned in completing the MGB program can be transferred to EDHEC to satisfy the remaining MIM requirements, allowing students to earn both degrees within two years. Students will be granted their degrees from each institution independently upon successfully completing the requirements for the particular degree program.

The program enabled UVic MBA students to participate in an exchange term at EDHEC, in return, EDHEC students were able to apply to participate in the UVic MGB program to earn a double degree. The UVic MBA program has undergone a major restructuring which has eliminated the exchange option for students. As the exchange component has been removed the double degree option with the MGB program will also be removed.

The UVic MGB programme accepted its final 2 EDHEC double degree option students in 2019/20. The students will be finished the program in August 2020. We will not accept further students into this path.

<i>C. Indicators of labour market and student demand. (not required for requests for program discontinuation)</i>
<i>D. Areas of research & teaching specialization and evidence of adequate faculty complement.</i>
<i>E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.</i>
<i>F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)</i>

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.

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

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

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

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

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

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).



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 11, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: Proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP)

Basis for Jurisdiction: Senate Committee on Planning meeting December 8, 2020
Senate meeting January 8, 2021

Strategic Relevance:

To meet the goals of the UVIC Strategic Framework, Indigenous Plan, and Strategic Enrollment Plan, it is important to invest now to reach the social impact goals set for 2030. The UVic Strategic Framework aims to increase Indigenous student enrolments. The Indigenous Education department has learned that small numbers of students in the Indigenous-focused programs promote higher success rates for the Indigenous students.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors 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.

Background:

The post-degree program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. Graduates of the 24-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate.

The program is designed to enhance relational accountabilities with local Indigenous people and communities and will include water/land based learning and other experiential, locally informed learning experiences which will prepare educators to work in both First Nations and provincial school systems.

The proposed program is a timely response to the need for educators to meet Standard 9 in the Professional Standards for BC Educators. Standard 9 was introduced in 2019 and honours the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. It encourages educators to “respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”

Attachment(s): Proposal to Senate dated November 18, 2020 to establish a Bachelor of Education Indigenous Post-degree Professional Program.



Date: December 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP)**

At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP). The post-degree program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. Graduates of the 24-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate.

The following motion is recommended:

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP), as described in the document "Bachelor of Education Indigenous Post-Degree Professional Program (I-PDPP).

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 – UNDERGRADUATE

*Bachelor of Education Indigenous Post-Degree
Professional Program (I-PDPP)*

Dean's Name and Date of consultation with AVPAP: Ralf St. Clair; August 10, 2020	Dean signature: Original signed by Ralf St. Claif
Name of contact person: Aliko Marinakis/ Christine Webster	
Email & phone of contact person: iedlang@uvic.ca ; iedao@uvic.ca 250-721-7855/8389	
Date approved by Department: May 20, 2020	Chair/Director signature: Original signed by Jean-Paul Restoule
Date approved by Faculty: Curriculum committee: Oct. 19, 2020 Faculty Council: Nov. 6, 2020	Dean signature: Original signed by Ralf St. Clair
Date of Consultation with Co-operative Education Program and Career Services (if applicable) Not applicable – A. Giles, Sep 2-20	Executive Director signature: Original signed by Andrea Giles
Date of Consultation with Indigenous Academic and Community Engagement Oct. 8, 2020	Executive Director signature: Original signed by Robina Thomas
Resource Consultations – Other: <i>(e.g. space, Faculty, staff)</i> Libraries Dec 12 2019; Pia Russel EDCI, October 8, 2020, Chair, Todd Milford EPLS, August 28, 2018, Chair, Tim Black EPHE, August 28, 2018, Chair, John Meldrum	



A. Areas of specialization and evidence of adequate faculty complement to support the new program.

The Faculty of Education at UVIC has been leading the way in Indigenous Education for almost 20 years. Our Indigenous Education team led BC – and Canada – in providing the first universal mandatory Indigenous Education course for teacher candidates. The Bachelor of Education in Indigenous Language Revitalization (BEDILR) at UVIC is unique in Canada, serving as a potent model of community-university partnership to address the need to revitalize highly endangered Indigenous languages. Graduates of the BEDILR program are eligible to be certified BC teachers. Our Master of Indigenous Language Revitalization (MILR) program is the only one of its kind in Canada. We also offer a successful Summer Institute for secondary school teachers.

With a mandate from our community-based Indigenous Education Advisory Board to increase teacher exposure and training in Indigenous perspectives, and with calls across the province to increase the number of Indigenous teachers available, the Department of Indigenous Education seeks to be *the* place educators seek out for teacher training and professional development in Indigenous Education.

Five department members will contribute to the teaching and research necessary for the success of the proposed program:

- The Chair of IED, Dr. Jean-Paul Restoule, is an Anishinaabe scholar and educator whose research focuses on pre-service teacher training, Indigenous student success, and Indigenous Education pedagogies and practices.
- Dr. Carmen Rodriguez de France, a Faculty member with Kickapoo ancestry, specializes in teacher education, Indigenous knowledge and early childhood education. Her book, co-edited with Drs. McIvor and Whittinui, *Promising Practices in Indigenous Teacher Education* was published by Springer in 2018.
- Edōsdi - Dr. Judy Thompson, a Faculty member from the Tahltan Nation, focuses on science and math within teacher education, revitalizing and reclaiming traditional Indigenous practices and the relationship between Indigenous languages, lands, ecology, and health and wellbeing. Edōsdi is a 3M National Teaching Fellow. She was a BC certified teacher from 1994-2010 and is seeking re-certification.
- Dr. Onowa McIvor, Swampy Cree, Faculty member, and former Director of IED, is a recognized national expert on Indigenous language revitalization, and is the Principal Investigator on the largest research project in BC focusing on Adult Indigenous Language Learning. Dr. McIvor co-edited, with Carmen Rodriguez, *Promising Practices in Indigenous Teacher Education*, published by Springer in 2018.
- Dr. Shauneen Pete, Indigenous Resurgence Coordinator from the Little Pine First Nation, a former Education Professor for over 20 years; and a university administrator, is certified in Saskatchewan and seeking certification in BC.

The Department of Indigenous Education is the first of its kind and exceptionally well positioned to offer an innovative, Indigenous focused post-degree program for the education of teacher candidates in BC.

B. Admission Requirements

Eligibility for admission requires:

Letter of application that indicates why the student is choosing this program specifically, their goals and their supports for success;

- an undergraduate degree from an accredited university that is acceptable to the University of Victoria;
- 3.0 units approved English,
- Demonstrated competency in written English,
- 1.5 units approved Canadian studies,
- 1.5 units approved mathematics completed within the last ten years,
- 1.5 units approved laboratory science, completed within the last ten years, and
- a grade-point average (GPA) of at least 3.00 on a 9-point scale (equivalent to UVic's C+ grade) on: the most recently attempted session (minimum 12 units or 24 credits or eight half-year courses). If you took fewer than 12.0 units in the last session, you need a grade-point average of at least 3.00 (equivalent to UVic's C+ grade) on your most recent consecutive 12.0 units, or 30-units (equivalent to two years) of course work attempted to December 31.

C. Curriculum design (Include draft curriculum in Appendix).

Program Design:

The post-degree program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. Graduates of the 24-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate.

The program is designed to enhance relational accountabilities with local indigenous people and communities and will include water/land based learning and other experiential, locally informed learning experiences which will prepare educators to work in both First Nations and provincial school systems.

The proposed program is a timely response to the need for educators to meet Standard 9 in the Professional Standards for BC Educators. Standard 9 was introduced in 2019 and honours the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. It encourages educators to “respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”

Program requirements:

The program is composed of 30.0 units taken over 6 terms or 20 months.

The following courses presently exist at UVIC: *ED-D 301, ED-D 407, ED-D 408, ED-D 410, ED-D 420, EPHE 312, IED 373, IED 486*. The remaining courses are in the process of approval through the UVIC Curriculum Committee: *IED 302, IED 303, IED 336, IED 360, IED 373, IED-P 361, IED 402, IED 403, IED 404, IED 405, IED-P 461, IED 490*. There are no elective courses. The following chart presents the courses required in the I-PDPP:

Anticipated time to completion: 6 terms (20 months)

The academic program is inspired by the Royal Commission on Aboriginal Peoples, the United Nations Declaration of the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission of Canada. It is informed by Kirkness & Barnhardt (2001) who offer the gift of the 4 R's – *Respect, relevance, reciprocity and responsibility*; and it is shaped by the First Nations Education Steering Committee's *First Peoples Principles of Learning*. Courses are designed to support the holistic, reflexive, reflective, experiential and relational growth of learners; as such, courses will be offered on the land, & in the classroom and may also be delivered through intensive experiences. Courses will promote relational accountabilities with local First Nations peoples and communities; ensuring students are offered opportunities to learn about local cultural places of significance, local education models; histories and cultures. Classes are delivered face-to-face and instructors will use a Learning Management System like Bright Space. All learners are required to successfully complete two practica. The new courses have been submitted concurrently to the Senate Committee on Curriculum.

ED-D 301 Learners and Learning Environments	1.5	IED 373 EL TELNIWT and Indigenous Education	1.5
ED-D 407 Evaluating and reporting on student progress	1.5	IED-P 361 Six-week practicum	1.5
ED-D 408 Promoting Pro-social Behaviour	1.5	IED 402 Instructional Principles of Reading Engagement	1.5
ED-D 410 Teacher as Leader: The Professional Role	1.5	IED 403 Curriculum and Instruction in Indigenous-focused Elementary Science	1.5
ED-D 420 Learning Support: Context & Key Issues 1	1.5	IED 404 Curriculum and Instruction in Indigenous-focused Elementary Social Studies	1.5
EPHE 312 Overview of Elementary or Middle School Physical Education	1.5	IED 405 Curriculum and Instruction in Indigenous-focused Elementary Mathematics	1.5
IED 302 Carving Our Words: Literacy and Language in Indigenous Elementary Education	1.5	IED-P 461 Nine-Week Elementary Practicum	3.0
IED 303 Historical and Philosophical Foundations of Canadian and Indigenous Education	1.5	IED 486 Teaching Indigenous Arts in Elementary and Middle Schools	1.5
IED 336 Technology Innovation in Indigenous Education	1.5	IED 490 Situating Ourselves: Transformative Inquiry and Practice	1.5
IED 360 Field Experience Seminar	1.5 ⁴	Total units for degree	30.0

The learning outcomes: All students will develop a deep understanding of the First Peoples Principles of Learning and meet the qualifications set forth by the Ministry of Education for K-12 teaching, such as the Professional Standards for BC Educators.

Graduates will:

- Develop an awareness of and appreciation for the dynamics of Indigenous languages, knowledge, traditional pedagogy and origins of traditional values and worldviews;
- Demonstrate respect for diversity by creating a classroom atmosphere where Indigenous perspectives are welcomed, acknowledged, and honored;
- Form healthy relationships with local Indigenous peoples;
- Understand the significance of land and place for Indigenous communities;
- Apply Indigenous knowledge and perspectives across the curriculum;
- Understand the settler role in colonialism and themes in anti-colonial education;
- Support wholistic child and youth development, and enact differentiated instructional practices; and,
- Be committed to Indigenous student success.

Evaluation of student achievement: The department will utilize the current norms established in the *UVIC Undergraduate Academic Regulations (Evaluation of Student Achievement; Grading) policy* while shifting toward the *Pass/Fail norms of the Faculty of Education Elementary TEP where possible*

D. Enrolment plan for the length of the degree and student financial support plan.

The UVic Strategic Framework aims to increase Indigenous student enrolments. Our department has learned that small numbers of students in our Indigenous-focused programs promotes higher success rates for the Indigenous students. Our enrolment design ensures relational accountability.

The enrolment plan: In 2021 we expect to enroll a small number of students for the first running. As we have a healthy number of students in our BEDILR, and we plan to share several courses between the BEDILR and PDPP, the combination will be sufficient to run in its first year. As word of mouth builds, we will also advertise and promote the program via social media for the next intake. To have robust cohorts of students for both the BEDILR and the I-PDPP, we plan to combine groups of students in several courses. All but two courses in the proposed I-PDPP are shared with the BEDILR. We plan an intake every three years, expecting 18 students in September 2021, 18 students in 2024, 18 in Sept 2027, and so on.

The recruitment plan: We will recruit Indigenous and non-Indigenous students who want to provide leadership in Indigenous education as teachers. We will recruit from throughout BC. We will recruit candidates who have completed Bachelor's degrees.. Additional emphasis will be placed on recruitment from Science graduates.

The financial support plan: We will work with First Nations Education Counsellors and Coordinators to secure funding for students through the federal government.

E. Resource requirements (include a table of program revenue and expenditures).

Resource Requirements: *1.0 Placement Manager/Coordinator* to facilitate required field experience opportunities (privileging those in First Nations schools), developing and training field supervisors (2 contracted) and oversee certification support. This person, along with an appointed faculty lead, will oversee the quality control of the program and maintain an active provincial teaching certificate.

IED has a faculty complement of 5 regular, full-time Faculty (there are 4 in place and 1 new faculty beginning July 2021). We also have a staff complement of 4.3 FTE: a 1.0 FTE Assistant to the Chair and a 1.0 FTE Administrative Officer, as well as the 1.0 FTE Language Programs Manager, and 0.5 FTE Programs Assistant (topped up to 1.0 until 2023). The latter two are particularly involved in the programming of the BEDILR. Additionally, we have an 0.8 FTE Indigenous Resurgence Coordinator, who facilitates Indigenization of all the Faculty programs.

REVENUE	Tuition: 18 students x 10 courses/ year	\$100,800.00
EXPENDITURES	Instruction costs 7,000 x 10 courses/year	\$70,000.00
	1.0 FTE Practicum coordinator/manager salary including benefits.	\$70,000.00
	Practicum costs	\$3600.00
	Library costs (one time cost for resource acquisition)	\$5000.00
Net Cost		(\$44,200)

It should be noted that the library cost is a one-time cost for acquiring resources to support a new program. Also, some of the course instruction costs will be borne by full time faculty as part of their teaching workload, so the costs listed here are a highest-case scenario. Furthermore, the new resource ask for the Program Coordinator, Practicum Placements, which is the highest expenditure tied to this program, will also help to support existing programs that have a practicum component and are currently taking much of the Indigenous language program manager's time. With this labour reallocated, the Program Manager can devote more time to language programs, hence saving money in other places.

When attempting reconciliation and addressing historic wrongs against Indigenous people in this country, it is not unusual for programming to require more expenditures than generated in revenue. The Department of Indigenous Education and the Faculty of Education recognizes this reality when supporting Indigenous student success and programming. To meet the goals of the UVIC Strategic Framework, Indigenous Plan, and Strategic Enrollment Plan, it is important to invest now to reach the social impact goals set for 2030.

APPENDIX: Draft curriculum

<i>Course Number</i>	<i>Course Title</i>	<i>Course Description</i>
ED-D 301	Learners and Learning Environments	An integrated approach to planning for effective learning based on an understanding of the developmental and individual needs of children. The implications for schooling of learning characteristics, gender, and multicultural factors will be addressed.
ED-D 407	Evaluating and reporting on student progress	An examination of the principles and procedures associated with the evaluation of student achievement, emphasizing connections between theory and practice, assessment and instruction, and BC Ministry of Education requirements. Topics include: planning and development of classroom assessment procedures; communication of results to students and parents; and current policies and practices. Focuses on developing the ability of pre-service teachers to critically and effectively develop their own assessment practices and resources.
ED-D 408	Promoting Pro-social Behaviour	Designed to provide beginning teachers with insights and concrete strategies that will assist them in preventing and/or effectively intervening in situations involving discipline, conflict, aggression and bullying. Peacemaking programs and peer conflict management initiatives will be discussed.
ED-D 410	Teacher as Leader: The Professional Role	A seminar in contemporary professional issues, including structures and governance within the BC School system, school law, and legal requirements for the teaching professional. The role of the professional as an ethical, reflective and critically engaged practitioner is emphasized. Themes include teacher leadership, professional growth and collaboration, and maintaining professional relationships in schools and communities. Authentic assessment tools, including rubrics, portfolios, and professional benchmarks will be used for assessing professional growth.

<i>Course Number</i>	<i>Course Title</i>	<i>Course Description</i>
ED-D 420	Learning Support: Context & Key Issues 1	An introductory overview of key issues in learning support. Topics will include the organization, administration and management of classrooms in which students with special educational needs are found; the referral process; teacher responsibilities for students with special educational needs in the context of regular classrooms; and the utility and limitations of various assessment techniques.
EPHE 312	Overview of Elementary or Middle School Physical Education	Overview of the content and structure of the BC elementary or middle school physical education curriculum. Introduces basic pedagogical skills necessary to implement a quality physical education program. Focus is on the learning of movement skills and on the developing student as a learner. Includes a variety of teaching experiences with peers and elementary or middle school students.
IED 302	Literacy and Language in Indigenous Elementary Education	An overview of the development of oral language and the components of literacy that constitute language arts in the elementary or middle school. Strategies for addressing diverse learners are included. Indigenous worldviews are privileged. Literacy is examined as an element of wholistic child development. Multi-literacies are considered such as ecological and cultural literacies.
IED 303	Foundations of Indigenous and Canadian Education	Focuses on ideologies, philosophical ideas and historical events that have impacted Canadian education alongside Indigenous education models and histories.
IED 336	Technology Innovation in Indigenous Education	Explores both traditional and modern technologies in education privileging Indigenous contexts and classrooms. Students design and develop learning experiences intended to improve learning, enrich professional practice and provide positive models for students, colleagues and communities.
IED 360	Field Experience Seminar	Designed with Indigenous learners at the forefront, the focus is on planning for learning and teaching in the British Columbia context including curriculum design, lesson and

<i>Course Number</i>	<i>Course Title</i>	<i>Course Description</i>
		unit planning and implementation, reflective practitioner practices, tools for equitable assessment and responsiveness to student diversity (differentiated instruction, culturally responsive, social justice and anti-racism pedagogy).
IED 373	EL TELNIWT and Indigenous Education	An exploration of learning and teaching approaches to better address the educational requirements of Indigenous children, youth, and adults through understanding Indigenous peoples' relationship with land, language and community. Topics include: study of who Indigenous peoples are, diversity amongst Indigenous peoples, ways to Indigenize the learning and educational environment, and of the systems that impact teachers and learners.
IED 361-P	Six-Week Practicum	6-week full-time placement designed for gaining practicum experience in aligning Indigenous pedagogical decisions with diverse contexts and learners.
IED 402	Instructional Principles of Reading Engagement	Indigenous and theoretical perspectives on reading, the developmental nature of reading and complex issues, including societal and cultural factors that influence reading development. Topics of study include concepts and instructional strategies associated with cueing systems, word identification, comprehension and vocabulary. Ongoing assessment strategies and organizational structures for reading programs are also considered. Connecting reading relevance to cultural and ecological contexts to inform wholistic development.
IED 403	Curriculum and Instruction in Indigenous-focused Science	A study of the curriculum organization, experiential and participatory instructional strategies and assessment practices in elementary school science that centers local Indigenous knowledge. Includes the consideration of western science and other nature knowledge systems, the interactions of science, technology, society and environment and the content, processes and attitudes prescribed in the provincial curriculum. Focused on current ecological and climate realities.

<i>Course Number</i>	<i>Course Title</i>	<i>Course Description</i>
IED 404	Curriculum and Instruction in Indigenous-focused Social Studies	A study of the curriculum organization and techniques of instruction in elementary and middle school social studies. Examples are drawn from local Indigenous perspectives alongside a variety of content areas: history, geography, anthropology, sociology, political science, and/or economics, with emphasis on participatory citizenship, culture and traditions in a pluralistic society.
IED 405	Curriculum and Instruction in Indigenous-focused Mathematics	Contextualizing math into relevant Indigenous and other cultural environments with a focus on general and specific goals of mathematics teaching and learning; examination of all components of the prescribed provincial mathematics curriculum; teaching strategies; learning activities; classroom settings; and assessment techniques.
IED 461-P	Nine-Week Elementary Practicum	Deepening the practice of making professional choices for teaching and learning in holistic, Indigenous, integrative and culturally reflective ways, developing inter-professional practices with families and in community. 9-weeks full-time practicum in BC ministry approved school.
IED 486	Teaching Indigenous Arts in Elementary and Middle Schools	Students will explore principles, practice and methods of instruction in areas of Indigenous Arts and will gain an appreciation of the depth and context of each discipline, respecting various cultural practices and traditions.
IED 490	Situating Ourselves with Transformative Inquiry and Practice	Focus on final practicum preparation, dialogic learning, teacher as researcher and diverse ways of knowing to identify and explore personally meaningful topics within teaching practice which includes situating ourselves as educators within Indigenous contexts. Individual reflection, collaborative processes and mentoring sessions with the instructor culminate in student facilitated inquiry conversations where the intricacies and overlapping issues of transformative pedagogy are considered and embodied.

November 29, 2020

Dr. Jean-Paul Restoule
Chair, Indigenous Education
Faculty of Education
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Re: Support of the Post-Degree Professional Program in Indigenous Education

I would like to express my support for the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria.

As a Haida teacher educator who is deeply committed to Indigenous education, I was excited to learn of this proposal to support both Indigenous and non-Indigenous future educators to connect with local Indigenous peoples, communities, and the land as part of their teacher certification program. As a province, we have struggled to attract Indigenous educators to the teaching profession. I believe that offering a program, such as this one, which values the numerous contributions of Indigenous peoples, may attract more Indigenous educators to the profession. Additionally, with the recently revised curriculum in our province, non-Indigenous educators continue to struggle to find ways to meaningfully engage with Indigenous content, perspectives, and pedagogies. Not only will this program provide opportunities for this engagement to occur, I anticipate that Indigenous and non-Indigenous graduates of this program will be well-positioned to lead some of this vital work in the province.

This proposed PDPP in Indigenous Education, which has Indigenous-focused courses across multiple curricular areas, responds to BC Ministry of Education curricular reforms that require the integration of Indigenous knowledge and perspectives across every subject area and at every grade level as articulated in BC Professional Standard Nine. The PDPP-IED, which includes an outcome related to the appreciation of Indigenous languages, also connects with several of the Premier's recent directives to the government's ministries, including "Lasting and meaningful reconciliation." Furthermore, the PDPP-IED responds to the TRC Calls to Action and to the United Nations

Declaration on the Rights of Indigenous Peoples. This initiative extends beyond many programs by providing teacher candidates with the necessary support to meaningfully engage in Indigenous education.

The proposed PDPP in Indigenous Education satisfies the Professional Standards for educators while providing graduates with a Bachelor of Education degree and eligibility for a BC Teaching Certificate. Graduates of the proposed program will be uniquely positioned to teach in Indigenous contexts and in support of Indigenous learners.

Should you need further information on how this program aligns with the direction education in British Columbia is heading, or other technical considerations, do not hesitate to contact me at Sara_Florence@sfu.ca. Thank you for your support for this important program.

Sincerely,

Original signed by Sara Florence Davidson

Dr. Sara Florence Davidson
Assistant Professor, Indigenous Education
Faculty of Education
Simon Fraser University



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

Indigenous Education

2125 Main Mall
Vancouver, B.C. Canada V6T 1Z4
Tel: (604) 822-5788
Fax: (604) 822-3154
Email: indigenous.education@ubc.ca

November 25, 2020

Dr. Jean-Paul Restoule
Chair, Indigenous Education
Faculty of Education
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Re: Support of the Post-Degree Professional Program in Indigenous Education

On behalf of the Office of Indigenous Education in the Faculty of Education at the University of British Columbia, I would like to express our support for the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria.

As Professor and Associate Dean for Indigenous Education and Director of NITEP – UBC’s Indigenous Teacher Education Program, I understand the impact that such a program will have on learners, schools, and communities. In addition, I provide oversight for the Teacher Education Program’s foundational course on Indigenous education, which enrolls over 780 teacher candidates. This course provides students with knowledge of how to incorporate Indigenous knowledge, perspectives, and pedagogies in to teaching and learning. A post-degree program that allows for exploration and learning in greater depth and scope of Indigenous education practices, as that being proposed, supports the growing policy directives at provincial and national levels. These include the BC Auditor General’s Report on Indigenous Education, Ministry of Education curriculum reform, the Indigenous Post-Secondary Education Framework, as well as the TRC’s 94 Calls-to-Action. Further, the province of BC has adopted the United Nations Declaration on the Rights of Indigenous Peoples as law. Graduates of the proposed program will be uniquely positioned to teach in Indigenous contexts and support of Indigenous learners.

The opportunities for hands-on practical learning and relational pedagogy within the proposed program are exciting innovations that should be appealing to potential

students. The possibilities for partnerships with Indigenous communities will prepare and support future teachers to work in Indigenous settings.

The proposed PDPP-IED is timely and builds on the strengths of Indigenous Education in the Faculty of Education at the University of Victoria.

Respectfully,

Original signed by Jan Hare

Dr. Jan Hare
Professor and Associate Dean, Indigenous Education
Director, NITEP
Canada Research Chair (Tier 1), Indigenous Pedagogy
Office of Indigenous Education
Faculty of Education
University of British Columbia
jan.hare@ubc.ca



November 27, 2020.

Dr. Jean-Paul Restoule
Chair, Indigenous Education
Faculty of Education
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Re: Support of the Post-Degree Professional Program in Indigenous Education

On behalf of the Department of Curriculum, Teaching and Learning at OISE/ University of Toronto, I would like to express our support for the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria.

Having served in many roles in our initial teacher education programs at OISE, including Academic Director Initial Teacher Education and currently as Associate Chair Teacher Education, my program of study has been continuing research in teacher education program design and development. The inclusion and embedding of Indigenous knowledges, histories, pedagogies in curriculum and pedagogies in teacher preparation and ongoing professional learning have been a focus of my study and work since 2008. In 2013, I was seconded to the Ontario Ministry of Education as teacher education in the province was being revitalized and extended and had opportunities to support deepening knowledge of First Nations, Metis and Inuit perspectives in the requirements for teacher education programs. Having had these opportunities to study teacher education programs, I am most excited by the thoughtful, research-informed, relational, responsive, community-connected design of the UVIC PDPP-IED program.

As co-lead on the Deepening Knowledge Project, an OISE initiative to encourage instructors and teacher candidates to take up Indigenous education in their teaching and professional practice, I have spent many years supporting the voluntary inclusion of First Nations, Metis and Inuit perspectives in our teacher education program. This proposed UVIC initiative goes much further than most that I've seen in providing teacher candidates with awareness, strategies and tools for engaging in Indigenous education. In reviewing the proposal, I believe that graduates will be uniquely positioned to teach in Indigenous contexts and in support of Indigenous learners.

I look forward to the scholarship and learning that will grow from the program under the guidance of the UVIC PDPP-IED leadership team. Having worked with IED Chair Jean-Paul Restoule in past, I know of his capacity to develop the relationships, structures and resources to facilitate programmatic transformation. I believe that the PDPP-IED program will inform the broader field of teacher education as we engage in efforts to increase relationality, reconciliation and action and to address systemic injustices.

We wholeheartedly support the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria. Please feel free to contact me for further discussion.

Sincerely,

Original signed by Kathryn Broad

Dr. Kathryn Broad,
Associate Chair Teacher Education
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education
University of Toronto
252 Bloor St. w.
Toronto, ON M5S 1V6
k.broad@utoronto.ca
416-978-0064



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 11, 2021

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE

From: ACTING VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: January 26, 2021

Subject: STATUS REPORT ON CAPITAL PROJECTS

Basis for Jurisdiction: Committee's Terms of Reference

A handwritten signature in black ink, appearing to be 'K. S. S.' or similar.

Strategic Relevance:

1.5 Increase the vibrancy of campus life by enhancing the natural and built environment to create more opportunities for interaction and collaboration; and develop infrastructure and programmatic initiatives, including additional student housing and increased opportunities for recreation, cultural activities and social interaction.

Previous Consultation:

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

Background:

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

Attachment(s):

VPFO/FMGT Project Updates: January 01, 2021

1. Student Housing & Dining
2. National Centre for Indigenous Law
3. Engineering Expansion

PROJECT:	STUDENT HOUSING & DINING
-----------------	-------------------------------------

Project No: 16-02265
Project Consultants: Perkins + Will Canada Architects
Construction Manager: EllisDon-Kinetic

BUDGET STATUS:	Approved Budget 28-Apr-2020	FMGT Forecast Costs Date 1 Dec-2020
Consulting	\$21,000,000	\$21,040,092
Construction	\$194,386,000	\$193,854,123
Completion	\$5,700,000	\$5,899,581
Contingency	\$4,000,000	\$4,292,284
Sub-Total	\$225,086,000	\$225,086,000
GST (1.65%)	\$3,714,000	\$3,714,000
TOTAL PROJECT COST	\$228,800,000	\$228,800,000

- Total commitments to date are \$194,654,996 or 85% of the approved Budget of \$228,800,000.

SCHEDULE STATUS:	Target Date 01-Jan-2019	Actual / Forecasted Date 1 Dec-2020
-------------------------	------------------------------------	--

Tender Package 02 – Modular Food Services Facility

Installation	<i>Complete</i>	June 2020	June 2020
Decommission		October 2022	December 2022

Tender Package 03 – Site Services, Abatement, Deconstruction

Tender	<i>Complete</i>	November 2019	December 2019
Construction Stage		January 2021	January 2021

Tender Package 04 – Construction Building One (398 beds, Dining) and Building Two

Tender	February & July 2020	May & December 2020
Construction - Structure	July 2021	July 2021
Construction – Interiors	May 2022	May 2022
Construction – Occupancy	August 2022	August 2022

Tender Package 04 - Building Two (385 Beds, Conference, Classrooms)

Construction - Structure	December 2021	December 2021
Construction – Interiors	October 2022	October 2022
Construction – Occupancy	February 2023	February 2023

Major Risks:

- Schedule risk associated with the opening date of Building One and its alignment with the academic calendar means there is no float available for critical path tasks on the construction schedule. Any impacts such as labour shortages, material lead times, site coordination, design coordination or future COVID-19 impacts have potential to impact Building One's opening date of August 31, 2022. To fully assess the financial impact of a schedule delay, an assessment of the project's financial model will be required.

PROJECT:	National Centre for Indigenous Laws
-----------------	--

Project No: F04343

Project Consultants: Two Row Architect

General Contractor: TBD

BUDGET STATUS:	APPROVED BUDGET	FMGT Forecast Costs
	31-Mar-2020 (in millions)	31-Dec-2020 (in millions)
Consulting - C1	\$ 2.80	\$ 2.80
Construction - C2	\$18.60	\$20.00
Completion - C3	\$ 2.55	\$ 2.55
Contingency - C4	\$ 0	\$ 1.35
Sub-Total	\$23.95	\$26.70
GST (1.65%)	\$ 0.40	\$ 0.45
Escalation	\$ 2.80	\$0.00 ¹
TOTAL PROJECT COSTS	\$27.15	\$27.15

- The escalation budget of \$2.8M has been transferred into the C2 and C4 contingency forecast costs and provides for a 10% C2 Construction contingency and a 5% C4 project contingency.
- The Class C cost estimate for C2 Construction is \$22.5M. \$2.5M is required to be value engineered (VE) to meet the approved budget. VE is underway in Design Development.
- Renewals to the existing building, funded through the Ministry's Major Maintenance and Rehabilitation Program, are not included in this report and are not yet approved by the Province as those occur annually.
- Total commitments to date of \$1.82M consulting fees.

SCHEDULE STATUS:	Target Date 27-Feb-2020	Actual / Forecasted Date 31-Dec-2020
Consultant Selection	May 2020	June 2020
Schematic Design	October 2020	January 2020
Design Development	March 2021	March 2021
Construction Documents	September 2021	September 2021
Tender	November 2021	November 2021
Construction Phase	March 2023	March 2023
Commissioning and Warranty	May 2023	May 2023
Fit-up and Move In	July 2023	July 2023
Operation	August 2023	August 2023

¹ Now included as part of C2 and C4

Major Risks:

- Construction cost may exceed Approved Budget.
- Building Renewals scope has not been fully defined and therefore impacts to budget and schedule to be determined.
- Community resistance to required tree removals for the expansion.
- COVID-19 may have impacts on schedule.

PROJECT:	ENGINEERING EXPANSION PROJECT
-----------------	--------------------------------------

Project No: F04507

Project Consultants: Dialog
Architecture/Engineering

General Contractor: TBD

BUDGET STATUS:	APPROVED BUDGET (in millions)	FMGT Forecast Costs December 31, 2020 (in millions)
Consulting	\$6.6	\$6.8
Construction	\$69.0	\$69.8
Completion	\$8.4	\$7.4
Contingency	<u>\$4.2</u>	<u>\$4.2</u>
Sub-Total	\$88.2	\$88.2
GST (1.65%)	<u>\$1.4</u>	<u>\$1.4</u>
TOTAL PROJECT COSTS	<u>\$89.6</u>	<u>\$89.6</u>

- Currently in Design Development, the project is undergoing a Value Engineering exercise to meet the approved budget.

SCHEDULE STATUS:	Target Date November 2019	Actual / Forecasted Date December 31, 2020
Consultant Selection	October 2019	November 2019
Schematic Design	May 2020	June 2020
Design Development	September 2020	<i>January 2020</i>
Construction Documents	May 2021	<i>July 2021</i>
Tender	July 2021	<i>August 2021</i>
Construction Phase	December 2023	<i>December 2023</i>
Commissioning	December 2023	<i>December 2023</i>
Fit-up and Move In	December 2023	<i>December 2023</i>
Operation	January 2024	<i>January 2024</i>

Major Risks:

- Timing of securing project funding may result in requirement for multiple construction phases.
- Academic year: impact of construction on teaching and research.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 18, 2021

To: Board of Governors

From: Kevin Hall, President and Vice-Chancellor

A handwritten signature in blue ink, appearing to read 'Kevin Hall'.

cc: Cassbreea Dewis, Executive Director, Equity and Human Rights

Meeting Date: January 26, 2021

Subject: Revised policy GV0245 – Sexualized Violence Prevention and Response Policy

Basis for Jurisdiction: University Act, section 27
Sexual Violence and Misconduct Policy Act
Procedures of the Board of Governors

Strategic Relevance:

Cultivate an Extraordinary Academic Environment

Strategy 1.1: Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs—including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness.

Strategy 1.2: Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.

Previous Consultation:

- Extensive UVic community consultation
- Members of the EQHR Policy Advisory Committee and SVPR Technical Policy Sub-committee
- Chief Privacy Officer
- President and Executive Council

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the revised policy GV0245 – Sexualized Violence Prevention and Response Policy, effective immediately.

Background:

As Board members may recall, the University's revised Sexualized Violence Prevention and Response Policy GV0245 (the Policy) is subject to a legislated review at least once every three years. First approved in March 2017, the required review of the Policy and its associated procedures are now complete and the Policy is presented here for approval by the Board of Governors. The Policy and the procedures revisions were led by Cassbreea Dewis, Executive Director, Equity and Human Rights and revised in consultation with our university community and with collective advice and input from members of the Equity and Human Rights (EQHR) Policy Advisory Committee and the Sexualized Violence Prevention and Response (SVPR) Technical Policy Sub-committee.

The 2020 Policy review was conducted following three years of significant work with the university community implementing a new university policy. The implementation process included an implementation review in 2018. The implementation review report identified positive progress in the Policy's implementation, most notably, the high commitment to ensuring implementation, and the creation of a robust and effective system of response and support to survivors and those impacted by sexualized violence. The review also made recommendations to further improve the Policy and its procedures. While some of those recommendations were implemented over the following two years, others were brought to life in the 2020 policy review process.

In March 2020 the President formed an EQHR Policy Advisory Committee and the SVPR Technical Policy Sub-committee. The committees began work in April and community consultation began near the end of August and concluded in December. The consultation included an online community engagement survey that resulted in over 200 responses, conversation cafes, and meetings with key stakeholders, including employee and student groups. A discussion draft of the revised Policy and procedures, responding to community input, was posted for comment for three weeks, from mid-November to December 9, 2020. All input was reviewed and considered.

Revisions

Policy GV0245 and its procedures have been significantly improved through/as a result of the review process. The major updates, in response to community and committee input, include:

- Significant reorganization, clarification, and streamlining throughout to increase readability, eliminate duplication, and make the documents more accessible;
- Clarified the scope and spectrum of wrongdoing covered by the policy;
- Revised the definition of survivor-centered, to include dignity and respect for the survivor's rights, interests, and agency;
- Clarified when a survivor becomes a complainant;
- Added the opportunity for the parties to engage in voluntary resolution processes, to provide a broader range of options;
- Defined and added examples of interim measures;
- Clarified a support person's role as providing cultural, emotional, and/or spiritual support;
- Added a provision for participants who require accommodation;
- Broadened the investigation process to apply to all university community members and added timelines;
- Clarified what is meant by retaliation and added information on how to bring forward concerns;
- Reorganized and clarified the confidentiality and privacy sections; and,
- Added an appendix to list on- and off-campus support services.

Planned Further Action:

If approved, these revised Policy and associated Procedures are anticipated to take effect immediately along with implementation and education on Policy changes.

Attachment(s):

- Membership of EQHR Policy Advisory Committee and the SVPR Technical Policy Subcommittee
- GV0245 revised Sexualized Violence Prevention and Response Policy (Revised policy)
- GV0245 revised Sexualized Violence Prevention and Response Policy (Revised policy with tracked changes)
- GV0245 revised Sexualized Violence Prevention and Response Policy (policy currently in force); provided as link: <https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0245.pdf>



Equity and Human Rights

EQHR Policy Advisory Committee Membership

Name	Position	Representative of
Allana Lindgren	Dean, Fine Arts	Dean representative
Andy Mavretic	Director, Occupational Health, Safety, and Environment	Human Resources
Annette Fraser	Ombudsperson	Ombudsperson
Cassbreea Dewis	Executive Director, Equity and Human Rights (EQHR)	EQHR
Denise Helm	Director, Media Relations & Public Affairs	Staff member
Don Barnhardt	General Counsel	General Counsel
Joel Lynn	Executive Director, Student Services	Student Affairs
Kim Hart	Consultant	
Kirsten McMenamie	Director, Office of Student Life	Student Affairs
Lalita Kines	Associate Director, Office of Indigenous Academic and Community Engagement (IACE)	IACE
Leah Shumka	Manager, Sexualized Violence Prevention and Support	EQHR
Lynne Marks	President, UVic Faculty Association	Faculty Association
Matilde Cervantes	GSS Director of Communications	GSS- graduate students
Michele Parkin	AVP Faculty Relations & Academic Admin	Faculty Relations
Paloma Ponti	Education, Anti-Violence Project	Anti-Violence Project
Robina Thomas	Executive Director, Office of Indigenous Academic and Community Engagement (IACE)	IACE
Sarina de Havelyn	Director of Outreach & University Relations	UVSS - Undergrad student
Tom Downie	Director, Campus Security Services	Campus Security
Victor V. Ramraj	Director, Centre for Asia Pacific Initiatives	Research Community
Victoria Wyatt	Faculty Association	Faculty Association

Sexualized Violence Prevention and Response Technical Policy Committee Membership

Name	Position	Representative of
Cassbreea Dewis	Executive Director, Equity and Human Rights	Equity and Human Rights
Colleen O'Keefe	Senior Legal Counsel	General Counsel
Kim Hart	Consultant	
Kirsten Downs	Case Management Officer	Equity and Human Rights
Kirsten McMenamie	Director, Office of Student Life	Student Affairs
Kyle Pang-McNeill	Policy Officer	University Secretary
Leah Shumka	Manager, Sexualized Violence Education, Prevention and Support	Equity and Human Rights
Michele Parkin	AVP Faculty Relations and Academic Administration	Faculty Relations
Steve Gorham	Director, Labour Relations and HR Consulting	Human Resources
Terry Forst	Associate Director, Residence Life and Education	Residence Life

Sexualized Violence Prevention and Response Policy

University Policy No.: GV0245

Classification: Governance

Approving Authority: Board of Governors

Effective Date: January 2021

Supersedes: June 2017

Last Editorial Change: January 2021

Mandated Review: June 2024

Associated Procedures:

Sexualized Violence – Support Procedures

Sexualized Violence – Statement of Rights of Complainant and Respondent

Sexualized Violence – Investigations

Sexualized Violence – Sanctions and Appeal Procedures Where the Respondent is a Student

Sexualized Violence – Statement on Confidentiality and Privacy

Sexualized Violence – Awareness and Education

Sexualized Violence – Support Resources

DEFINITIONS

For the purposes of this policy, the following definitions apply.

“Administrative Authority” means the senior individual identified at the outset of a process to have administrative responsibility for the Respondent, or decision making authority. Administrative Authorities may include but are not limited to: Vice-Presidents, Deans, Chairs, Executive Directors, Directors or, other senior positions at the University

“Complainant” means a person who makes a Report to Equity and Human Rights (“EQHR”) alleging a violation of this policy. A Survivor will be referred to as a Complainant after a Report has been filed with EQHR.

“Consent” means the voluntary agreement to engage in sexualized contact or activity and to continue to engage in the contact or activity. Consent means that all persons involved demonstrate, through words or actions, that they freely and mutually agree to participate in a contact or activity. More specifically:

- (a) Consent must be given at the outset and at all stages of sexualized contact or activity;
- (b) it is the responsibility of the initiator to obtain ongoing Consent;
- (c) Consent can be withdrawn at any time by any participant;
- (d) someone who is Incapacitated cannot Consent;

- (e) there is no Consent where one person abuses a position of trust, power, or authority over another person;
- (f) past Consent does not imply future Consent;
- (g) a person cannot give Consent on behalf of another person;
- (h) silence or the absence of “no” is not Consent;
- (i) the absence of perceived resistance is not Consent; and
- (j) there is no Consent when there is coercion, force, threats, or intimidation towards any person, or where there is fraud or withholding of critical information that could affect a person’s decision to Consent.

“Director” means the Executive Director of the Equity and Human Rights office, or delegate.

“Disclosure” means telling someone about an instance of Sexualized Violence. A Disclosure does not initiate an investigation unless a Report is made (see section 18 for how to do this).

“Incapacitated” means a person does not have the capacity to give Consent because, for instance, the person is impaired by alcohol or drugs, or is asleep or unconscious, or is experiencing a traumatic response. A person does not have the capacity to give Consent when the person cannot appreciate the who, what, when, where, why, or how of sexualized contact or activity.

“Interim Measures” means any temporary restrictions on a person’s ability to enter upon or to carry out activities upon University premises, or their ability to exercise University privileges.

“Intersectional” means the ways in which a person’s experiences are shaped by the interaction of different social positions (for example, sex, sexual identity, gender identity or expression, Indigeneity, racial or ethnic background, ability, faith, socioeconomic status, migration status, and age). These interactions are rooted in interconnecting systems and structures of power and produce intersecting forms of privilege and oppression shaped by colonialism, racism, homophobia, ableism, patriarchy, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination.

“Person Alleged to Have Caused Harm” means a person who is the subject of a Disclosure. If a Report is filed about this person with EQHR, the Person Alleged to Have Caused Harm will be referred to as the Respondent.

“Respondent” means a person who has a Report filed against them in EQHR, alleging they have violated this policy.

to **“Report”** Sexualized Violence means completing a “Report Form” and filing it with EQHR, with the intention of initiating an investigation.

“Retaliation” means any adverse action or threatened action, taken, or made through any means, including through social or other electronic media, against a person who engages with this policy or against a person associated with anyone who engages with this policy. Retaliation includes but is not limited to threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, Disclosing or Reporting Sexualized Violence, participating in an investigation, or otherwise engaging with this policy.

“Sexualized Misconduct” means, for the purposes of this policy, any of the acts and behaviours identified in the definition of Sexualized Violence.

“Sexualized Violence” means, for the purposes of this policy, any non-consensual, unwanted actual, attempted, or threatened act or behaviour, that is carried out through sexual means or by targeting a person’s sex, sexual identity, or gender identity or expression. This act or behaviour may or may not involve physical contact. Sexualized Violence can take place through any form or means of communication (e.g., online, social media, verbal, written, visual). Sexualized Violence is a continuum of behaviour that includes but is not limited to all forms of sexual misconduct as set out in the *Sexual Violence and Misconduct Policy Act*. Examples of Sexualized Violence include:

- (a) salacious comments;
- (b) sexual assault;
- (c) sexual exploitation;
- (d) sexual harassment;
- (e) stalking;
- (f) Stealthing;
- (g) indecent exposure;
- (h) voyeurism; and
- (i) the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the Consent of the person in the photograph or video.

“Sexualized Violence Resource Office (“SVRO”) means the central intake office in Equity and Human Rights (“EQHR”) at the University for receiving Disclosures and for providing information, support and referrals.

“Stealthing” means the act of intentionally removing or damaging a condom or other protective device (such as a dental dam, or sponge) during sex without the Consent of the partner.

“Student” includes any of the following:

- (a) a person who is registered, enrolled, or participating in any course or program (credit or non-credit) offered by the University;

- (b) an undergraduate who has been enrolled at the University for one or more of the last three terms and is eligible to continue in a program of study;
- (c) a graduate student who is enrolled at the University in the current term and is eligible to continue in a program of study;
- (d) a graduate student who is on an approved or personal leave and is eligible to enroll at the University when the leave ends; or
- (e) a visiting or exchange or audit student who has been formally admitted to the University for the purposes of taking courses or to take part in an approved research term.

“Survivors” means those who have experienced Sexualized Violence. The University recognizes that some people may not identify with this terminology and have the right to determine how they will be referred to.

“Those Impacted by Sexualized Violence” means Survivors and those who have experienced Sexualized Violence, their family and friends, witnesses, and those who have received Disclosures.

“Survivor-centred” means prioritizing the safety and choices of Survivors. Survivor-centred means to treat Survivors with dignity and respect rather than blame, hostility, or suspicion and to respect their rights, interests and agency by allowing them to make decisions about whether to file a Report and the extent of their participation.

“Third Party” means, for the purposes of making a Third Party Statement under this policy, a person other than the person who experienced Sexualized Violence, and other than the Person Alleged to Have Caused Harm. A Third Party can be a witness, a friend, a colleague, a person who receives a Disclosure, or any other person.

“Third Party Statement” means when someone (e.g. friend, staff, faculty, colleague) shares information with the SVRO about Sexualized Violence on behalf of, and with the consent of, the person who experienced Sexualized Violence (see section 20).

“Trauma-informed” means incorporating an understanding of the impact that trauma, including Sexualized Violence, has on a person’s life, to minimize re-victimization, and support recovery and empowerment.

“University Activity” means any activity that is directly connected to the operations of the University at any location, or any activity where a University Community member is formally representing the University.

“University Community” means:

- (a) credit and non-credit students, including distance students and continuing studies students;
- (b) faculty, librarians and staff members;
- (c) anyone holding a University appointment;
- (d) post-doctoral fellows;

- (e) all persons employed under contracts with University faculty members as the employer and who provide research or administrative services directly supporting faculty members' research activities;
- (f) visiting researchers;
- (g) anyone contractually required to abide by University policies;
- (h) anyone volunteering with a University program or activity;
- (i) members of the Board of Governors and Senate; and
- (j) anyone who ordinarily resides on campus because of their relationship with the University.

“Voluntary Resolution Process” means a voluntary process facilitated by EQHR and agreed to by the Complainant, the Respondent, and the University. The purpose of a Voluntary Resolution Process is to respond to a Disclosure or Report and does not result in a determination of whether the policy has been breached.

FOUNDATIONAL STATEMENTS

1. Preamble

- 1.1 Sexualized Violence is unacceptable and prohibited conduct at the University of Victoria (“the University”).
- 1.2 The University recognizes that Sexualized Violence is a significant and systemic social and campus issue that can affect anyone at the University.
- 1.3 The University recognizes its responsibility to increase awareness of Sexualized Violence, make efforts to prevent its occurrence within the University Community, receive Disclosures, support Survivors and Those Impacted by Sexualized Violence, respond to Reports of Sexualized Violence, deal fairly with those accused of Sexualized Violence, and deal fairly and firmly with those who have been found responsible for violating this policy.

2. Purpose

- 2.1 This policy sets out the University’s framework and strategy to address Sexualized Violence. The purpose of this policy is to instill and cultivate institutional, collective, and individual responsibility to create an environment in which Consent and respect are foundational principles and practices at the University.

3. Principles of the Policy

The following principles are intended to assist in the interpretation of this policy.

- 3.1 Because anyone can experience Sexualized Violence, this policy applies to all University Community members regardless of a person’s social position or position within the University structures, hierarchies, and power relations.

- 3.2 Some individuals or groups experience Sexualized Violence at higher rates. Efforts to address Sexualized Violence should be grounded in an Intersectional understanding that each person's experience, and the relationship between those who are subject to the policy, will be affected by many factors, including but not limited to their sex; gender identity or expression; sexual identity; family status; Indigenous, racial, or ethnic background; language barrier; ability; faith; age; migration status; socioeconomic status; academic standing; as well as their position within University structures, hierarchies, and power relations.
- 3.3 Every Survivor or person who is Impacted by Sexualized Violence will engage with the University and this policy from their unique situation or position. Given existing hierarchies and power dynamics at the University, they may enter their engagement with the policy at a disadvantage.
- 3.4 Sexualized Violence does not exist or operate in isolation. Acts of Sexualized Violence can also be acts of colonial violence, racism, sexism, ableism, ageism, classism, religious intolerance, homophobia, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination.
- 3.5 Sexualized Violence is a human rights violation and accordingly the principles and approaches to address Sexualized Violence must be linked to the University's broader equity and anti-discrimination initiatives and goals.

4. Expectations and Commitments

- 4.1 The University is committed to transparency and accountability with respect to the implementation of this policy and its related procedures.
- 4.2 Every individual should expect to be able to learn, work, and live in an environment in which Sexualized Violence is not tolerated. The University therefore expects every member of the University Community to practise Consent and respect for the dignity and diversity of all community members, and to foster an environment in which these are foundational principles. All University academic and non-academic administrators are expected to take active steps to incorporate these principles into their units.
- 4.3 The University is committed to addressing Sexualized Violence by implementing and actively promoting education, awareness, prevention, and training programs, in multiple formats and tailored to multiple audiences.
- 4.4 The University recognizes the serious impacts of Sexualized Violence and trauma on Survivors and Those Impacted by Sexualized Violence, the University Community, and others, and is committed to providing Trauma-informed support where possible.
- 4.5 The University is committed to supporting Survivors and Those Impacted by Sexualized Violence and will do so as outlined in section 5 of this policy. Through the SVRO, the University will:
 - a. make available to all members of the University Community clear information on Trauma-informed support options; and

- b. maintain a comprehensive and up-to-date list of on- and off-campus support resources. The SVRO, will make the list accessible to all University Community members by publishing it on the SVRO website (see Appendix G of this Policy).
- 4.6 All persons who Disclose or Report an experience of Sexualized Violence to the University can expect from the University, in accordance with this policy and its procedures:
 - (a) to be treated with compassion, dignity, and respect;
 - (b) timely assistance with safety planning;
 - (c) timely information about and referrals to available on- and off-campus support services and resources;
 - (d) Trauma-informed, non-judgmental and empathetic communications, including not to be blamed for experiencing Sexualized Violence; and
 - (e) if they decide to Report their experience, a clear explanation of the investigation and adjudication process, regular updates on the status of the process, and ongoing support where requested and available.
- 4.7 All those who are Alleged to Have Caused Harm and Respondents can expect from the University, in accordance with this policy and its procedures:
 - (a) to be treated with compassion, dignity, and respect;
 - (b) to be provided with information about and referrals to available on- and off- campus support services and resources;
 - (c) a fair and unbiased process (in accordance with collective agreement provisions, where applicable);
 - (d) a clear explanation of the process, options available to them, and potential outcomes;
 - (e) opportunities to engage in Voluntary Resolution Processes where appropriate and permissible under this policy and applicable collective agreements; and
 - (f) Trauma-informed, non-judgmental, and empathetic communications.

5. Commitment to Support Survivors and Those Impacted by Sexualized Violence

- 5.1 The University is committed to supporting all members of the University Community who experience or are Impacted by Sexualized Violence, regardless of who they are or where and when the incident occurred.
- 5.2 The University acknowledges that immediate and longer-term needs of every Survivor or person Impacted by Sexualized Violence are unique and require a personalized pathway through their support options. The University therefore commits to:

- (a) recognizing the specific barriers and power relationships that impact a Survivor in making a Disclosure or Report, and devising strategies that take such barriers and power relationships into account;
 - (b) providing supports based on the unique needs of the Survivor or person Impacted by Sexualized Violence; and
 - (c) equitably offering relevant and supportive referrals to on- and off-campus services.
- 5.3 Support to Survivors and Those Impacted by Sexualized Violence will operate based on the following principles:
- (a) The SVRO will provide information in an accessible manner;
 - (b) all University Community members Impacted by Sexualized Violence can seek information and support through the SVRO;
 - (c) Survivors and Those Impacted by Sexualized Violence can seek support regardless of when, where, or by whom they experienced Sexualized Violence;
 - (d) the SVRO will work with individual Survivors and Those Impacted by Sexualized Violence to determine their support needs and assist them in accessing these;
 - (d) Survivors and Those Impacted by Sexualized Violence who disclose may seek support but will not be required or pressured to make a Report. In some limited cases, the University may be required to take action without a Report by the Survivor (see section 18.4). If this is necessary, the University will make reasonable efforts to inform the individuals affected;
 - (e) Survivors and Those Impacted by Sexualized Violence have the right to determine what and how much they choose to disclose or report about their experience, and to decide whether they would like to make a Report to the University and/or report to the police;
 - (f) Reasonable efforts will be made to provide Survivors and Those Impacted by Sexualized Violence who are Students with the opportunity to retain their status as Students and continue with their studies at the University if they wish to do so.
- 5.4 The SVRO will assist individuals in determining their pathways through support options on- and off-campus. Faculty, librarians, and staff who are covered by a collective agreement can access support through the SVRO and through their unions.
- 5.5 The SVRO, in coordination with other offices, will work with Those Impacted by Sexualized Violence to enable their safety and wellbeing on campus (or in their relationship with the University). This may involve supporting Survivors and Those Impacted by Sexualized Violence in developing safety plans, accessing services and supports, obtaining academic or non-academic supports, and helping individuals to navigate any subsequent process in which the individual chooses to participate.

6. COMMITMENT TO SUPPORT PERSONS ALLEGED TO HAVE CAUSED HARM AND RESPONDENTS

- 6.1 The University will take an Intersectional and harm reduction approach to supporting persons Alleged to Have Caused Harm and Respondents and acknowledges that some of these individuals may have experienced Sexualized Violence themselves.
- 6.2 Persons Alleged to Have Caused Harm and Respondents may, based on their individual circumstances and as appropriate, seek information and support from the SVRO, Student Support Coordinators, the Office of the Ombudsperson, or union representatives.
- 6.3 Persons Alleged to Have Caused Harm and Respondents will be treated fairly by EQHR and will be given an explanation of the processes they are involved in under this policy, including options, where appropriate, for engaging in a Voluntary Resolution Process.

7. COMMITMENT TO EDUCATION AND TRAINING

- 7.1 The overall goal of Sexualized Violence education is to create and maintain a working, learning, living, and social environment at the University based on the principles and practices of Consent and respect through the awareness and prevention of Sexualized Violence.
- 7.2 The University will to provide access to coordinated education and training programs pertaining to preventing, and responding to, incidents of Sexualized Violence to all University Community members.
- 7.3 The University will provide education and awareness training as described in sections 7.4, 7.5 and the Appendix F: Education and Awareness. The University will create a committee to guide and support this work (See Appendix F).
- 7.4 The education and training will:
 - (a) be proactive, prosocial, sustained, and focused on creating a culture that promotes healthy and safe relationships, based in relevant best practices;
 - (b) take into account Intersectional identities and barriers, power relationships, and other relevant factors;
 - (c) be grounded in an anti-oppressive understanding;
 - (d) facilitate the dissemination of common definitions, principles, and shared values across the University Community;
 - (e) identify that Sexualized Violence is a continuum of behaviors from unwanted comments to all forms of sexual assault;
 - (f) contextualize Sexualized Violence and rape culture from its colonial, historical, and sociological roots;
 - (g) be specific, tailored, and accessible to diverse campus populations; and

(h) have learning outcomes and be regularly reviewed and assessed.

7.5 In addition, the University will provide education, which may include but is not limited to:

- (a) implementing a comprehensive education program for faculty, librarians, staff, and Students (pre-arrival, on-site orientation, and ongoing education materials, workshops, and on-line training);
- (b) implementing training with a curriculum based on consistent foundational principles for members of units and offices most likely to receive Sexualized Violence Disclosures;
- (c) making information on Trauma-informed responses to Disclosure available to all faculty, librarians, staff, and Students;
- (d) addressing harmful attitudes and behaviours that reinforce beliefs about Sexualized Violence such as rape myths and victim blaming that perpetuate an environment where violence is normalized; and
- (e) implementing harm reduction education in relation to alcohol and other substance use.

SCOPE

8. Prohibited Conduct

- 8.1 All acts of Sexualized Violence are prohibited under this policy.
- 8.2 Retaliation against a person who engages with this policy, or against a person associated with anyone who engages with this policy, is prohibited.

9. Jurisdiction of the Policy

- 9.1 This policy and its associated procedures apply to all members of the University Community.
- 9.2 All members of the University Community who are Survivors or Those Impacted by Sexualized Violence may access support under this policy, regardless of when or where the Sexualized Violence occurred, and who was involved.

10. Jurisdiction to Investigate Reports

- 10.1 The Director will determine whether the University has jurisdiction to investigate a Report.
- 10.2 The University only has jurisdiction to investigate Reports about the actions, interactions, and behaviours of a member of the University Community in an incident alleged to have occurred in one or more of the following circumstances:
 - (a) on any property that is controlled by the University and used for University purposes;
 - (b) when the Respondent is or was in a position of power or influence over the Survivor's academic or employment status at the University;

(c) While engaged in a University Activity, including but not limited to:

- (i) athletic events;
- (ii) online courses;
- (iii) placements (including co-op and practica);
- (iv) online meetings in furtherance of University business;
- (v) academic or professional conferences; and
- (vi) academic or research field work.

- 10.3 If an incident does not meet one or more of the criteria in section 10.2, the University may still take steps to mitigate the impact of the incident on the learning, living, or working environment.
- 10.4 The University does not have jurisdiction to investigate allegations against a person who is not a member of the University Community or who is not currently affiliated with the University. However, when allegations are brought forward against a visitor (i.e. visiting alumni, non-University employed contractors, members of the general public), the University has the ability to look into the matter and to revoke visitors' access to University property. The SVRO can also assist a Survivor in reporting to another reporting body (e.g., police, employer, etc.).
- 10.5 The University may accept Disclosures and Reports from individuals who are not members of the University Community if the Respondent is a member of the University Community and the incident falls within section 10.2.

11. Employees of the University Covered by a Collective Agreement

- 11.1 This policy and its associated procedures are designed to complement and not conflict with the University collective agreements. Where a University collective agreement process applies to the Respondent, such as an investigation or disciplinary process, the processes in the collective agreement will be followed.

12. Impact of Concurrent Criminal, Civil or Other Proceedings

- 12.1 This policy and its associated procedures are separate from any criminal or civil proceedings. The University is responsible for determining whether a University Community member has violated this policy and is not responsible for determining violations of criminal or civil law.
- 12.2 An investigation process under this policy or its associated procedures may occur simultaneously with, prior to, or following any criminal, employment, or other proceeding. The University may proceed with an investigation into a Report of Sexualized Violence while the incident is also being investigated by the police.
- 12.3 Any University process under this policy or its associated procedures, including an investigation, may be suspended pending the outcome of another process or proceeding, or based on a

participant's health or ability to participate. This may be done at the request of the Survivor, or an external body, or at the University's initiative.

- 12.4 If a University process under this policy or its associated procedures is suspended, the SVRO will continue to coordinate support to members of the University Community as described in this policy and its associated procedures.

DISCLOSURES AND REPORTS

13. Immediate Assistance

- 13.1 The University encourages, but does not require, Survivors to seek immediate assistance. Seeking assistance promptly may be important to ensure physical safety, to obtain medical care or emotional support, or to preserve evidence. The SVRO website and Appendix G contain detailed information on immediate assistance available on and off campus, including current contact information [*add link here*].

14. Process Options

- 14.1 The SVRO will provide Survivors with information about their options and the processes available to them, and with referrals where appropriate. Process options for Survivors may include:
- (a) a Disclosure to a member of the University Community;
 - (b) a Report to the University;
 - (c) a statement to the University through a Third Party;
 - (d) a grievance through their union;
 - (e) a report to the police through an approved agency;
 - (f) a report of a crime directly to the police;
 - (g) a human rights complaint to the BC Human Rights Tribunal;
 - (h) a civil suit.

15. Timing of Disclosures and Reports to the University

- 15.1 The University recognizes that Survivors may not be ready to make a Disclosure or Report immediately after an incident of Sexualized Violence. Disclosures or Reports of Sexualized Violence can occur immediately after the incident or several months or years later. In the latter case, they may be triggered by another experience.
- 15.2 There is no time limit to an individual Disclosing or Reporting their experiences and accessing support under this policy and its associated procedures. University support systems are designed to be flexible and open to a diversity of experiences and needs.

- 15.3 There is no time limit to an individual Reporting their experiences to the University with the intention of initiating a process but where there is a significant lapse of time, the University's ability to investigate may be limited. For example, as outlined in section 10, the University may not have jurisdiction to investigate an incident if one or more of the parties involved are no longer affiliated with the University.
- 15.4 While evidentiary and procedural challenges may arise if a Report is significantly delayed, the delay in and of itself will not be considered as an indication that the incident did not occur.

16. Disclosures

- 16.1 A Disclosure is not a Report and will not initiate an investigation.
- 16.2 Survivors and Those Impacted by Sexualized Violence may disclose their experiences to any member of the University Community. The University acknowledges that individuals may find it easier to disclose to a member of the University Community who they trust or with whom they feel safe. Individuals may disclose for a variety of reasons, including to access support.
- 16.3 The University encourages anyone who receives a Disclosure to seek advice from the SVRO and/or to refer the individual making the Disclosure to the SVRO for coordinated information and support.
- 16.4 A University employee who receives a Disclosure should take steps to inform the discloser of this policy and of the option to seek further assistance from the SVRO.
- 16.5 A University employee who receives a Disclosure may need to share it with others, in order to properly perform their employment duties (see E10.00). In such cases, the University employee should first inform the person who made the Disclosure.
- 16.6 In some circumstances, members of the University Community who receive a Disclosure are required to share the Disclosure with others including where:
- (a) a person is at risk of self-harm or of harming others;
 - (b) there is an imminent risk of harm to the University Community and/or the broader community;
 - (c) the Disclosure involves sexual harassment in the person's place of employment and is therefore required under the *Workers Compensation Act*;
 - (d) a person under the age of 19 is endangered; or
 - (e) disclosure is otherwise required by law.

In these instances, the minimum amount of information needed to meet legal or other obligations should be shared with others, and reasonable efforts should be made to involve the

Survivor in decision-making and to mitigate any associated risks. Any University Community member who is unsure about their responsibility to share a Disclosure should seek advice from the SVRO.

- 16.7 University offices, Campus Security, the Office of Student Life, Residence Services, who receive a Disclosure and create a record of it must forward the record of the Disclosure to EQHR for confidential retention. EQHR retains Disclosures for the purposes of providing coordinated information and support, assessing patterns and risk, and aggregating statistics for the purposes of the annual report referred to in section 26 of this policy.

17. Voluntary Resolution Processes

- 17.1 A person who has made a Disclosure or Report may, at any time after the Disclosure is made, request EQHR to facilitate a Voluntary Resolution Process.
- 17.2 A Voluntary Resolution Process is any voluntary process that may address the matter. Filing a Report is not a pre-requisite to engaging in a Voluntary Resolution Process and engaging in such a process is not a pre-requisite to filing a Report.
- 17.3 EQHR will discuss the Voluntary Resolution Process options with the Survivor, and if the Survivor agrees, with the Person Alleged to Have Caused Harm.
- 17.4 All participants must voluntarily agree to the Voluntary Resolution Process. Before the Voluntary Resolution Process is considered initiated, the Person Alleged to Have Caused Harm will be invited to a preliminary meeting with EQHR to discuss the Voluntary Resolution Process options.
- 17.5 The University, through a Response Coordination Team ("RCT") (see section 24) process, reserves the right to decline a request for a Voluntary Resolution Process. The university will only do so if in circumstances where it is satisfied that such a process may be inappropriate.
- 17.6 A person against whom a Disclosure or Report has been made may, at any time after they become aware of the Disclosure or Report, request EQHR to facilitate a Voluntary Resolution Process.
- 17.7 At any time after an investigator has been appointed, a Complainant or Respondent may request a Voluntary Resolution Process. The Voluntary Resolution Process may occur before, during, or after an investigation.
- 17.8 Voluntary Resolution Processes are not disciplinary and will not determine whether or not the policy has been violated.
- 17.9 A Voluntary Resolution Process is often designed through a single meeting or a series of meetings. When discussing Voluntary Resolution Process options with EQHR, the Survivor may request a specific option. The Person Alleged to Have Caused Harm will also have input into designing the Voluntary Resolution Process and agreeing to the process selected. Options for requesting a Voluntary Resolution Process include, but are not limited to:

- (a) Requesting support from EQHR in letting the Person Alleged to Have Caused Harm know the alleged behaviour was unwanted.
 - (b) Requesting the Person Alleged to Have Caused Harm to take Consent training or another form of training focussed on Sexualized Violence prevention
 - (c) Seeking a voluntary apology. A voluntary apology by a Respondent is not considered to be an admission of guilt or fault and will not be used as a basis for discipline.
 - (d) Making a non-disciplinary request of the Person Alleged to Have Caused Harm to avoid contact, avoid certain areas of campus, or the like.
 - (e) Making reasonable requests for academic or work related changes that will not impact academic progress or limit the rights of the other party.
 - (f) Requesting mediation, facilitated conversation, conflict coaching, or any form of culturally supportive and appropriate resolution.
 - (g) Requesting negotiating a behavioural agreement or a voluntary letter of agreement, where appropriate.
- 17.10 An in-person meeting between parties will not be a requirement for a Voluntary Resolution Process.
- 17.11 If a Voluntary Resolution Process results in a resolution that the Person Alleged to Have Caused Harm, the University, and the Survivor (if participating) agree to, the resolution will be put in writing and signed. A copy of the terms of resolution shall be confidentially retained by EQHR.

Terminating a Voluntary Resolution Process

- 17.12 Participation in a Voluntary Resolution Process is voluntary and either party may withdraw from the process at any time.
- 17.13 The University may terminate the Voluntary Resolution Process if EQHR or an RCT determines that no useful purpose will be achieved by continuing.
- 17.14 If a Voluntary Resolution Process is terminated by the University, or by the withdrawal of either party, the Survivor may pursue, or the University may initiate or resume, an investigation process.

18. Reports

- 18.1 To Report Sexualized Violence means completing a “Report Form” and filing it with EQHR, with the intention of initiating an investigation. A Report may be made to EQHR at any time.

- 18.2 For the purposes of this policy, a Survivor will be referred to as a Complainant after a Report has been filed with EQHR, and the Person Alleged to Have Caused Harm will be referred to as a Respondent.
- 18.3 A Report may be made to EQHR by:
- (a) a member of the University Community who has experienced Sexualized Violence;
 - (b) a person who is not a member of the University Community who has experienced Sexualized Violence, where the Respondent is a member of the University Community and the incident falls within section 10.2.

The University May Act as Complainant

- 18.4 The University may act as the Complainant whether or not a Report has been made. In such cases, the Survivor may choose not to participate in the investigation.
- 18.5 The Director may, on their own initiative or in consultation with a RCT (see section 24), initiate an investigation under this policy with the University acting as the Complainant where the Director is aware of an alleged incident or series of incidents of Sexualized Violence, is satisfied there is enough evidence to proceed, and:
- (a) there is a significant risk to the health or safety of one or more members of the University Community; or
 - (b) an investigation is in the best interests of the University or is required by law or by University policy.

Responding to Reports of Sexualized Violence

- 18.6 The University will promptly respond to Reports of Sexualized Violence.
- 18.7 All University investigations and adjudicative processes under this policy and its procedures will follow principles of fairness and natural justice, including the right to be heard and to be judged fairly and impartially, and will respect the rights of the Complainant, the Respondent, and witnesses.
- 18.8 Complainants, Respondents, and witnesses have the right to and are welcome to involve a support person of their choice at any point in the process, and they may also engage a union representative and/or legal counsel (at their own cost) in any meetings or processes related to a Report of Sexualized Violence. A support person may be internal or external to the University. A person who is a witness to the reported incident cannot be a support person to the Complainant, Respondent, or to another witness. A support person's role is to provide emotional, spiritual, and/or cultural support. A support person must agree in writing to maintain confidentiality in accordance with this policy and its associated procedures.

- 18.9 The Complainant has the right to withdraw participation any stage in the process. However, there are circumstances when the University will be compelled to proceed with an investigation without the Complainant's involvement, for reasons which may include but are not limited to those listed in section 16.6 and 18.5.
- 18.10 The Complainant has the right to choose how they participate in the investigation, including the right not to participate; however, if the Complainant decides not to participate, the University's ability to investigate may be limited. Complainants may choose to be kept informed about the outcome of the investigation whether or not they participate.
- 18.11 For the purposes of this policy and its associated procedures, "participants in an investigation" include the Complainant(s), Respondent(s), and witnesses.
- 18.12 The University will treat all participants in an investigation in a manner that is respectful, Trauma-informed, and procedurally fair. All participants in an investigation have the right to:
- (a) ask questions about the investigation process;
 - (b) receive information about available supports; and
 - (c) communicate their own experiences (see Appendix E, sections E14.00 and E15.00) without fear of Retaliation and with the expectation that those experiences will be dealt with in confidence, subject to the limitations described in sections 16.5 and 16.6 of this policy.
- 18.13 If, after reviewing a Report of Sexualized Violence, the University decides not to take action or investigate, this should not be seen as a judgment against any person or a denial that the incident occurred.

19. Ending the relationship with the University

- 19.1 If the Respondent ends their relationship with the University during an investigation, the University may decide to temporarily or permanently suspend the investigation or to continue the investigation. This decision will be informed by the University's assessment of whether a full and fair investigation is possible.
- 19.2 If the Complainant ends their relationship with the University during the investigation, the Complainant can continue to participate in the investigation or choose to withdraw participation from the investigation. The University may decide to suspend the investigation or to continue it without the Complainant's participation. This decision will be informed by the University's assessment of whether a full and fair investigation is possible.

20. Anonymous Allegations and Third Party Statements

- 20.1 EQHR will accept anonymous allegations or Third Party Statements for the purposes of:

- (a) determining whether there is evidence of a safety concern for the University Community;
 - (b) identifying whether it is appropriate for the University to take action; and
 - (c) compiling Sexualized Violence statistics wherever possible.
- 20.2 EQHR's ability to act on or investigate anonymous allegations or Third Party Statements is limited if the information it receives is incomplete and University is unable to follow up with the person who experienced Sexualized Violence.
- 20.3 The Director will consider the allegation or statement and determine whether any steps can and should be taken. The Director may choose to engage a RCT (see section 24) to make that determination.
- 20.4 Where sufficient information exists, the Director may decide to take action, including to proceed with an investigation. In such cases, the person who experienced the Sexualized Violence has the right to choose not to participate in the investigation.
- 20.5 If EQHR does not investigate, a record of the anonymous allegation or Third Party Statement will be retained by the Director under restricted access.

21. Interim Measures

- 21.1 The University may impose Interim Measures where the University believes it must act to protect University Community members' health or safety, or University property, or when requested by an individual for safety reasons. Interim Measures will be imposed, by the Administrative Authority, in accordance with any applicable collective agreement or University policy, such as *Response to At-Risk Behaviour* (SS9125).
- 21.2 Interim Measures seek to mitigate risks to the health and safety of individuals and the University Community and to protect the integrity of processes under this policy and its associated procedures. The need for Interim Measures, and which measures are imposed, will be determined on a case by case basis, taking into account the circumstances of each situation.
- 21.3 Any decision to impose Interim Measures will not be construed as a decision or discipline against the parties and will not be weighed against the Respondent in a discipline process.
- 21.4 Interim Measures will remain in effect for as long as is reasonably required pending the outcome of an investigation.
- 21.5 Individuals affected by Interim Measures may request, in writing, a review of such measures.
- 21.6 Interim Measures may include but are not limited to:
- (a) separating the Complainant and Respondent to minimize or prevent encounters in living, working, and learning environments;

- (b) for Students living in Residence, moving to another room or being removed from Residence;
- (c) implementing no-contact or limited contact agreements;
- (d) prohibiting the Respondent from being on some or all of the University premises and from engaging in University-affiliated activities;
- (e) denying or restricting access to any facilities operated by the University, including computer and communication systems;
- (f) imposing a suspension on a Respondent who is a Student; or
- (g) imposing on a Respondent who is an employee any Interim Measures that are permissible under, and imposed in accordance with, any applicable collective agreement.

21.7 A breach of Interim Measures is prohibited conduct and will be taken seriously. A breach of Interim Measures will be addressed by the University as a separate matter under applicable universities policies, processes, or collective agreements by the University Administrative Authority with oversight for the Respondent's misconduct.

22. Amnesty

22.1 The University recognizes that some Survivors may be reluctant to come forward. One reason may be a fear of being sanctioned for their personal use of alcohol or other substance use. The University seeks to remove barriers to Disclosing and Reporting incidents of Sexualized Violence. Hence, the University will not subject any individual who Discloses or Reports or witnesses Sexualized Violence to disciplinary action for their personal use of alcohol or substance use occurring at or near the time of the incident(s).

23. Retaliation

23.1 Retaliation is prohibited conduct and will be taken seriously. Retaliation will be addressed by the University as a separate matter under applicable University policies, processes, or collective agreements, by the University Administrative Authority with oversight for the Respondent's misconduct.

23.2 Allegations of Retaliation can be made before, during or after a process under this policy. Allegations of Retaliation can be brought forward to the SVRO/EQHR who will provide them to the appropriate Administrative Authority for consideration under applicable University policies, processes, or collective agreements.

24. Response Coordination Team

24.1 The University may form a Response Coordination Team ("RCT") to review risk, coordinate support and services, consider recommendations for Interim Measures, if appropriate consider alternative or additional policy or processes, provide advice to the Director on whether Voluntary Resolution Processes are appropriate, and provide advice to the Director under

sections 18.5 and 20.3. The RCT will include appropriate individuals based on the nature of the Disclosure or Report.

25. Confidentiality and Privacy

- 25.1 Confidentiality is an important part of fostering an environment where individuals feel safe disclosing incidents of Sexualized Violence and seeking support. The University respects the privacy of all members of the University Community. Personal information received by the University will be kept confidential subject to limitations outlined in Appendix E: Statement on Confidentiality and Privacy.
- 25.2 The University must and will act in compliance with British Columbia's [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#) which regulates the collection, use, disclosure, storage and retention of personal information.
- 25.3 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's [FIPPA legislation](#), and the University's [Protection of Privacy Policy \(GV0235\) and Records Management Policy \(IM7700\)](#). The information and records will be treated as highly confidential, in compliance with FIPPA, with applicable University policies and with the applicable collective agreement.

GENERAL

26. Annual Report

- 26.1 The President will provide information to the Board of Governors each year on the implementation of this policy. The University will provide an annual update to members of the University Community. The annual report will include:
 - (a) Statistics on Disclosures, Voluntary Resolution Processes, and Reports;
 - (b) Progress on education and prevention; and
 - (c) Other major initiatives.

27. Review of Policy

- 27.1 The University will continue to monitor best practices and research, and will review and update this policy and its associated procedures whenever it is reasonable to do so.
- 27.2 In any event, the University will review this policy at least once every three years, and when directed to do so by the provincial government. This should include consultation with Students, staff, faculty, and librarians.

28. Retention and Disposal of Records

- 28.1 Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.

29. Authorities and Officers

- 29.1 The following is a list of authorities and officers for this policy:
- (a) Approving Authority: Board of Governors
 - (b) Designated Executive Officer: President
 - (c) Procedural Authority: President
 - (d) Procedural Officer: University Secretary

RELEVANT LEGISLATION

[Sexual Violence and Misconduct Policy Act, SBC 2016, c 23](#)

[Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)

[Human Rights Code, RSBC 1996, c 210](#)

[Workers Compensation Act, RSBC 1996, c 492](#)

RELATED POLICIES AND DOCUMENTS

[Acceptable Use of Electronic Information Resources \(IM7200\)](#)

[Discrimination and Harassment Policy \(GV0205\)](#)

[Employment Accommodation Policy \(HR6115\)](#)

[Policy on Human Rights, Equity and Fairness \(GV0200\)](#)

[Prevention of Violence in the Workplace \(SS9120\)](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Resolution of Non-Academic Misconduct Allegations \(AC1300\)](#)

Response to At-Risk Behaviour (SS9125)

Employee Collective Agreements

[Residence Community Living Standards](#)

[Residence Contract](#)

[Family Housing Agreement](#)

APPENDIX A

Sexualized Violence – Support Procedures

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: January 2021
Supersedes:
Last Editorial Change:

Purpose

- A1.00 These procedures give effect to the University’s commitment to provide support to members of the University Community who experience or are Impacted by Sexualized Violence, as expressed in sections 5 and 6 of the Sexualized Violence Prevention and Response Policy (“the Policy”).

Definitions

- A2.00 The definitions in the Policy apply to these procedures.

Confidentiality

- A3.00 The Statement on Confidentiality and Privacy referred to in section 25 of the Policy and appended to it as Appendix E applies to these procedures.

Immediate Support

- A4.00 The Sexualized Violence Resource Office (“SVRO”) website and Appendix G of the Policy and contain detailed information on immediate assistance available on and off campus, including current contact information *[insert link to website here]*
- A5.00 The University may establish a Response Coordination Team (see Policy, section 24) to assist with matters arising from a statement, Disclosure, or Report, including but not limited to:
- (a) providing coordinated support; and/or
 - (b) protecting the safety of individuals and the University Community.

General Information and Support

- A6.00 Information and support will be made available to Survivors and Those Impacted by Sexualized Violence, as well as to people who are alleged to have caused harm and Respondents.
- A7.00 Anyone who is unsure of their relationship to or position in the University and has questions about potential support options should contact the SVRO.
- A8.00 Information and support are provided so that individuals can make informed decisions at all stages of any of the processes established by the Policy and its associated procedures.

- A9.00 In all meetings or processes conducted under the Policy and these procedures, an individual may bring a support person of their choice, who may be internal or external to the University. A person who is a witness to the reported incident cannot be a support person to the Complainant, Respondent, or to another witness. A support person's role is to provide emotional, spiritual, and/or cultural support. A support person must agree in writing to maintain confidentiality in accordance with the Policy and these procedures.
- A10.00 The University will make available Student Support Coordinators to provide support for Students, but individuals participating in a process have the right to choose their support person.
- A11.00 Support can be coordinated by the SVRO, who will collaborate with units in Student Affairs, Human Resources, Faculty Relations, Indigenous Academic and Community Engagement, and other appropriate University units as well as student society unions or groups such as the Anti-Violence Project.
- A12.00 Information and support may include but is not limited to:
- (a) information, resources, and planning for personal safety and immediate safety needs (e.g., emergency medical attention, housing, etc.);
 - (b) information about medical services used in Sexualized Violence incidents to assess injuries and/or gather information, and about specialized community support services;
 - (c) information about reporting options available, and what to expect when making a Report to the University or a report to police;
 - (d) assistance accessing information and completing administrative forms;
 - (e) information on how to access union or legal representation;
 - (f) working with Campus Security and others to assist with ongoing safety planning;
 - (g) assistance with making connections to campus safety programs (e.g., Personal Safety Coordinators, Safewalk);
 - (h) referral to other campus or community resources including faith-based and culturally specific supports;
 - (i) referral to other campus or community services and/or resources that can provide support for the emotional, spiritual, and physical impacts of Sexualized Violence; and/or
 - (j) referrals to off-campus health and/or counselling support.

Information and Support – Credit Students

- A13.00 In addition, for credit students, possible non-academic supports may include but are not limited to:

- (a) accessing the on-campus Student Wellness Centre;
- (b) identifying any options that may be available in relation to on-campus housing;
- (c) adjusting a student's work schedule when the student is also an employee of the University;
- (d) assistance with connecting to resources to understand the implications and options regarding student visas;
- (e) assistance with making connections to other campus and community resources including faith-based and culturally specific supports; and/or
- (f) support in engaging with University units and external institutions when a student's post-secondary funding arrangements such as grants, scholarships, bursaries, band funding, student loans, teaching assistance or other employment income, and research/teaching grants are impacted.

A14.00 Information and support can include helping students to access academic support options which may include but are not limited to:

- (a) adjusting a student's academic schedule, course, exam dates, academic supervisor, or instructor;
- (b) withdrawal from a course without penalty;
- (c) academic concession requests (e.g., deferring a final exam, assignment, or other course work; backdated course drops or withdrawals; alternative form of assessment; etc.);
- (d) applications for leaves of absence; and/or
- (e) referral to other academic resources and available supports.

A13.01 Information and support can be provided to help students understand the implications of relevant timelines for academic concessions. Additional Information on academic concessions are contained in the Undergraduate and Graduate Academic Calendars.

Information and Support – Faculty, Librarians, and Staff

A15.00 The process for evaluating faculty, librarian, and staff requests for supports will differ depending on the type of support requested. Faculty, librarians, and staff are encouraged to work with the SVRO, their supervisor, and/or their union representative to learn about the available support options and how to access them. Supports that may be requested include but are not limited to:

- (a) adjusting a work schedule for University employment;
- (b) having work performance supervised and assessed by an alternative supervisor;
- (c) requesting that the Director initiate an Environmental Assessment under the [Discrimination & Harassment Policy](#);

- (d) applying for a leave of absence or an extension of leave from University employment;
- (e) moving to a different work location; and/or
- (f) transferring to a different position within the University.

A16.00 Faculty, librarians, and staff may also access support through the employee assistance program.

Appendix B

Statement of Rights of Complainant and Respondent

Purpose

B1.00 The purpose of this document is to list the rights that the Complainant and Respondent can expect to have under the Sexualized Violence Prevention and Response Policy and its associated procedures in order to preserve the fairness and impartiality of the process.

Complainant's Rights

B2.00 A Complainant has the following rights:

- (a) to be treated with fairness, dignity, and respect;
- (b) to be given access to available support and resources throughout the process;
- (c) to timely assistance with safety planning;
- (d) to timely information about referrals to available on- and off-campus support services and resources;
- (e) if the Complainant is a Student, to seek independent consultation at any point from the University Ombudsperson;
- (f) to have the process explained to them in an accessible manner, including the possible outcomes;
- (g) to have their personal information kept confidential (except when disclosing it is required by law or University policy);
- (h) to be informed that any information collected may be disclosed in criminal or civil proceedings;
- (i) to present their side of the story, and to respond to other participants' information;
- (j) to be accompanied by a support person (see A9.00);
- (k) to legal representation (at the Complainant's cost);
- (l) if the Complainant is a unionized employee, to seek support, consultation, and representation by their union;

- (m) to decline to participate in aspects of the investigation;
- (n) to request a review or grieve a decision by the Director not to investigate;
- (o) to regular updates on the status of the process;
- (p) to opportunities to engage in Voluntary Resolution Processes where appropriate;
- (q) to written notice of any resolution that directly affects the Complainant; and
- (r) to written notice of the outcome of any appeal or grievance.

Respondent's Rights

B.3.00 A Respondent has the following rights:

- (a) to be treated with fairness, dignity, and respect;
- (b) to be given access to available support and resources in alignment with the Policy;
- (c) to receive timely notice and information about the allegations against them;
- (d) to know the identity of the person who made the Report;
- (e) if the Respondent is a Student, to seek independent consultation at any point from the University Ombudsperson;
- (f) to be presumed to have not violated this policy until a fair investigation is completed;
- (g) to have the process explained to them in an accessible manner, including the possible outcomes and consequences;
- (h) to have their personal information kept confidential (except when disclosing it is required by law or University policy);
- (i) to be informed that any information collected may be disclosed in criminal or civil proceedings;
- (j) to present their side of the story, and to respond to other participants' information;
- (k) to be accompanied by a support person (see A9.00);
- (l) to legal representation (at the Respondent's cost);
- (m) if the Respondent is a unionized employee, to seek support, consultation, and representation by their union;

- (n) to decline to participate (however, the process may still proceed in the absence of the Respondent);
- (o) to opportunities to engage in Voluntary Resolution Processes where appropriate;
- (p) to written notice about the outcome of an investigation and any sanctions; and
- (q) to appeal or grieve the decision, as applicable, (within the appropriate time frame) and to receive written notice of the outcome of any appeal or grievance.

Appendix C

Sexualized Violence – Investigations

Procedural Authority: President

Procedural Officer: University Secretary

Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: January 2021

Supersedes:

Last Editorial Change:

Purpose

- C1.00 These procedures describe the process that the University will follow to investigate a Report of Sexualized Violence. Investigators and investigations will adhere to the principles and commitments expressed in section 18 of the Sexualized Violence Prevention and Response Policy (“the Policy”).

Definitions

- C2.00 The definitions in the Policy apply to these procedures. In addition, the following definitions apply:

“participants in an investigation” include the Complainant(s), Respondent(s), and witnesses.

Review of Report

- C3.00 When the EQHR receives a Report, the Director will determine whether or not to take action, including whether or not to initiate an investigation.
- C4.00 In determining whether or not to initiate an investigation, the Director is guided by the understanding that the University will usually investigate if the University has jurisdiction to do so, and if there is sufficient information (from the Report and other sources) in order to proceed.
- C5.00 The Director may decline to initiate an investigation in cases where the Director reasonably believes that:
- a. there is insufficient information to proceed with an investigation;
 - b. the passage of time has made investigation impractical;
 - c. it would be more appropriate to proceed under another University policy, process, or collective agreement;
 - d. the allegation has already been adequately addressed by another process;
 - e. the allegation should be put in abeyance pending the resolution of another process (including but not limited to a criminal investigation);

f. the allegation is not consistent with the principles and intent of the Policy; or

g. an investigation is not an appropriate response to the Report.

Director's Decision to Investigate

C6.00 If the Director decides to initiate an investigation of a Report of Sexualized Violence, the Director will appoint one or more investigators. The Director will notify the Complainant and Respondent in writing.

Notification of Director's Decision Not to Investigate

C7.00 If the Director decides not to proceed with initiating an investigation, the Director will notify the Complainant in writing within five (5) University business days of receiving the Complainant's Report, unless the Director considers it reasonable to extend that time limit. The Director will include reasons for making the decision not to investigate.

C8.00 The Complainant may seek a review of the Director's decision not to investigate only where:

(a) relevant information emerges that was not available at the time of the decision; or

(b) the Complainant reasonably believes that the decision to not investigate was biased.

C9.00 The Complainant should submit their request for review to the Equity and Human Rights office. A review of the Director's decision not to initiate an investigation is conducted by a committee of not fewer than three (3) Administrative Authorities appointed by the University Secretary. If the committee decides that one of the conditions in section C8.00 above may exist, the committee will review the Director's decision and issue a ruling.

C10.00 The review must be requested within five (5) University business days of receiving the Director's written reasons, unless the committee considers it reasonable to extend that time limit.

Investigators

C11.00 The University will compile and maintain a roster of external investigators who:

(a) are trained in Trauma-informed investigation;

(b) have the requisite skills, experience, and knowledge of administrative law to conduct an investigation;

(c) understand the University context; and

(d) will adhere to the principles of the Policy.

C12.00 In most cases investigators will be an independent party, external to the University.

C13.00 In all cases, even when investigators have Trauma-informed training, the University will provide and require training on Sexualized Violence, this policy and its procedures, and the University context.

- C14.00 Investigators must undergo a conflict of interest check before beginning an investigation.
- C15.00 Investigators will conduct an investigation according to their mandate, and in compliance with the Policy and these procedures.
- C16.00 If the University appoints multiple investigators, the investigators must assign responsibility for fact-finding to one investigator, or else agree to conduct fact-finding by consensus.
- C17.00 Complainants or Respondents may raise reasonable allegations that an investigator is biased. Such allegations must be made in a timely manner and no later than five (5) University business days following receipt of notice from the Director that the investigator has been appointed.

Investigation

- C18.00 The Director will provide the investigator with a mandate. Where the Director is of the opinion that a Respondent may also have engaged in behaviour that violates another University policy, the investigator may be asked to reach findings under that policy as part of their mandate.
- C19.00 If appropriate for the circumstances, a Respondent's conduct may also be investigated under other University policies and/or collective agreements. Investigations under this Policy will respect a Respondent's rights under other policies or collective agreements. In cases where more than one policy or process may apply, the Director will consult with General Counsel, and others as appropriate, to determine jurisdiction, and will work with appropriate offices to co-investigate if appropriate.
- C20.00 The University recognizes that participating in an investigation process may be difficult. EQHR will work with participants in an investigation and with on- and off-campus supports to address plans for well-being.

Timeline for Investigation

- C21.00 Normally an investigator will complete their report ("Investigator's Report") and submit it to the Director within 90 days of being appointed.

Notice to Respondent

- C22.00 After the decision to investigate a Report has been made, the Respondent will receive written notice from EQHR sufficient to allow the Respondent to understand the details of the Report.

Process Explained to Participants

- C23.00 The implications of initiating, and participating in, an investigation will be explained to Complainants and witnesses so that they may make informed decisions.
- C24.00 The Complainant and the Respondent will be given an opportunity to be informed about the investigation and resolution process and potential outcomes, and to have any procedural questions answered. The Complainant and Respondent will each be asked to sign a written acknowledgement that their rights have been explained to them and that they understand the process.

Choice to Participate

- C25.00 The Complainant may choose whether or not to participate in these processes, though a decision not to participate may impact the investigation, Interim Measures, and final resolution.

C26.00 The Respondent may choose whether or not to participate in these processes, but is encouraged to provide all relevant information and materials that will support their position.

C27.00 Anyone has the right to decline to participate in the investigation; however, the investigator may proceed to complete the investigation without that individual's participation.

Right to Support

C28.00 At any process (e.g., investigation interview, meeting with EQHR) conducted under these procedures, any participant in an investigation may bring a support person of their choice, who may be internal or external to the University. A support person is separate from a union or legal representative (see C34.00).

C29.00 A person who is a witness to the reported incident cannot be a support person to the Complainant, Respondent, or to any other participant in an investigation.

C30.00 A support person's role is to provide emotional, spiritual, and/or cultural support.

C31.00 A support person may not act instead of a Complainant, Respondent, or witness. Information must come directly from the Complainant, Respondent, or witness (unless the investigator decides otherwise).

C32.00 A support person must agree in writing to maintain confidentiality accordance with the Policy and these procedures.

C33.00 To ensure equitable access to the investigation process, individuals who require accommodation in order to fully participate in the investigation should notify the Director to discuss their needs.

Right to Representation

C34.00 At any process (e.g., investigation interview, meeting with EQHR) conducted under these procedures, any participant in an investigation may be represented by their union or their legal counsel (at their own cost). A union or legal representative is separate from a support person (see C28.00).

C35.00 If an individual intends to be represented by legal counsel, they must provide the Director or the investigator with a minimum of three (3) University business days' notice in advance of any interview or meeting.

Information Gathering

C36.00 The investigator will give all participants in the investigation the opportunity to provide information relating to the Report.

C37.00 The investigator may interview witnesses at the investigator's discretion, including witnesses suggested by a Complainant or Respondent.

C38.00 The investigator may ask questions about the incident(s) that are the subject of the Report but will not normally ask questions about the Complainant's past sexual history.

Opportunity to Test Information

C39.00 The Complainant and Respondent will not be required to meet with the other. There is no general right to cross-examination. However, the Respondent will be given an appropriate opportunity to test the relevant information (see section C40.00 below), keeping in mind the nature of the allegations, any conflicts in the information, and the importance of ensuring the safety and security of the Complainant and witnesses.

C40.00 An investigation under these procedures is not an adversarial process and the investigator must ensure that it is conducted in a manner that is not aggressive or confrontational. The investigator may disallow any question that is not necessary to ensure a fair process.

Interim Summary of Information

C41.00 Once the investigator has concluded the initial information collection stage of the investigation, and has considered all statements and documents provided, the investigator will create an interim summary of information collected. This will include:

- (a) summaries of interview statements from parties and witnesses; and
- (b) other information gathered during the investigation.

The investigator will provide the interim summary of information to the Complainant and the Respondent, and each will be given an opportunity to respond.

C42.00 Upon receiving the interim summary, the Complainant may choose to respond by submitting written comments to the investigator regarding the interim summary of information. The Complainant may also provide comments that address the impact of the harm caused by the Sexualized Violence incident.

C43.00 Upon receiving the interim summary, the Respondent may choose to respond by submitting written comments to the investigator regarding the interim summary of information or may seek an opportunity to test the information contained in the interim summary.

C44.00 If a party does not respond to the investigator within ten (10) University business days of receiving the interim summary then, unless the investigator decides that it is reasonable to extend this timeline, the investigator may proceed to complete the investigation without that party's response.

C45.00 If a party does provide a response to the interim summary of information, the investigator may decide it is necessary to seek further input from the parties in accordance with principles of procedural fairness.

Decision and Investigator's Findings

C46.00 After concluding their investigation, the investigator will determine whether the Sexualized Violence Prevention and Response Policy has been violated.

C47.00 The investigator will make their findings using the balance of probabilities standard of proof. This means that the information must show that it is more likely than not that the Respondent violated the Policy.

C48.00 If, as directed under section C18.00, the investigator considered whether Respondent may also have engaged in behaviour that violates another University policy, the investigator may be asked to reach findings under that policy.

C49.00 In making a finding, it is expected that the investigator will review and consider all relevant facts and information including but not limited to the Complainant's Report and any response to it, written submissions or information provided by a party, notes from a meeting with a party or a witness.

C50.00 The investigator will prepare the investigation findings in writing ("Investigator's Report"), which will include:

- (a) the information that the investigator considered relevant to their determination;
- (b) any findings of credibility;
- (c) any findings of fact relevant to their determination;
- (d) the investigator's findings as to any policy violations, responding to each element of the Complainant's Report, or to requests of the Director under C18.00; and
- (e) reasons for the investigator's findings.

C51.00 The investigator may conclude that:

- (a) the information does not show, on a balance of probabilities, that the Respondent violated the Policy;
- (b) the information shows, on a balance of probabilities, that the Respondent's conduct constituted Sexualized Violence or Sexual Misconduct, and the Respondent thereby violated the Policy; or
- (c) based on the information assessed, a determination that the Policy was violated could not be reached.

C52.00 The Director will provide the Investigator's Report to the Complainant and the Respondent within five (5) University business days of its receipt. Under certain circumstances, the University may redact information in response to health or safety concerns expressed by participants in the investigation.

C53.00 If the investigation finds one or more policy violations, the Administrative Authority will determine sanctions, in accordance with any applicable collective agreement.

Confidentiality and Privacy

C54.00 The Statement on Confidentiality and Privacy referred to in section 25 of the Policy and appended to it as Appendix E applies to these procedures.

APPENDIX D

Sanctions and Appeal Procedures Where the Respondent is a Student

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: January 2021
Supersedes:
Last Editorial Change:

Purpose

D1.00 These procedures describe the process that the University will follow to adjudicate allegations that a Student has violated the Sexualized Violence Prevention and Response Policy (“the Policy”). These procedures also describe how the University will impose sanctions in such cases, and the appeal process.

Definitions

D2.00 The definitions in the Policy apply to these procedures. In addition, the following definitions apply:

“the Associate Vice-President Student Affairs” also includes their delegate.”

“Administrative Authority” means the Office of Student Life.”

Scope

D3.00 These procedures apply to adjudication, sanctions, and appeals where the Respondent is a Student. If a Student Respondent has multiple roles at the University, then these procedures will apply with such changes as the Director in consultation with a Response Coordination Team (see Policy, section 24) as necessary, determines are appropriate under the circumstances.

Sanctions

D4.00 The Administrative Authority may impose sanctions up to, but not including, temporary or permanent suspension from the University. If the Administrative Authority determines that suspension may be an appropriate sanction, they will refer the matter to the President to decide sanctions. If the President subsequently decides that a lesser sanction is appropriate, the President may refer the matter back to the OSL with direction.

D5.00 No aspect of these procedures can limit the President’s authority to deal summarily with any matter of student discipline, or to suspend a Student, a member of the teaching or administrative staff, or any officer or employee of the University.

D6.00 The President or Administrative Authority who makes the sanctioning decision (the “decision maker”) will consider all relevant factors including but not limited to the nature of the harm; the Complainant’s statement regarding the impact of the harm; and the interests of the University Community. A Respondent’s willingness to participate and take responsibility for their actions may have a mitigating effect on the sanction imposed.

D7.00 Sanctions may include but are not limited to one or more of the following:

Sanction Examples	
Type	Description
Written Warning or Reprimand	A letter from the University that provides details on the policy violation and a warning to the Respondent that an additional violation will result in a more severe sanction(s).
No-Contact Directive	A directive prohibiting a person from contacting (whether face-to-face, electronically, through a third party, or otherwise), and from being in the same area as, a specified individual. This may involve a restriction from entering all or part of University premises at specified times.
Behavioural Contract	An agreement specifying the University's behavioural expectations of the Respondent, which may include conditions for continued participation in University activities or continued access to University property.
Written Apology or Participation in an Alternative Dispute Resolution Process	<p>Respondent provides a written apology to a member of the University Community, a third party, or other individual(s) affected by the Respondent's conduct.</p> <p>Respondent participates in an alternative dispute resolution process such as conflict coaching, facilitated dialogue, restorative justice, or mediation.</p>
Education/Training or Project	Respondent completes a specified education/training program (such as Consent training), or completes an assignment (such as a research or reflection paper).
Referral	Respondent is referred to appropriate community resources.
Community Service	Respondent completes a designated number of hours of volunteer service within the University or in the broader community.
Suspension or Denial of Specified University Privileges	Suspension or denial of specified University privileges for a defined period of time.
Residence Relocation	A Student Respondent is required to vacate their current University residence and relocate to other on-campus housing.
Eviction from Residence	Loss of the privilege of living in any University housing or visiting the Residence complex at any time. Eviction may be permanent, or a Student Respondent may be permitted to re-apply to live in Residence after a specified period of time and/or after specific conditions have been met.
Time-Limited Suspension	Loss of academic or other University privileges, which may include a restriction on entering all or segments of University property, for a specified period of time.

Permanent Suspension	Permanent loss of academic or other University privileges, which may include a restriction on entering all or segments of University property.
----------------------	--

D8.00 Suspensions (permanent or time-limited) will be documented on a Student's transcript for the duration of the suspension.

D9.00 If the decision maker decides that a sanction (which does not include a suspension from the University) may be appropriate, the decision maker will inform the Respondent that a sanction is being considered and will provide the Respondent with five (5) University business days to make a submission on the appropriate sanction.

D10.00 After deciding on the sanction, the decision maker will provide the Respondent with the decision, which will include the investigator's findings and the decision maker's sanctioning decision. The decision maker will set out their decision, and the reasons for it, in writing. The written reasons will include a summary of the information relied upon in making the decision.

D11.00 If the President decides that an appropriate sanction may include suspension, the President will inform the Respondent that a sanction including suspension is being considered and provide the Respondent with five (5) University business days to make submissions on the appropriate sanction before the President makes the sanctioning decision. After deciding sanctions, the President will provide the Respondent with the sanctioning decision and reasons.

D12.00 In all cases, after the sanctioning decision has been made, the Complainant will be informed about sanctions that directly affect the Complainant's health or safety (see the Statement on Confidentiality and Privacy appended to the Sexualized Violence Prevention and Response Policy).

D13.00 If the President decides to suspend a Student, the President (or designate) will inform:

- (a) Campus Security;
- (b) the Associate Vice-President Student Affairs;
- (c) the Office of the Registrar;
- (d) the Dean of the Student's Faculty; and
- (e) the Senate Committee on Appeals.

D14.00 If a sanction includes temporary suspension from the University, the University may request additional information from the Respondent prior to permitting a Respondent to return. This information will help the University to foster a safe learning, living, and working environment, and to determine whether the University can uphold conditions from any applicable criminal or civil proceedings.

D15.00 If a sanction includes restricting or revoking a Respondent's access to the University, the University may impose re-entry conditions as appropriate prior to restoring the Respondent's access.

D16.00 Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a Student's access to programs, services, or locations on campus, and/or placing an administrative hold on a Student's account preventing the Student from registering for classes.

Appeals

D17.00 A Respondent who wishes to appeal their sanction, or a decision that led to their sanction, must submit their appeal to the Equity and Human Rights office, who will direct it to the appropriate appeal body. A Respondent must submit their appeal within ten (10) University business days of receiving notice of the decision and reasons (or within two months if the Respondent has been suspended). An extension of time to submit an appeal may be granted by the appeal body in exceptional circumstances.

D18.00 Appeals of the President's decision to suspend a Student from the University are heard by the Senate Committee on Appeals.

D19.00 Appeals of an Administrative Authority's decision under these procedures are heard by the Associate Vice-President Student Affairs (for credit students) or Dean of Continuing Studies (for non-credit students) ("Appellate Authority").

D20.00 Any sanctions will remain in force until the appeal is decided.

D21.00 An appeal under these procedures is a pure appeal only, not a re-hearing. The appeal body will review the information available to the decision maker, but will not hear new information (e.g. new witness statements).

Participation in a Student Appeal

D22.00 Participation in an appeal process is voluntary; however, the choice not to participate may impact the process and the outcome of the appeal.

D23.00 No individual who has a direct interest or prior involvement in the Report, investigation, decision, or conduct under appeal will hear an appeal of a Sexualized Violence decision. Individuals hearing the appeal or representing parties in the appeal must disclose any actual or perceived conflicts of interest as soon as possible before the start of the appeal process.

D24.00 The University will provide training on myths and stereotypes about Sexualized Violence (such as myths about relationship status, dress, prior sexual history, lack of resistance, delayed disclosure, demeanor while giving testimony, or participation in counselling or therapy), and on Trauma-informed responses, to all individuals who will hear appeals under these procedures. No individual who has not received this training will hear an appeal.

Appeal Procedures Where a Suspension was not Imposed

D25.00 A Respondent may appeal the University's handling of an investigation, or a sanction other than suspension, when (a) and/or (b) of the following applies:

- (a) there was a serious procedural error, which prejudiced one of the parties or may have substantially affected the final decision; or
- (b) the sanction was unreasonable or unsupportable and will have the effect of deregistration, removal or restriction from campus, or suspension.

D26.00 The Appellate Authority may summarily dismiss an appeal that, in their judgment, does not raise a valid ground for an appeal.

D27.00 A Student who wishes to appeal must first file a written statement of appeal with the Equity and Human Rights office that includes:

- (a) a statement of the grounds for appeal;
- (b) a statement of facts relevant to the grounds for appeal;
- (c) a statement of the remedy or relief sought; and copies of relevant documents that support the Student's appeal.

D28.00 The Appellate Authority will review the written statement of appeal and all other material submitted and will determine if there are sufficient grounds to hear the appeal.

D29.00 The Appellate Authority will normally decide an appeal on the basis of written materials only. However, the Appellate Authority may exercise their discretion to convene a meeting with the Student and the Administrative Authority, if either of them requests it.

D30.00 If the Appellate Authority decides to convene a meeting, they shall provide the Student with at least five (5) University business days notice of the time of the meeting. The Student may request that the meeting be rescheduled within reasonable timeframes and under reasonable circumstances.

D31.00 The Student may be accompanied by a support person (see A9.00). Where the Student intends to be represented by legal counsel, the Student must provide the Appellate Authority with a minimum of three (3) University business days notice in advance of the meeting. The Appellate Authority may request that University legal counsel be present to observe or provide advice as required.

D32.00 The Appellate Authority may request that other individuals attend the meeting as required.

D33.00 The Appellate Authority will review relevant information and decide an appeal normally within fifteen (15) University business days after receiving all written submissions or the date of a meeting convened under section D29.00, whichever is later.

D34.00 The Appellate Authority may, after reviewing the relevant information:

- (a) uphold the original decision and/or sanction(s);
- (b) reverse the decision and/or sanction(s);
- (c) modify the sanction(s); or
- (d) determine that a procedural error occurred and refer the matter back to the EQHR for re-investigation or referral to a separate investigative process (e.g. under a collective agreement).

D35.00 The Appellate Authority's decision is final. The Equity and Human Rights office will communicate this decision to the appellant in writing within five (5) University business days of the decision being made. The Equity and Human Rights office will also notify the Complainant of the outcome of the appeal, and any changes in sanctions that directly affect the Complainant's health and/or safety.

Senate Appeal Procedures

D36.00 The Senate Committee on Appeals conducts appeals according to its own Terms of Reference and Procedural Guidelines. Except where these procedures state otherwise, appeal hearings will follow the Senate Committee on Appeals hearing procedures, including the grounds for appeal.

D37.00 The appellant, the University, and any other parties involved in an appeal have the right to retain counsel or other advisors to represent them, at their own expense. The Senate Committee on Appeals may also retain counsel. Notice of counsel's or advisor's names will be provided to all other

parties and to the Senate Committee on Appeals at least three (3) University business days before the hearing date, unless the Senate Committee on Appeals allows otherwise.

D38.00 The Senate Committee on Appeals is not bound by strict legal procedures nor strict rules of evidence. It will proceed fairly in the disposition of the appeal, ensuring that all parties are:

- (a) aware of the information to be considered;
- (b) provided copies of all relevant documents to be considered by the Senate Committee on Appeals; and
- (c) given an opportunity to be heard during the process.

D39.00 The Senate Committee on Appeals will consider all relevant information and will apply the balance of probabilities standard of proof.

Senate Appeal Decision

D40.00 After an appeal hearing concludes, the Senate Committee on Appeals will render a decision. Their decision will be in writing, and will include written reasons setting out the basis for their decision. The Equity and Human Rights office will provide the Senate Committee on Appeals' reasons to the appellant. The Equity and Human Rights office will also notify the Complainant of the outcome of the appeal, and any changes in sanctions that directly affect the Complainant's health and/or safety. The Senate Committee on Appeals' decision is final.

D41.00 The Senate Committee on Appeals does not have the authority to make any order for payment of costs.

APPENDIX E

Statement on Confidentiality and Privacy

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: January 2021
Supersedes: New
Last Editorial Change:

E1.00 This statement on Confidentiality and Privacy applies to the Sexualized Violence Prevention and Response Policy (“the Policy”) and to its associated procedures. This statement elaborates on section 25 of the Policy.

E2.00 Confidentiality is an important part of fostering an environment where individuals feel safe disclosing incidents of Sexualized Violence and seeking support. The University respects the privacy of all members of the University Community. Personal information received by the University will be kept confidential subject to limitations outlined in this Appendix.

E3.00 The University must and will act in compliance with British Columbia’s [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#) which regulates the collection, use, disclosure, storage and retention of personal information.

E4.00 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia’s [FIPPA legislation](#), and the University’s [Protection of Privacy Policy \(GV0235\)](#) and [Records Management Policy \(IM7700\)](#). The information and records will be treated as highly confidential, in compliance with FIPPA, with applicable University policies and with the applicable collective agreement.

E5.00 For the purposes of this statement on confidentiality and privacy and in accordance FIPPA, “disclose” means to transmit, provide, or make available personal information to someone other than a University employee who requires the information in the performance of their duties.

Collection of Personal Information

E6.00 In administering this policy and its associated procedures, the University collects information for the purposes of:

- (a) ensuring the integrity and fairness of the process;
- (b) providing appropriate information to the Complainant and the Respondent;
- (c) conducting a proceeding or investigation that could lead to a sanction; and
- (d) statistical data collection and reporting

Use and Disclosure of Personal Information

E7.00 FIPPA restricts the kinds of information that the University is permitted to share with the Complainant, the Respondent, and the public. FIPPA allows the University to use or disclose personal information where:

- (a) it is authorized by the person the information is about;
- (b) the University determines compelling circumstances exist that affect any University Community member's health or safety as authorized by the University's General Counsel (or delegate);
- (c) it is authorized or required by a law or University policy; for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
- (d) it is for the purpose of preparing or obtaining legal advice for the University;
- (e) it complies with a subpoena, a warrant, or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;
- (f) the University uses or discloses the information for the purpose for which the information was obtained or compiled, or a consistent purpose (for example, where it is necessary to fulfill the University's duty of procedural fairness or where necessary for the conduct of the investigation);
- (g) a University employee who needs the information to perform their employment duties;
- (h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation;
- (i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section E10.00; or
- (j) for public comment under section E17.00.

E8.00 Should the University be compelled to disclose confidential information, Survivors will be informed to the extent permitted or compatible with the purpose of the demand for information.

E9.00 Should the University be compelled to disclose confidential information, Respondents will be informed to the extent permitted or compatible with the purpose of the demand for information.

Respect for Privacy

E10.00 In some circumstances, University faculty, librarians, or staff who receive a Disclosure or Report of Sexualized Violence or who are involved in addressing or investigating it must disclose it without the consent of the person from whom the information was received (see Policy, section 16.6). Otherwise, University faculty, librarians, or staff who receive a Disclosure or a Report of Sexualized Violence or who are involved in addressing or investigating it must:

- (a) protect personal information from disclosure and maintain confidentiality;
- (b) collect the minimum amount of information about individuals, ensuring it relates directly to and is necessary for responding to a Disclosure or Report

- (c) use the information about individuals only for the purposes of, or for purposes consistent with, responding to a Disclosure or Report, seeking advice from appropriate University resources, investigating, or taking disciplinary action;
- (d) limit disclosure of information about individuals to those within the University who need it to perform their duties as a faculty member, librarian, or staff member; and
- (e) disclose personal information in all other circumstances only as permitted under FIPPA.

E11.00 Information may be used by University faculty, librarians, and staff only if necessary for the performance of their duties, such as to seek appropriate advice from another employee, to facilitate support or Interim Measures, to respond to a Report, implement this policy, or take corrective or disciplinary action resulting from these processes.

Disclosure to Ensure Fair Investigation and Related Processes

E12.00 The University may disclose information in order to ensure that Reporting and investigation processes are fairly conducted, in accordance with the following principles:

- (a) the Respondent has the right to know the identity of the person who made the Report and the material details of the allegation;
- (b) during the investigation, the Complainant and the Respondent will each receive a summary of the information collected;
- (c) the University will disclose the investigator's findings to the Complainant and the Respondent but reserves the right to withhold third party personal information if disclosing it would threaten anyone's safety or mental or physical health or interfere with public safety.
- (d) the Complainant has the right to know and will be informed of the outcome of the investigation, but the Complainant is not entitled to know whether the Respondent was disciplined, or which sanctions were imposed. Under FIPPA, any discipline or sanction is the Respondent's personal information and only the Respondent may decide to release it.
- (e) The Complainant will be informed of any restrictions that the University imposes on the Respondent if those restrictions directly affect the Complainant's health and/or safety.
- (f) Witnesses will receive their own statements but will not receive any other information unless required to give effect to this policy, or where it is necessary for health or safety reasons.
- (g) University employees are bound by FIPPA. Throughout an investigations, adjudication or appeal process, University employees will only be given the information that is necessary to perform their duties and must treat such information as highly confidential.
- (h) Persons other than Complainants, Respondents, and witnesses do not normally have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety reasons.

Witnesses

E13.00 Witnesses must keep any information that they learn solely as a result of participating in the Reporting or investigation process strictly confidential.

Sharing information

E14.00 Complainants, Respondents, and witnesses are free speak about their own experiences, but must not disclose information that they learn solely as a result of a Disclosure, a Voluntary Resolution Process, a Report, or an investigation, because this is personal information that belongs to another person. Contact EQHR for guidance about confidentiality and privacy.

E15.00 University Community members must not disclose information that they learn solely as a result of a Disclosure, a Voluntary Resolution Process, a Report, or an investigation, because this is personal information that belongs to another person. Contact EQHR for guidance about confidentiality and privacy.

E16.00 Individuals are advised that, should they choose to share information about a Disclosure, a Voluntary Resolution Process, a Report, or an investigation (including on social or other electronic media), they may compromise the process or the investigation or be putting themselves at risk of civil lawsuits by those who believe they have been defamed or have had their privacy rights violated. Individuals should exercise care and judgment when deciding to share information or make public statements and should seek legal or other advice if unsure.

E17.00 Any public statements made by the University about a Disclosure or Report, including campus safety bulletins and statements to the media, will be Trauma-informed, Survivor-centred, and otherwise consistent with the principles of this policy, and will not disclose the personal information of the Survivor, the Complainant, or the Respondent, without the consent of that person. Notwithstanding the above, the University reserves the right to correct misleading or inaccurate public information.

APPENDIX F

Sexualized Violence – Awareness and Education

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: January 2021
Supersedes: New
Last Editorial Change:

Definitions

- F1.00 The definitions in the Policy apply to these procedures.

Prevention and Education Committees

- F2.00 The University will create a Sexualized Violence Education and Awareness Advisory Committee and invite student, staff, and faculty representatives to participate. The purpose of the committee is to support the vision and shape the direction of Sexualized Violence prevention and response at the University by serving as a key consultation point for major Sexualized Violence initiatives and programs that relate to students, staff, and faculty.
- F3.00 The University will support and participate in a student-focused Sexualized Violence Special Events Committee of which the focus is to work collaboratively to prevent Sexualized Violence at the University of Victoria. The committee actively works to raise awareness among the student population specifically. It provides them with information and tools to support them in preventing the occurrence of Sexualized Violence, and to know what to do, and where to go, when it does occur.

Awareness Raising

- F4.00 The Sexualized Violence Resource Office will create and disseminate accessible information about the policy, the support and response options as well as training opportunities through information guides and online resources.
- F5.00 The Sexualized Violence Resource Office will create and maintain a Sexualized Violence Prevention Website that will provide information about the Policy as well as support and response options and an up to date list of events, campaigns, and training opportunities.

Prevention Programming

- F6.00 Sexualized Violence education and prevention work is a shared responsibility and therefore various units, offices, and departments may initiate Sexualized Violence prevention efforts in various formats (e.g., lectures, online learning modules, handouts, workshops, etc.). Any unit, office, or department wishing to create or implement training or education regarding Sexualized Violence should consult with the Sexualized Violence Resource Office for information, advice, and resources and to ensure all University committee members are drawing on consistent

principles, definitions, and approaches to the work of preventing and responding to Sexualized Violence.

- F7.00 The Sexualized Violence Resource Office will both develop and collaborate in the design of sexualized violence prevention and response education. This will include tailored programming for specific populations. An up to date list of current education can be accessed through the Sexualized Violence Prevention website (www.uvic.ca/svp).

APPENDIX G

Sexualized Violence – Support Resources

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: January 2021
Supersedes: New
Last Editorial Change:

SUPPORT RESOURCES FOR THOSE IMPACTED BY SEXUALIZED VIOLENCE

If you or someone you know has experienced Sexualized Violence and there is an immediate health or safety concern, call 9-1-1. If the immediate health or safety concern happened on campus, you should also call Campus Security at [250-721-7599](tel:250-721-7599); they are available 24/7 for information and options for support.

UVic provides a variety of different information and support options for Those Impacted by Sexualized Violence. We recommend that if you are impacted, you contact the Sexualized Violence Resource Office in Equity and Human Rights (EQHR). Their services are for all student, staff and faculty members at UVic.

The Sexualized Violence Resource Office:

- provides information about support options on- and off- campus as well as direct referrals
- provides information and advice about options under the Sexualized Violence Prevention and Response Policy (GV0245)
- receives Disclosures
- coordinates on- and off- campus supports
- is the place on campus to file a Report that could lead to an investigation under the Sexualized Violence Prevention and Response Policy (GV0245)
- coordinates education and prevention efforts on campus for students, faculty and staff
- creates and delivers prevention workshops and presentations

ON-CAMPUS

Office	Location	Contact
Sexualized Violence Resource Office	Sedgewick C119, located in Equity and Human Rights office	250-721-8021 www.uvic.ca/svp

Anti Violence Project	Virtual	778-400-5007 www.antiviolenceproject.org/
Centre for Accessible Learning (CAL)	Campus Services Building, Room 150	250-472-4947 www.uvic.ca/services/cal/
Counselling Services	Health and Wellness Building	250-721-8341 www.uvic.ca/services/counselling/
Equity and Human Rights Office	Sedgewick Building C-Wing, Room C115	250-721-8786 www.uvic.ca/equity/
Office of Indigenous Academic & Community Engagement	First Peoples House, 140	250-472-4913 www.uvic.ca/services/indigenous/house/
Health Services	Health and Wellness Building	250-721-8492 www.uvic.ca/services/health/
International Student Services (ISS)	University Centre, Room B272	250-721-6361 www.uvic.ca/international/index.php
Multifaith Services	Health and Wellness Building	250-721-8338 www.uvic.ca/multifaith/
Ombudsperson	Student Union Building B205	250-721-8357 www.uvicombudsperson.ca
Office of Student Life (OSL)	University Centre, Room B202	250-472-5617 www.uvic.ca/services/studentlife/

OFF-CAMPUS

Service	Location	Contact
Employee and Family Assistance Program	Virtual	1-844-880-9142 (24/7) www.efap.ca/
Greater Victoria Citizens' Counselling Centre	941 Kings Road, Victoria, BC, V8T 1W7	250-384-9934 www.citizenscounselling.com/

Island Sexual Health	101-3960 Quadra Street Victoria V8X 4A3	250-592-3479 https://www.islandsexualhealth.org/
KUU-US Crisis Line Society	Virtual	1-800-588-8717 (24/7) www.kuu-uscrisisline.ca/
Men's Therapy Centre	102-1022 Pandora Ave., Victoria, BC V8V 3P5	250-381-6367 Toll-free: 1-866-793-6367 www.menstrauma.com/
Trans Lifeline	Virtual	1-877-330-6366 https://translifeline.org/
Vancouver Island Crisis Society	Virtual	1-888-494-3888 (24/7) Crisis Text-Message: 250-800-3806 www.vicrisis.ca/
VictimLink	Virtual	1-800-563-0808 https://www2.gov.bc.ca/gov/
Victoria Sexual Assault Centre	3060 Cedar Hill Road #201, Victoria, BC V8T 3J5	250-383-3232 (M-F reg. office hours) https://vsac.ca/



University
of Victoria

Sexualized Violence Prevention and Response Policy

University Policy No.: GV0245

Classification: Governance

Approving Authority: Board of Governors

Effective Date: ~~June 2017~~ January 2021

Supersedes: ~~May~~ June 2017

Last Editorial Change: ~~June 2017~~ January 2021

Mandated Review: June ~~2020~~ 2024

Associated Procedures:

[~~Sexualized Violence – Support Procedures~~](#)

[~~Sexualized Violence – Disclosure and Reporting Procedures~~](#)

[~~Sexualized Violence – Investigation, Adjudication, and Appeal Procedures~~](#)

[~~Sexualized Violence – Support Procedures~~](#)

[~~Sexualized Violence – Statement of Rights of Complainant and Respondent~~](#)

[~~Sexualized Violence – Investigations~~](#)

[~~Sexualized Violence – Sanctions and Appeal Procedures Where the Respondent is a Student~~](#)

[~~Sexualized Violence – Statement on Confidentiality and Privacy~~](#)

[~~Sexualized Violence – Awareness and Education~~](#)

[~~Sexualized Violence – Support Resources~~](#)

DEFINITIONS

For the purposes of this policy, the following definitions apply.

~~“complainant”~~ **Administrative Authority** means the senior individual identified at the outset of a process to have administrative responsibility for the Respondent, or decision making authority. Administrative Authorities may include but are not limited to: Vice-Presidents, Deans, Chairs, Executive Directors, Directors or, other senior positions at the University

Formatted: Font: Not Bold, Font color: Black

“Complainant” means a person who makes a ~~report~~ Report to Equity and Human Rights (“EQHR”) alleging a violation of this policy. A Survivor will be referred to as a Complainant after a Report has been filed with EQHR.

~~“consent”~~ **“Consent”** means the voluntary agreement to engage in ~~physical~~ sexualized contact or sexual activity and to continue to engage in the contact or activity. Consent means that all persons involved demonstrate, through words or actions, that they freely and mutually agree to participate in a contact or activity. More specifically:

¹For the purposes of this policy, we define consent within the framework of sexual consent. The university, however, recognizes that consent is an important everyday interpersonal practice beyond this framework.

- (a) ~~consent~~Consent must be given at the outset and at all stages of ~~physical~~sexualized contact or ~~sexual~~ activity;
- (b) it is the responsibility of the initiator to obtain ongoing ~~consent~~Consent;
- (c) ~~consent~~Consent can be withdrawn at any time by any participant;
- (d) someone who is ~~incapacitated~~Incapacitated cannot ~~consent~~Consent;
- (e) there is no ~~consent~~Consent where one person abuses a position of trust, power, or authority over another person;
- (f) past ~~consent~~Consent does not imply future ~~consent~~Consent;
- (g) a person cannot give ~~consent~~Consent on behalf of another person;
- (h) silence or the absence of “no” is not ~~consent~~Consent;
- (i) the absence of perceived resistance is not ~~consent~~Consent; and
- (j) there is no ~~consent~~Consent when there is coercion, force, threats, or intimidation towards any person, or where there is fraud or withholding of critical information that could affect a person’s decision to ~~consent~~Consent.

~~“disclosure~~Director” means the Executive Director of the Equity and Human Rights office, or delegate.

~~“Disclosure~~” means telling someone about an instance of ~~sexualized violence~~Sexualized Violence. A ~~disclosure~~Disclosure does not initiate an investigation unless a ~~report~~Report is made (see section 12.18 for how to do this).

~~“incapacitated”~~Incapacitated” means a person does not have the capacity to give ~~consent~~Consent because, for instance, the person is impaired by alcohol or drugs, or is asleep or unconscious, or is experiencing a traumatic response. A person does not have the capacity to give ~~consent~~Consent when the person cannot appreciate the who, what, when, where, why, or how of a ~~physical~~sexualized contact or ~~sexual~~ activity.

~~“intake office”~~ means the central intake office that will provide a specific location where all members of the university community, visitors, and others can seek advice and direct referrals and/or disclose or make a report of sexualized violence.

~~“intersectional”~~Interim Measures” means any temporary restrictions on a person’s ability to enter upon or to carry out activities upon University premises, or their ability to exercise University privileges.

~~“Intersectional”~~ means the ways in which a person’s experiences are shaped by the interaction of different social positions (e.g. for example, sex, sexual identity, gender identity or expression, Indigeneity, racial ~~and/or~~ ethnic background, ability, faith, socioeconomic status, migration status, etc.), and age). These interactions are rooted in interconnecting systems and structures of power and produce intersecting forms of privilege and oppression shaped by colonialism, racism, homophobia,

Formatted: Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: English (Canada)

ableism, patriarchy, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination.

~~“respondent~~**Person Alleged to Have Caused Harm**” means a person who is ~~alleged to be the subject of a~~Disclosure. If a Report is filed about this person with EQHR, the Person Alleged to Have Caused Harm will be referred to as the Respondent.

Formatted: Font: Bold

Formatted: Font: +Body (Calibri)

“Respondent” means a person who has a Report filed against them in EQHR, alleging they have violated this policy.

to ~~“report sexualized violence~~**Report**” Sexualized Violence means ~~making~~completing a formal report to the university “Report Form” and filing it with EQHR, with the intention of initiating an investigation ~~or community accountability process~~.

~~“retaliation~~**Retaliation**” means any adverse action or threatened action, taken, or made through any means, including through social or other electronic media, against a person who engages with this policy or ~~is against a person~~ associated with anyone who engages with this policy.

Retaliation includes but is not limited to threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, ~~disclosing or reporting sexualized violence~~Disclosing or Reporting Sexualized Violence, participating in an investigation, or otherwise engaging with this policy.

Formatted: Space After: 8 pt

Formatted: English (United States)

~~“sexual misconduct”~~**“Sexualized Misconduct”** means, for the purposes of this policy, any of the acts and behaviours identified in the definition of ~~sexualized violence~~Sexualized Violence.

Formatted: Font: Not Bold

~~“sexualized violence”~~**“Sexualized Violence”** means, for the purposes of this policy, any non-consensual, unwanted actual, attempted, or threatened act or behaviour, that is carried out through sexual means or by targeting a person’s sex, sexual identity, or gender identity or expression. This act or behaviour may or may not involve physical contact. Sexualized ~~violence~~Violence can take place through any form or means of communication (e.g., online, social media, verbal, written, visual). Sexualized Violence is a continuum of behaviour that includes ~~but is not limited to~~ all forms of sexual misconduct as set out in the Sexual Violence and Misconduct Policy Act, ~~including but not limited to~~. Examples of Sexualized Violence include:

(a) salacious comments;

(b) sexual assault;

(c) sexual exploitation;

(d) sexual harassment;

(e) stalking;

(f) Stealthing;

(g) indecent exposure;

~~(a) sexual assault;~~

~~(b)(a) sexual exploitation;~~

~~(c)(a) sexual harassment;~~

~~(d)(a) stalking;~~

~~(e)(a) indecent exposure;~~

~~(f)(h) voyeurism; and~~

~~(g)(i) the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the ~~consent~~Consent of the person in the photograph or video.~~

~~Sexualized violence can take place through any form or means of communication (e.g., online, social media, verbal, written, visual, through a third party, etc.).~~

~~“**student**”Sexualized Violence Resource Office (“SVRO”) means the central intake office in Equity and Human Rights (“EQHR”) at the University for receiving Disclosures and for providing information, support and referrals.~~

~~“Stealthling” means the act of intentionally removing or damaging a condom or other protective device (such as a dental dam, or sponge) during sex without the Consent of the partner.~~

~~“Student” includes any of the following:~~

- ~~(a) a person who is registered, enrolled, or participating in any course or program (credit or non-credit) offered by the ~~university~~University;~~
- ~~(b) an undergraduate who has been enrolled at the ~~university~~University for one or more of the last three terms and is eligible to continue in a program of study;~~
- ~~(c) a graduate student who is enrolled at the ~~university~~University in the current term and is eligible to continue in a program of study;~~
- ~~(d) a graduate student who is on an approved or personal leave and is eligible to enroll at the ~~university~~University when the leave ends; or~~
- ~~(e) a visiting or exchange or audit student who has been formally admitted to the ~~university~~University for the purposes of taking courses or to take part in an approved research term.~~

~~“**survivors and those impacted by sexualized violence**Survivors” means ~~survivors and~~ those who have experienced ~~sexualized violence, witnesses, family and friends of survivors and those who have experienced sexualized violence, and those who have received disclosures. It does not mean the respondent or those who are found responsible for causing harm to a university community member.~~Sexualized Violence. The ~~university~~University recognizes that some people ~~impacted by~~~~

Formatted: Line spacing: Multiple 1.08 li

Formatted: Font: Not Bold

~~sexualized violence~~ may not identify with this terminology, and have the right to determine how they will be referred to.

~~“survivor”~~ **“Those Impacted by Sexualized Violence”** means Survivors and those who have experienced Sexualized Violence, their family and friends, witnesses, and those who have received Disclosures.

“Survivor-centred” means prioritizing the safety and choices of ~~survivors~~ Survivors. ~~Survivor-centred means to treat Survivors with dignity and respect rather than blame, hostility, or suspicion and to respect their rights, interests and those impacted by sexualized violence agency by allowing them to make decisions about whether to file a Report and the extent of their participation.~~

Formatted: Space After: 12 pt

Formatted: English (Canada)

~~“third party statement”~~ means when someone (e.g. **“Third Party”** means, for the purposes of making a Third Party Statement under this policy, a person other than the person who experienced Sexualized Violence, and other than the Person Alleged to Have Caused Harm. A Third Party can be a witness, a friend, a colleague, a person who receives a Disclosure, or any other person.

“Third Party Statement” means when someone (e.g. friend, staff, faculty, colleague) shares information with the ~~university~~ SVRO about ~~sexualized violence~~ Sexualized Violence on behalf of, and with the consent of, the person who experienced ~~sexualized violence~~ Sexualized Violence (see section 20).

~~“trauma”~~ **Trauma-informed** means incorporating an understanding of the impact that ~~sexualized violence~~ trauma, including Sexualized Violence, has on a person’s life, to minimize re-victimization, and ~~facilitates~~ support recovery and empowerment.

~~“university activity”~~ **“University Activity”** means any activity that is directly ~~related to or arising out of~~ connected to the operations of the ~~university~~ University at any location, or any activity where a ~~university community~~ University Community member is formally representing the ~~university~~ University.

Formatted: Font: Bold

~~“university community”~~ **“University Community”** means:

- (a) credit and non-credit students, including distance students and continuing studies students;
- (b) ~~employees~~ (faculty, librarians, and staff); ~~members~~;
- (c) anyone holding a ~~university~~ University appointment;
- (d) post-doctoral fellows;
- (e) all persons ~~who are~~ employed under contracts with ~~university~~ University faculty members as the employer and who provide research or administrative services directly supporting faculty members’ research activities;
- (f) visiting researchers;
- (g) anyone contractually required to abide by ~~university~~ University policies;
- (h) anyone volunteering with a ~~university~~ University program or activity;
- (i) members of the Board of Governors and Senate; and
- (j) anyone who ordinarily resides on campus because of their relationship with the ~~university~~ University.

“Voluntary Resolution Process” means a voluntary process facilitated by EQHR and agreed to by the Complainant, the Respondent, and the University. The purpose of a Voluntary Resolution Process is to respond to a Disclosure or Report and does not result in a determination of whether the policy has been breached.

FOUNDATIONAL STATEMENTS

1. Preamble

- 1.1 Sexualized ~~violence~~Violence is unacceptable and prohibited conduct at the University of Victoria ~~{{“the university”},University”}~~.
- 1.2 The ~~university~~University recognizes that ~~sexualized violence~~Sexualized Violence is a significant and systemic social and campus issue that can affect anyone at the ~~university~~. ~~This policy sets out the university’s framework and strategy to address sexualized violence.~~University.
- 1.3 The ~~university~~University recognizes its responsibility to increase awareness of ~~sexualized violence~~, Sexualized Violence, make efforts to prevent its occurrence within the university communityUniversity Community, receive Disclosures, support ~~survivors~~Survivors and ~~those impacted~~Those Impacted by ~~sexualized violence~~, diligently investigate reportsSexualized Violence, respond to Reports of sexualized violenceSexualized Violence, deal fairly with those accused of ~~sexualized violence~~Sexualized Violence, and deal fairly and firmly with those who have been found responsible for violating this policy.

2. Purpose

- 2.1 This policy sets out the University’s framework and strategy to address Sexualized Violence. The purpose of this policy is to instill and cultivate institutional, collective, and individual responsibility to create an environment in which ~~consent~~Consent and respect are foundational principles and practices at the ~~university~~University.

~~2.2~~ This university is committed to addressing sexualized violence by:

- ~~(a) implementing and actively promoting education, awareness, prevention, and training programs, in multiple formats and tailored to multiple audiences, that support survivors and those impacted by sexualized violence in a trauma-informed manner;~~
- ~~(b) responding to disclosures and reports of sexualized violence;~~
- ~~(c) communicating the support services and the resources available to all members of the university community who may be directly or indirectly impacted by sexualized violence;~~
- ~~(d) supporting survivors and those impacted by sexualized violence, through academic, non-academic, and other supports as required; and~~

Formatted: Font: 16 pt, Font color: Accent 1

Formatted: Normal

Formatted: Font color: Accent 1

~~(e) coordinating consistent, fair, and transparent responses to sexualized violence disclosures and reports.~~

3. Principles of the Policy

The following principles are intended to assist in the interpretation of this policy.

- 3.1 Because anyone can experience ~~sexualized violence~~Sexualized Violence, this policy applies to all ~~university community~~University Community members regardless of a person's social position or position within the ~~university~~University structures, hierarchies, and power relations.
- 3.2 Some individuals or groups experience ~~sexualized violence~~Sexualized Violence at higher rates. ~~Every effort~~Efforts to address ~~sexualized violence~~Sexualized Violence should be grounded in an ~~intersectional~~Intersectional understanding that each person's experience, ~~and the relationship between those who are subject to the policy,~~ will be affected by many factors, including but not limited to their sex; gender identity ~~and/or~~ expression; sexual identity; family status; Indigenous, racial, or ethnic background; language barrier; ability; faith; age; migration status; socioeconomic status; academic standing; as well as their position within ~~university~~University structures, hierarchies, and power relations.
- 3.3 ~~Every Survivor or person who is Impacted by Sexualized violence~~Violence will engage with the University and this policy from their unique situation or position. Given existing hierarchies and power dynamics at the University, they may enter their engagement with the policy at a disadvantage.
- 3.3.4 ~~Sexualized Violence~~ does not exist or operate in isolation. Acts of ~~sexual violence~~Sexualized Violence can also be acts of colonial violence, racism, sexism, ableism, ageism, classism, religious intolerance, homophobia, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination. ²~~Hence, university strategies to address sexualized violence must be linked to broader equity and anti-discrimination initiatives and goals.~~
- 3.4 ~~Every individual should expect to be able to learn, work, and live in a university environment that is free from all forms of sexualized violence. The university expects every member of the university community to practise consent and respect for the dignity and diversity of all community members, and to foster an environment in which these are fundamental principles. All university academic and non-academic administrators are expected to take active steps to incorporate the principles of this policy into their units.~~
- 3.5 ~~The university~~Sexualized Violence is a human rights violation and accordingly the principles and approaches to address Sexualized Violence must be linked to the University's broader equity and anti-discrimination initiatives and goals.

Formatted: Bullets and Numbering

²~~This is not an exhaustive list. Since language is fluid, these terms may change over time.~~

4. Expectations and Commitments

3.54.1 The University is committed to transparency and accountability with respect to the implementation of this policy and its related procedures.

Formatted: Bullets and Numbering

4. Expectations for Those Who May Engage With the Policy

4.1 The university is committed to supporting all survivors and those impacted by sexualized violence while instituting fair and unbiased response processes.

4.2 Every individual should expect to be able to learn, work, and live in an environment in which Sexualized Violence is not tolerated. The University therefore expects every member of the University Community to practise Consent and respect for the dignity and diversity of all community members, and to foster an environment in which these are foundational principles. All University academic and non-academic administrators are expected to take active steps to incorporate these principles into their units.

4.3 The university is committed to addressing Sexualized Violence by implementing and actively promoting education, awareness, prevention, and training programs, in multiple formats and tailored to multiple audiences.

4.24.4 The University recognizes the serious impacts of sexualized violence Sexualized Violence and trauma on survivors Survivors and those impacted Those Impacted by sexualized violence Sexualized Violence, the university community University Community, and others, and is committed to responding in a manner that promotes empowerment and recovery and minimizes re-traumatization providing Trauma-informed support where possible.

Formatted: Bullets and Numbering

4.5 The university is committed to trauma supporting Survivors and Those Impacted by Sexualized Violence and will do so as outlined in section 5 of this policy. Through the SVRO, the University will:

a. make available to all members of the University Community clear information on Trauma-informed practices and responses. This includes providing support options to survivors and those impacted by sexualized violence on how to access supports, and whether or not

4.3b. maintain a comprehensive and up-to-date list of on- and off-campus support resources. The SVRO, will make the list accessible to proceed with reporting processes all University Community members by publishing it on the SVRO website (see Appendix G of this Policy).

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

4.4 Survivors and those impacted by sexualized violence have the right to choose how and when they engage with the university and the university's reporting processes (see section 10.5 on delayed reporting).

Formatted: Bullets and Numbering

4.5 Individuals will not be blamed for experiencing sexualized violence.

Formatted: Pattern: Clear

4.6 All persons who ~~disclose~~Disclose or ~~report~~Report an experience of ~~sexualized violence~~Sexualized Violence to the ~~university should~~University can expect from the ~~university~~University, in accordance with this policy and its procedures:

(a) to be treated with compassion, dignity, and respect;

~~(b) to be respected in their choice as to whether and to whom they wish to disclose or report their experience;~~

~~(c)~~(b) timely assistance with safety planning;

~~(d)~~(c) timely information about and referrals to available on- and off-campus support services and resources;

~~(e)~~(d) Trauma-informed, non-judgmental and empathetic support communications, including not to be blamed for experiencing Sexualized Violence; and

~~(f)~~(e) if they ~~do~~ decide to ~~report~~Report their experience, a clear explanation of the investigation and adjudication process, regular updates on the status of the process, and ongoing support where requested and available.

4.7 All those who are ~~accused of causing harm,~~Alleged to Have Caused Harm and ~~those who are found responsible under this policy~~Respondents can expect from the ~~university~~University, in accordance with this policy and its procedures:

(a) to be treated with compassion, dignity, and respect, ~~and;~~

~~(b)~~(b) to be provided with information about and referrals to available on- and off- campus support services and resources ~~throughout the process;~~

~~(c)~~(c) a fair and unbiased process (in accordance with collective agreement provisions, where applicable);

~~(d)~~(d) a clear explanation of the process, options available to them, and potential outcomes; ~~and~~

~~(e)~~ opportunities to engage in ~~community accountability processes~~³Voluntary Resolution Processes where appropriate and permissible under ~~collective agreements.~~

~~(f)~~ ~~Where suitable, trauma-informed support will be available throughout the process.~~

SCOPE

5.1. Prohibited Conduct

~~5.1 All acts of sexualized violence are prohibited under this policy.~~

~~5.2 Retaliation of any kind is prohibited. This includes retaliation against any member of the university community who reports sexualized violence in person or as a third party, witnesses,~~

³A voluntary process to help participants recognize and take responsibility for behaviour or acts that have caused harm. This could include facilitated discussion, education, training, counselling, and/or a recognition of impact statement or letter.

Formatted: Font: +Body (Calibri), Pattern: Clear (White)

Formatted: Bullets and Numbering

Formatted: Pattern: Clear (White)

and others involved. Any member of the university community found to have engaged in retaliation may be sanctioned under this policy or other university policies or the applicable collective agreements.

Formatted: Pattern: Clear (White)

5.3 A person may also be sanctioned for retaliation if that person breaches, subject to the requirements in section 11.2, the confidentiality of a disclosure or report from a survivor or person impacted by sexualized violence.

6.1 Jurisdiction of the Policy

Formatted: Bullets and Numbering

6.1(e) This policy and its associated procedures apply to all members of the university community.

Formatted: Pattern: Clear (White)

6.2 All members of the university community who are survivors or those impacted by sexualized violence may access support under this policy. However, the university only has jurisdiction to investigate reports of actions, interactions, and behaviours that are alleged to have occurred in one or more of the following circumstances:

Formatted: Normal, Space After: 6 pt, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Pattern: Clear (White)

(a) on any property that is controlled by the university and used for university purposes;

(b) when the respondent is or was in a position of power or influence over the survivor's academic or employment status at the university;

(c) at an event or during an activity sponsored or under the auspices of the university, including but not limited to:

(i) athletic events;

(ii) field schools;

(iii) study abroad or student exchange;

(iv)(i) distance and online courses;

(v)(i) placements (including co-op and practica);

(vi) academic or professional conferences;

(vii) volunteer activities; and

(viii)(i) academic or research field work.

6.3 If an incident does not meet one or more of the above criteria, the university may still take actions to mitigate the impact of the incident on the learning, living, or working environment. If an individual is unsure about whether an incident meets the above criteria, then that individual is encouraged to contact the intake office.

6.4 The university does not have jurisdiction to investigate allegations against a person who is not a member of the university community or who is not currently affiliated with the university. However, under certain circumstances, the university can revoke visitors' access to university property.

~~6.5 The university may accept disclosures or reports from persons seeking to become members of the university community in circumstances directly affecting their application to become a member, and from former members of the university community in circumstances directly affecting their departure from the university.~~

~~6.6 The university may accept disclosures and reports from individuals who are not members of the university community if the respondent is a member of the university community, or if the incident occurred on university property or in connection with a university activity.~~

~~6.7 This policy and its associated procedures are separate from any criminal or civil proceedings. The university is responsible for determining whether a university community member has violated this policy, and is not responsible for determining violations of criminal or civil law.~~

Formatted: Font: +Body (Calibri)

~~6.8 University processes under this policy or associated procedures may be suspended when criminal proceedings are underway; the university will continue to provide support to members of the university community as described in this policy.~~

~~7. Employees of the University Covered by a Collective Agreement~~

~~7.1 This policy and its associated procedures are designed to complement and not conflict with the university collective agreements. Where a university collective agreement applies, such as in a disciplinary process, the processes in the collective agreement will be followed. For those who engage with this policy, the specifics of any collective agreement processes will be identified and explained.~~

~~EDUCATION AND TRAINING~~

~~8. Commitment to Education and Training~~

~~8.1 The overall goal of sexualized violence education is to build a working, learning, living, and social environment at the university based on the principles and practices of consent and respect through the awareness and prevention of sexualized violence.~~

~~8.2 The university is committed to providing access to coordinated education and training programs pertaining to preventing, and responding to, incidents of sexualized violence to all university community members.~~

~~8.2.1 The education and training will:~~

Formatted: Bullets and Numbering

- ~~(a) be proactive, sustained, and prevention focused with consent and respect as core elements;~~
- ~~(b)(a) take into account intersectional identities and barriers, power relationships, and other relevant factors;~~
- ~~(c)(a) be grounded in an anti-oppressive understanding;~~
- ~~(d) facilitate the dissemination of common definitions, principles, and shared values across the university community;~~

~~(e)(a) be specific, tailored, and accessible to diverse campus populations; and~~

~~(f) be regularly reviewed and assessed.~~

~~8.4 In addition, the university is committed to education, which may include but is not limited to:~~

~~(a) implementing a comprehensive education program for faculty, librarians, staff, and students (pre-arrival, on-site orientation, and ongoing education materials, workshops, and on-line training);~~

~~(b) ensuring that all members of units and offices most likely to receive sexualized violence disclosures undergo training with a curriculum based on consistent foundational principles;~~

~~(c) making information on trauma-informed responses to disclosure available to all faculty, librarians, staff, and students;~~

~~(d)(a) addressing harmful attitudes and behaviours that reinforce beliefs about sexualized violence such as rape myths and victim-blaming that perpetuate an environment where violence is normalized; and~~

~~(e)(a) implementing harm reduction education in relation to alcohol and other substance use.~~

~~DISCLOSURES AND REPORTS~~

~~9. Immediate Assistance~~

~~9.1 The university encourages, but does not require, survivors and those impacted by sexualized violence to seek immediate assistance. Seeking assistance promptly may be important to ensure physical safety, to obtain medical care or emotional support, or to preserve evidence. Full information on accessing immediate assistance and external and internal resources will be made available.~~

~~10. Process Options~~

~~10.1 Survivors or those impacted by sexualized violence are entitled to receive all information about their options and the processes available to them.~~

~~10.2 Employees in the intake office are available to assist survivors and those impacted by sexualized violence in understanding their options. Individuals are encouraged to contact the intake office for advice and referrals.~~

~~10.3 Options for survivors and those impacted by sexualized violence may include:~~

~~(a) a disclosure to a member of the university community;~~

~~(b) a report to the university;~~

~~(c) a statement to the university through a third party;~~

~~(d)(a) a grievance through their union;~~

~~(e) a third party report to the police;~~

Formatted: None, Space Before: 0 pt, After: 12 pt, Don't keep with next, Don't keep lines together

~~(f)(a) — a report of a crime directly to the police;~~

~~(g) — a human rights complaint with the BC Human Rights Tribunal;~~

~~(h)(a) — a civil suit.~~

10.4 — The university will make a mechanism available to survivors and those impacted by sexualized violence to make anonymous statements to the university, so that the university has a record of what happened but not the identity of the person making the statement. The university's response to an anonymous statement may be limited if the university cannot follow up with the person making the disclosure.

10.5 — Disclosures or reports of sexualized violence can occur immediately after the incident or several months or years later. In the latter case, they might be triggered by another experience. University support systems will be designed to be flexible and open to a diversity of experiences and needs.

10.6 — The university recognizes that survivors and those impacted by sexualized violence may not be ready to disclose or report immediately after an incident of sexualized violence. There is no time limit to an individual disclosing or reporting their experiences and accessing support under this policy.

10.7 — The university may not have jurisdiction to investigate an incident if parties involved are no longer affiliated with the university. Due to a significant lapse of time, there may be cases where the university is not able to investigate.

10.8 — While evidentiary and procedural challenges may arise if a report is significantly delayed, the delay in and of itself will not be considered as an indication that the incident did not occur.

10.9 — The procedures associated with this policy describe the processes that the university will follow. Detailed information about options and what to expect for survivors and those impacted by sexualized violence, complainants, respondents, and all parties involved will be provided in multiple formats.

11. Disclosures

11.1 — Survivors and those impacted by sexualized violence may disclose their experiences to any member of the university community. ~~Individuals may disclose for a variety of reasons, including to access support.~~ It is the university's expectation that individuals who disclose are taken seriously, and are treated according to the values listed in section 4.6. A disclosure is not a report and will not initiate an investigation.

11.2 — A university community member may be required to disclose information they receive if any of the following circumstances apply:

~~(a) — a person is at risk of self-harm or of harming others;~~

~~(b) — there is an imminent risk of harm to the university community and/or the broader community;~~

Formatted: English (Canada)

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

~~(c) the disclosure involves sexual harassment in their place of employment;⁴~~

~~(d)(a) a person under the age of 19 is endangered; or~~

~~(e)(a) disclosure is otherwise required by law.~~

In these instances, the minimum amount of information needed to meet legal or other obligations will be disclosed, and every effort will be made to involve the survivor in decision-making and to mitigate any associated risks. Any university community member who is unsure about their responsibility to disclose should seek advice from the intake office.

11.3 Faculty, librarians, and staff who receive a disclosure should ensure that the individual disclosing to them is aware of this policy and of the option to seek further assistance from the intake office.

11.4 Members of the university community who receive a disclosure may contact the intake office, or the appropriate person in their unit, for advice or personal support. Unless one of the exceptions in section 11.2 applies, members of the university community who receive disclosures must obtain the consent of the person who disclosed to them before sharing any information about the person who disclosed.

12. Reports

12.1 University community members who wish to make a sexualized violence report should contact the intake office. A report may be made at any time — see section 10.6.

12.2 Individuals who seek to become members of the university community, such as prospective students or prospective faculty, librarians, or staff, may make a report to the intake office.

12.3 The head of the intake office may make a report on their own initiative when required to comply with the university's legal obligations and/or its policies, or when presented with an allegation that may put the university or its community members at risk.

12.4 Employees (faculty, librarians, and staff) may choose to report sexualized violence to their supervisor who will take appropriate actions under university policies.

12.5 University reporting options for all members of the university community also include:

(a) making a report under this policy and its associated procedures; or

(b) making a complaint of sexual harassment under the Discrimination and Harassment Policy; or

(c) for unionized faculty, librarians, and staff, filing a grievance through their union.

12.6 The university will promptly respond to reports of sexualized violence made to it under this or any other university policy. All university investigations and adjudicative processes will follow

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering
Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

⁴As required under the Workers Compensation Act.

principles of fairness and natural justice,⁵ and will protect the rights of the complainant, the respondent, and witnesses.

12.7—Investigators will apply the balance of probabilities standard of proof (i.e., whether the information shows that it is more likely than not that a violation of this policy occurred).

12.8—Statements may be made anonymously or through third parties.

12.8.1—The university may be unable to investigate an anonymous or third-party statement due to a lack of information.

12.8.2—Where other sufficient information exists, the head of the intake office may decide to proceed with an investigation. In such cases, the survivor or person impacted by sexualized violence has the right to choose not to participate in the investigation. The university will act in a survivor-centred manner.

12.8.3—If the university does not investigate, a record of the anonymous or third-party statement will be retained under restricted access.

12.8.4—The university may engage the response coordination team (see section 16) and consider whether any other steps can and should be taken, which may include increased Campus Security presence at certain times or in certain places and/or, in appropriate cases, contacting the third party who submitted a third-party statement to find out if the survivor or person impacted by sexualized violence would consider submitting a report or participating in an investigation.

12.9—Individuals have the right to and are welcome to involve a support person of their choice at any point in the process, and they may also engage a union representative and/or legal counsel in any meetings or processes related to a report of sexualized violence.

12.10—If, after reviewing a report of sexualized violence, the university decides not to investigate, this should not be seen as a judgment against any person or a denial that the incident occurred. There are many reasons why the university may not investigate—see the Disclosure and Reporting Procedures for more information. In all cases, supports will be available.

12.11—The complainant has the right to withdraw their report at any stage in the process. However, there are circumstances when the university will be compelled to proceed without the complainant's involvement, for reasons which may include but are not limited to those listed in section 11.2 and where required by law.

12.12—The complainant has the right to choose how they participate in the investigation, including the right not to participate; however, if the complainant decides not to participate, the university's

⁵These principles include the right to be heard and to be judged impartially, and the decision-maker's duty to be fair and to be free from bias.

investigation may be limited. Complainants may choose to be kept informed about the investigation whether or not they participate.

~~12.13~~—The university recognizes that being involved in an investigation process can be difficult. The university is committed to treating all individuals involved in a manner that is respectful, trauma-informed, and procedurally fair. All participants have the right to:

- ~~(a)~~ have the complaint process explained to them;
- ~~(b)~~ ask questions about the process;
- ~~(c)~~ receive information about available supports and accountability options; and
- ~~(d)~~ communicate their own experiences.⁶

~~13. Interim Measures~~

~~13.1~~—When requested by the complainant for safety reasons or where the university receives information that requires it to act to protect university community members' health or safety, or university property, the university may impose interim measures before an investigation is concluded. Interim measures will be imposed in accordance with university policies and any applicable collective agreement.

~~13.2~~—Interim measures seek to protect the safety of all parties involved and to protect the integrity of the ongoing investigation or disciplinary process. The need for interim measures, and which measures are imposed, will be determined on a case-by-case basis, taking into account the circumstances of each situation.

~~13.3~~—Any decision to impose interim measures will not be construed as a decision or discipline against the complainant or respondent and will not be weighed against the respondent in a discipline process. Interim measures will remain in effect for as long as is reasonably required pending the outcome of an investigation. Individuals affected by interim measures may request, in writing, a review of such measures.

~~14. Statement on Concurrent Process~~

~~14.1~~—The university may proceed with an investigation into a report of sexualized violence while the incident is also being investigated by the police. The investigation process under this policy may occur simultaneously to, prior to, or following any criminal, employment, or other proceeding. The university may suspend its investigation pending the outcome of another process, or based on a participant's health or ability to participate.

~~15. Amnesty~~

~~15.1~~—The university recognizes that some survivors and those impacted by sexualized violence may be reluctant to come forward. One of these factors may be a fear of being sanctioned for alcohol or other substance use. The university seeks to create an environment where individuals feel

Formatted: Indent: Left: 0.5", Space After: 8 pt, Don't add space between paragraphs of the same style, No bullets or numbering

⁶See sections 17 (Confidentiality and Privacy) and 5.3 (Retaliation) for further guidance.

comfortable disclosing and reporting incidents of sexualized violence. Hence, the university will not subject any individual who discloses or reports sexualized violence to disciplinary action for alcohol or substance use occurring at or near the time of the incident(s).

16. Response Coordination

16.1 — The university may form an on-campus response coordination team to review risk, coordinate support and services, and consider recommendations for interim measures. The response coordination team will include appropriate individuals based on the nature of the disclosure or report.

17. Confidentiality and Privacy

For the purposes of this section (section 17) and in accordance with British Columbia's Freedom of Information and Protection of Privacy Act (FIPPA),⁷ "disclose" means to transmit or provide personal information to someone other than employees (faculty, librarian, staff) who require the information in the performance of their duties.

17.1 — Confidentiality is an important part of fostering an environment where individuals feel safe disclosing incidents of sexualized violence and seeking support. The university respects the privacy of all members of the university community. Personal information received by the university will be kept confidential subject to limitations outlined in this section.

17.2 — The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's FIPPA legislation, and the university's Protection of Privacy Policy (GV0235). The information and records will be treated as highly confidential, in compliance with FIPPA, with applicable university policies and with the applicable collective agreement.

17.3 — Subject to the requirements of section 11.2, university faculty, librarians, or staff who receive a disclosure or a report of sexualized violence or who are involved in addressing or investigating it must:

- (a) make every reasonable effort to protect personal information and maintain confidentiality;
- (b) collect the minimum information about individuals that relates directly to and is necessary to respond to a disclosure or report, which is considered to be supplied in confidence;
- (c) use the information about individuals only for the purposes of, or those consistent with, addressing the situation, investigating, or taking disciplinary action;
- (d) limit use of information about individuals to those within the university who need to know to perform their duties as a faculty member, librarian, or staff member; and
- (e) disclose personal information in all other circumstances only as permitted under FIPPA.

17.4 — The university may use or disclose personal information, including where:

- (a) it is authorized by the affected individual;

⁷ Legislation that regulates the collection, use, disclosure, storage and retention of personal information.

- ~~(b) the university determines compelling circumstances exist that affect any university community member's health or safety as authorized by the university's General Counsel (or delegate);~~
- ~~(c) it is authorized or required by a law or university policy; for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;~~
- ~~(d)(e) it is for the purpose of preparing or obtaining legal advice for the university;~~
- ~~(e)(a) it complies with a subpoena, a warrant, or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;~~
- ~~(f) the university uses or discloses the information for the purpose for which the information was obtained or compiled, or a consistent purpose (for example, where it is necessary to fulfill the university's duty of procedural fairness or where necessary for the conduct of the investigation);~~
- ~~(g)(a) a faculty member, librarian, or staff member needs the information to perform their employment duties;~~
- ~~(h)(a) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation;~~
- ~~(i) the information is being disclosed to the complainant, the respondent, or another person, under conditions consistent with section 17.8; or~~
- ~~(j) for public comment under section 17.15.~~

17.5 — ~~Should the university be compelled to disclose confidential information, survivors and those impacted by sexualized violence will be informed to the extent permitted or compatible with the purpose of the demand for information, and can choose to be supported at every step.~~

17.6 — ~~Should the university be compelled to disclose confidential information, respondents may be informed to the extent permitted or compatible with the purpose of the demand for information, and can choose to be supported.~~

17.7 — ~~Information may be used among university faculty, librarians, and staff only if necessary for the performance of their duties, such as to facilitate support or interim measures, to respond to a report, implement this policy, or take corrective action resulting from these processes.~~

17.8 — ~~The university may disclose information in order to ensure that reporting processes are fairly conducted, in accordance with the following principles:~~

- ~~(a) the respondent has the right to know the identity of the person who made the report (unless the university is acting as the complainant) and the material details of the allegations being made;~~
- ~~(b) the complainant has the right to know the outcome of the investigation, but not the details of any disciplinary actions that may have been taken against the respondent unless disclosing that information is necessary for health or safety reasons or because it affects the survivor or person impacted by sexualized violence; and~~

~~(c) other persons normally do not have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety reasons.~~

~~17.9 — Witnesses must keep in confidence any information that they learn solely as a result of the reporting or investigation process.~~

~~17.10 — Where interim measures impose restrictions on the respondent's movement or activities, if for health or safety reasons, or where restrictions otherwise affect the complainant or others (e.g. witnesses), the university will inform them of the relevant restrictions.~~

~~Third Party Statements~~

~~17.11 — Statements received anonymously or through a third party will be retained for the limited purposes of assessing whether the university should take action, and for compiling statistics. Personal information contained in anonymous or third party statements that are not subject to an investigation will not be retained for longer than necessary to accomplish the above purposes.~~

~~Public Statements~~

~~17.12 — Subject to section 17.14, survivors and those impacted by sexualized violence are free to tell the story of their own experiences.~~

~~17.13 — University community members must not disclose information that they learn solely as a result of an investigation or reporting process because under BC privacy law, this is personal information that must be kept confidential. See the procedures for more detailed information, and contact the intake office for guidance about confidentiality and privacy.~~

~~17.14 — Individuals are advised that, should they choose to make public statements about the investigation (including on social or other electronic media), they may compromise the investigation or be putting themselves at risk of civil lawsuits by those who believe they have been defamed or have had their privacy rights violated. Individuals should exercise care and judgment when deciding to make public statements, and should seek legal or other advice if unsure.~~

~~17.15 — Any public statements made by the university about a disclosure or report, including campus safety bulletins and statements to the media, will be trauma-informed, survivor centred, and otherwise consistent with the principles of this policy, and will not disclose the personal information of the survivor or person impacted by sexualized violence without consent of the person impacted by sexualized violence. The university reserves the right to correct misleading or inaccurate public information.~~

~~(f) SUPPORT Trauma-informed, non-judgmental, and empathetic communications.~~

Formatted: Font: Not Bold, Not Italic

Formatted: Normal, Indent: Left: 0.75", Space After: 6 pt

~~18.5.~~ Commitment to Support Survivors and Those Impacted by Sexualized Violence

Formatted: Bullets and Numbering

~~18.45.1~~ The ~~university~~University is committed to supporting all members of the ~~university~~University Community who experience or are ~~impacted~~Impacted by ~~sexualized violence~~Sexualized Violence, regardless of who they are or where and when the incident occurred.

~~18.2~~ The university is committed to maintaining a comprehensive and up-to-date list of on- and off-campus support resources, and making them accessible to all university community members.

~~18.35.2~~ The The University acknowledges that immediate and longer-term needs of every ~~survivor~~Survivor or person ~~impacted~~Impacted by ~~sexualized violence~~Sexualized Violence are unique and ~~hence they~~require a personalized pathway through their support options ~~will also be personalized.~~ The University therefore commits to:

Formatted: Bullets and Numbering

~~18.4~~ The university acknowledges that every survivor or person who is impacted by sexualized violence will engage with the university and this policy from their unique situation or position. Given existing hierarchies and power dynamics at the university, they may enter the policy at a disadvantage. The university is committed to:

- (a) recognizing the specific barriers and power relationships that impact a ~~survivor~~Survivor in making a ~~disclosure~~Disclosure or ~~report~~Report, and devising strategies that take such barriers and power relationships into account;
- (b) providing supports based on the unique needs of the ~~survivor~~Survivor or person ~~impacted~~Impacted by ~~sexualized violence~~Sexualized Violence; and
- (c) equitably offering ~~consistent, fair,~~relevant and supportive referrals to on- and off-campus services.

~~18.55.3~~ Support ~~provisions~~to ~~survivors~~Survivors and ~~those impacted~~Those Impacted by ~~sexualized violence~~Sexualized Violence will operate based on the following principles:

Formatted: Bullets and Numbering

- ~~(a)~~ The SVRO will provide information in an accessible manner;
- ~~(a)(b)~~ all ~~university community~~University Community members ~~impacted~~Impacted by ~~sexualized violence~~Sexualized Violence can ~~receive~~seek information and support through the SVRO;
- ~~(b)(c)~~ ~~survivors~~Survivors and ~~those impacted~~Those Impacted by ~~sexualized violence~~Sexualized Violence ~~will be able to access~~Sexualized Violence can seek support regardless of when, where, or by whom they experienced ~~sexual violence~~Sexualized Violence;
- ~~(c)(d)~~ the ~~intake office~~SVRO will work with individual ~~survivors~~Survivors and ~~those impacted~~Those Impacted by ~~sexualized violence~~Sexualized Violence to determine their support needs and assist them in accessing these;
- (d) ~~survivors~~Survivors and ~~those impacted~~Those Impacted by ~~sexualized violence~~Sexualized Violence who disclose may seek support; but will not be required or pressured to make a ~~report~~Report. In some limited cases, the ~~university~~University may be required to take action without a Report by the survivor's permissionSurvivor (see section ~~17~~18.4). If this is

necessary, the University will make reasonable efforts to inform the individuals affected would be informed in an accessible manner and may choose to be supported at every step of any process;

- (e) survivorsSurvivors and those impactedThose Impacted by sexualized violenceSexualized Violence have the right to determine what and how much they choose to disclose or report about their experience, and to decide whether and how they would like to make a report withReport to the universityUniversity and/or report to the police;
- (f) every reasonable effortReasonable efforts will be made to provide survivorsSurvivors and those impactedThose Impacted by sexualized violenceSexualized Violence who are studentsStudents with the opportunity to retain their status as studentsStudents and continue with their studies at the universityUniversity if they wish to do so; and.

~~(g)5.4~~ faculty, librarians, The SVRO will assist individuals in determining their pathways through support options on- and off-campus. Faculty, librarians, and staff who are covered by a collective agreement are able to can access support under this policy through the SVRO and through their unions.

~~18.65.5~~ The intake office is dedicated to supporting individuals in determining their pathways through support options on- and off-campus. Employees in the intake office will be trained in survivor-focused and trauma-informed responses to sexualized violence disclosures. The intake officeSVRO, in coordination with other offices, will work with individuals to developThose Impacted by Sexualized Violence to enable their safety and wellbeing on campus (or in their relationship with the University). This may involve supporting Survivors and Those Impacted by Sexualized Violence in developing safety plans, accessaccessing services and supports, and help them obtaining academic or non-academic supports, and helping individuals to navigate any subsequent process in which the individual chooses to participate.

6. COMMITMENT TO SUPPORT PERSONS ALLEGED TO HAVE CAUSED HARM AND RESPONDENTS

- 6.1 The University will take an Intersectional and harm reduction approach to supporting persons Alleged to Have Caused Harm and Respondents and acknowledges that some of these individuals may have experienced Sexualized Violence themselves.
- 6.2 Persons Alleged to Have Caused Harm and Respondents may, based on their individual circumstances and as appropriate, seek information and support from the SVRO, Student Support Coordinators, the Office of the Ombudsperson, or union representatives.
- 6.3 Persons Alleged to Have Caused Harm and Respondents will be treated fairly by EQHR and will be given an explanation of the processes they are involved in under this policy, including options, where appropriate, for engaging in a Voluntary Resolution Process.

Formatted: Indent: Left: 0", Hanging: 0.5", Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"

Formatted: Pattern: Clear

Formatted: Bullets and Numbering

7. COMMITMENT TO EDUCATION AND TRAINING

- 7.1 The overall goal of Sexualized Violence education is to create and maintain a working, learning, living, and social environment at the University based on the principles and practices of Consent and respect through the awareness and prevention of Sexualized Violence.
- 7.2 The University will to provide access to coordinated education and training programs pertaining to preventing, and responding to, incidents of Sexualized Violence to all University Community members.
- 7.3 The University will provide education and awareness training as described in sections 7.4, 7.5 and the Appendix F: Education and Awareness. The University will create a committee to guide and support this work (See Appendix F).
- 7.4 The education and training will:
- (a) be proactive, prosocial, sustained, and focused on creating a culture that promotes healthy and safe relationships, based in relevant best practices;
 - (b) take into account Intersectional identities and barriers, power relationships, and other relevant factors;
 - (c) be grounded in an anti-oppressive understanding;
 - (d) facilitate the dissemination of common definitions, principles, and shared values across the University Community;
 - (e) identify that Sexualized Violence is a continuum of behaviors from unwanted comments to all forms of sexual assault;
 - (f) contextualize Sexualized Violence and rape culture from its colonial, historical, and sociological roots;
 - (g) be specific, tailored, and accessible to diverse campus populations; and
 - (h) have learning outcomes and be regularly reviewed and assessed.
- 7.5 In addition, the University will provide education, which may include but is not limited to:
- (a) implementing a comprehensive education program for faculty, librarians, staff, and Students (pre-arrival, on-site orientation, and ongoing education materials, workshops, and on-line training);
 - (b) implementing training with a curriculum based on consistent foundational principles for members of units and offices most likely to receive Sexualized Violence Disclosures;
 - (c) making information on Trauma-informed responses to Disclosure available to all faculty, librarians, staff, and Students;
 - (d) addressing harmful attitudes and behaviours that reinforce beliefs about Sexualized Violence such as rape myths and victim blaming that perpetuate an environment where violence is normalized; and

Formatted: Bullets and Numbering

(e) implementing harm reduction education in relation to alcohol and other substance use.

SCOPE

8. Prohibited Conduct

8.1 All acts of Sexualized Violence are prohibited under this policy.

8.2 Retaliation against a person who engages with this policy, or against a person associated with anyone who engages with this policy, is prohibited.

9. Jurisdiction of the Policy

9.1 This policy and its associated procedures apply to all members of the University Community.

9.2 All members of the University Community who are Survivors or Those Impacted by Sexualized Violence may access support under this policy, regardless of when or where the Sexualized Violence occurred, and who was involved.

10. Jurisdiction to Investigate Reports

10.1 The Director will determine whether the University has jurisdiction to investigate a Report.

10.2 The University only has jurisdiction to investigate Reports about the actions, interactions, and behaviours of a member of the University Community in an incident alleged to have occurred in one or more of the following circumstances:

(a) on any property that is controlled by the University and used for University purposes;

(b) when the Respondent is or was in a position of power or influence over the Survivor's academic or employment status at the University;

(c) While engaged in a University Activity, including but not limited to:

(i) athletic events;

(ii) online courses;

(iii) placements (including co-op and practica);

(iv) online meetings in furtherance of University business;

(v) academic or professional conferences; and

(vi) academic or research field work.

10.3 If an incident does not meet one or more of the criteria in section 10.2, the University may still take steps to mitigate the impact of the incident on the learning, living, or working environment.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Font: Calibri

10.4 The University does not have jurisdiction to investigate allegations against a person who is not a member of the University Community or who is not currently affiliated with the University. However, when allegations are brought forward against a visitor (i.e. visiting alumni, non-University employed contractors, members of the general public), the University has the ability to look into the matter and to revoke visitors' access to University property. The SVRO can also assist a Survivor in reporting to another reporting body (e.g., police, employer, etc.).

10.5 The University may accept Disclosures and Reports from individuals who are not members of the University Community if the Respondent is a member of the University Community and the incident falls within section 10.2.

11. Employees of the University Covered by a Collective Agreement

11.1 This policy and its associated procedures are designed to complement and not conflict with the University collective agreements. Where a University collective agreement process applies to the Respondent, such as an investigation or disciplinary process, the processes in the collective agreement will be followed.

12. Impact of Concurrent Criminal, Civil or Other Proceedings

12.1 This policy and its associated procedures are separate from any criminal or civil proceedings. The University is responsible for determining whether a University Community member has violated this policy and is not responsible for determining violations of criminal or civil law.

Formatted: Font: +Body (Calibri)

12.2 An investigation process under this policy or its associated procedures may occur simultaneously with, prior to, or following any criminal, employment, or other proceeding. The University may proceed with an investigation into a Report of Sexualized Violence while the incident is also being investigated by the police.

12.3 Any University process under this policy or its associated procedures, including an investigation, may be suspended pending the outcome of another process or proceeding, or based on a participant's health or ability to participate. This may be done at the request of the Survivor, or an external body, or at the University's initiative.

12.4 If a University process under this policy or its associated procedures is suspended, the SVRO will continue to coordinate support to members of the University Community as described in this policy and its associated procedures.

DISCLOSURES AND REPORTS

Formatted: None, Space Before: 0 pt, After: 12 pt, Don't keep with next, Don't keep lines together

13. Immediate Assistance

13.1 The University encourages, but does not require, Survivors to seek immediate assistance. Seeking assistance promptly may be important to ensure physical safety, to obtain medical care or emotional support, or to preserve evidence. The SVRO website and Appendix G contain

detailed information on immediate assistance available on and off campus, including current contact information [add link here].

14. Process Options

14.1 The SVRO will provide Survivors with information about their options and the processes available to them, and with referrals where appropriate. Process options for Survivors may include:

- (a) a Disclosure to a member of the University Community;
- (b) a Report to the University;
- (c) a statement to the University through a Third Party;
- (d) a grievance through their union;
- (e) a report to the police through an approved agency;
- (f) a report of a crime directly to the police;
- (g) a human rights complaint to the BC Human Rights Tribunal;
- (h) a civil suit.

university

15. Timing of Disclosures and Reports to the University

15.1 The University recognizes that Survivors may not be ready to make a Disclosure or Report immediately after an incident of Sexualized Violence. Disclosures or Reports of Sexualized Violence can occur immediately after the incident or several months or years later. In the latter case, they may be triggered by another experience.

15.2 There is no time limit to an individual Disclosing or Reporting their experiences and accessing support under this policy and its associated procedures. University support systems are designed to be flexible and open to a diversity of experiences and needs.

15.3 There is no time limit to an individual Reporting their experiences to the University with the intention of initiating a process but where there is a significant lapse of time, the University's ability to investigate may be limited. For example, as outlined in section 10, the University may not have jurisdiction to investigate an incident if one or more of the parties involved are no longer affiliated with the University.

15.4 While evidentiary and procedural challenges may arise if a Report is significantly delayed, the delay in and of itself will not be considered as an indication that the incident did not occur.

16. Disclosures

16.1 A Disclosure is not a Report and will not initiate an investigation.

16.2 Survivors and Those Impacted by Sexualized Violence may disclose their experiences to any member of the University Community. The University acknowledges that a survivor or person impacted by sexualized violence individuals may find it easier to disclose to a member of the university community University Community who they trust or with whom they feel safe. Individuals may disclose for a variety of reasons, including to access support. Therefore,

Formatted: English (Canada)

16.3 The University encourages anyone who receives a Disclosure to seek advice from the SVRO and/or to refer the individual making the Disclosure to the SVRO for coordinated information and support.

16.4 A University employee who receives a Disclosure should take steps to inform the discloser of this policy and of the option to seek further assistance from the SVRO.

16.5 A University employee who receives a Disclosure may need to share it with others, in order to properly perform their employment duties (see E10.00). In such cases, the University employee should first inform the person who made the Disclosure.

16.6 In some circumstances, members of the University Community who receive a Disclosure are required to share the Disclosure with others including where:

(a) a person is at risk of self-harm or of harming others;

(b) there is an imminent risk of harm to the University Community and/or the broader community;

(c) the Disclosure involves sexual harassment in the person's place of employment and is therefore required under the Workers Compensation Act;

(d) a person under the age of 19 is endangered; or

(e) disclosure is otherwise required by law.

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering
Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

In these instances, the minimum amount of information needed to meet legal or other obligations should be shared with others, and reasonable efforts should be made to involve the Survivor in decision-making and to mitigate any associated risks. Any University Community member who is unsure about their responsibility to share a Disclosure should seek advice from the SVRO.

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering
Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Don't add space between paragraphs of the same style, Numbered + Level: 1 + Numbering
Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

16.7 University offices, Campus Security, the Office of Student Life, Residence Services, who receive a Disclosure and create a record of it must forward the record of the Disclosure to EQHR for confidential retention. EQHR retains Disclosures for the purposes of providing coordinated information and support, assessing patterns and risk, and aggregating statistics for the purposes of the annual report referred to in section 26 of this policy.

17. Voluntary Resolution Processes

- 17.1 A person who has made a Disclosure or Report may, at any time after the Disclosure is made, request EQHR to facilitate a Voluntary Resolution Process.
- 17.2 A Voluntary Resolution Process is any voluntary process that may address the matter. Filing a Report is not a pre-requisite to engaging in a Voluntary Resolution Process and engaging in such a process is not a pre-requisite to filing a Report.
- 17.3 EQHR will discuss the Voluntary Resolution Process options with the Survivor, and if the Survivor agrees, with the Person Alleged to Have Caused Harm.
- 17.4 All participants must voluntarily agree to the Voluntary Resolution Process. Before the Voluntary Resolution Process is considered initiated, the Person Alleged to Have Caused Harm will be invited to a preliminary meeting with EQHR to discuss the Voluntary Resolution Process options.
- 17.5 The University, through a Response Coordination Team ("RCT") (see section 24) process, reserves the right to decline a request for a Voluntary Resolution Process. The university will only do so if in circumstances where it is satisfied that such a process may be inappropriate.
- 17.6 A person against whom a Disclosure or Report has been made may, at any time after they become aware of the Disclosure or Report, request EQHR to facilitate a Voluntary Resolution Process.
- 17.7 At any time after an investigator has been appointed, a Complainant or Respondent may request a Voluntary Resolution Process. The Voluntary Resolution Process may occur before, during, or after an investigation.
- 17.8 Voluntary Resolution Processes are not disciplinary and will not determine whether or not the policy has been violated.
- 17.9 A Voluntary Resolution Process is often designed through a single meeting or a series of meetings. When discussing Voluntary Resolution Process options with EQHR, the Survivor may request a specific option. The Person Alleged to Have Caused Harm will also have input into designing the Voluntary Resolution Process and agreeing to the process selected. Options for requesting a Voluntary Resolution Process include, but are not limited to:
- (a) Requesting support from EQHR in letting the Person Alleged to Have Caused Harm know the alleged behaviour was unwanted.
 - (b) Requesting the Person Alleged to Have Caused Harm to take Consent training or another form of training focussed on Sexualized Violence prevention

(c) Seeking a voluntary apology. A voluntary apology by a Respondent is not considered to be an admission of guilt or fault and will not be used as a basis for discipline.

(d) Making a non-disciplinary request of the Person Alleged to Have Caused Harm to avoid contact, avoid certain areas of campus, or the like.

(e) Making reasonable requests for academic or work related changes that will not impact academic progress or limit the rights of the other party.

(f) Requesting mediation, facilitated conversation, conflict coaching, or any form of culturally supportive and appropriate resolution.

(g) Requesting negotiating a behavioural agreement or a voluntary letter of agreement, where appropriate.

17.10 An in-person meeting between parties will not be a requirement for a Voluntary Resolution Process.

17.11 If a Voluntary Resolution Process results in a resolution that the Person Alleged to Have Caused Harm, the University, and the Survivor (if participating) agree to, the resolution will be put in writing and signed. A copy of the terms of resolution shall be confidentially retained by EQHR.

Terminating a Voluntary Resolution Process

17.12 Participation in a Voluntary Resolution Process is voluntary and either party may withdraw from the process at any time.

17.13 The University may terminate the Voluntary Resolution Process if EQHR or an RCT determines that no useful purpose will be achieved by continuing.

17.14 If a Voluntary Resolution Process is terminated by the University, or by the withdrawal of either party, the Survivor may pursue, or the University may initiate or resume, an investigation process.

18. Reports

18.1 To Report Sexualized Violence means completing a "Report Form" and filing it with EQHR, with the intention of initiating an investigation. A Report may be made to EQHR at any time.

18.2 For the purposes of this policy, a Survivor will be referred to as a Complainant after a Report has been filed with EQHR, and the Person Alleged to Have Caused Harm will be referred to as a Respondent.

18.3 A Report may be made to EQHR by:

(a) a member of the University Community who has experienced Sexualized Violence;

(b) a person who is not a member of the University Community who has experienced Sexualized Violence, where the Respondent is a member of the University Community and the incident falls within section 10.2.

The University May Act as Complainant

18.4 The University may act as the Complainant whether or not a Report has been made. In such cases, the Survivor may choose not to participate in the investigation.

18.5 The Director may, on their own initiative or in consultation with a RCT (see section 24), initiate an investigation under this policy with the University acting as the Complainant where the Director is aware of an alleged incident or series of incidents of Sexualized Violence, is satisfied there is enough evidence to proceed, and:

(a) there is a significant risk to the health or safety of one or more members of the University Community; or

(b) an investigation is in the best interests of the University or is required by law or by University policy.

Responding to Reports of Sexualized Violence

18.6 The University will promptly respond to Reports of Sexualized Violence.

18.7 All University investigations and adjudicative processes under this policy and its procedures will follow principles of fairness and natural justice, including the right to be heard and to be judged fairly and impartially, and will respect the rights of the Complainant, the Respondent, and witnesses.

18.8 Complainants, Respondents, and witnesses have the right to and are welcome to involve a support person of their choice at any point in the process, and they may also engage a union representative and/or legal counsel (at their own cost) in any meetings or processes related to a Report of Sexualized Violence. A support person may be internal or external to the University. A person who is a witness to the reported incident cannot be a support person to the Complainant, Respondent, or to another witness. A support person's role is to provide clear information on trauma—emotional, spiritual, and/or cultural support. A support person must agree in writing to maintain confidentiality in accordance with this policy and its associated procedures.

18.9 The Complainant has the right to withdraw participation any stage in the process. However, there are circumstances when the University will be compelled to proceed with an investigation without the Complainant's involvement, for reasons which may include but are not limited to those listed in section 16.6 and 18.5.

Formatted: List Paragraph, Indent: Left: 0", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

~~18.7~~18.10 The Complainant has the right to choose how they participate in the investigation, including the right not to participate; however, if the Complainant decides not to participate, the University's ability to investigate may be limited. Complainants may choose to be kept informed ~~practices and support options to all members of the university community~~ about the outcome of the investigation whether or not they participate.

Formatted: Indent: Left: 0", Hanging: 0.5", Space After: 12 pt

Formatted: Bullets and Numbering

18.11 For the purposes of this policy and its associated procedures, "participants in an investigation" include the Complainant(s), Respondent(s), and witnesses.

18.12 The University will treat all participants in an investigation in a manner that is respectful, Trauma-informed, and procedurally fair. All participants in an investigation have the right to:

(a) ask questions about the investigation process;

(b) receive information about available supports; and

(c) communicate their own experiences (see Appendix E, sections E14.00 and E15.00) without fear of Retaliation and with the expectation that those experiences will be dealt with in confidence, subject to the limitations described in sections 16.5 and 16.6 of this policy.

Formatted: Indent: Left: 0.5", Space After: 8 pt, Don't add space between paragraphs of the same style, No bullets or numbering

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 1", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

18.13 If, after reviewing a Report of Sexualized Violence, the University decides not to take action or investigate, this should not be seen as a judgment against any person or a denial that the incident occurred.

Formatted: English (United States)

Formatted: List Paragraph, Indent: Left: 1", Space After: 6 pt, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: English (United States)

19. Ending the relationship with the University

19.1 If the Respondent ends their relationship with the University during an investigation, the University may decide to temporarily or permanently suspend the investigation or to continue the investigation. This decision will be informed by the University's assessment of whether a full and fair investigation is possible.

19.2 If the Complainant ends their relationship with the University during the investigation, the Complainant can continue to participate in the investigation or choose to withdraw participation from the investigation. The University may decide to suspend the investigation or to continue it without the Complainant's participation. This decision will be informed by the University's assessment of whether a full and fair investigation is possible.

20. Anonymous Allegations and Third Party Statements

20.1 EQHR will accept anonymous allegations or Third Party Statements for the purposes of:

(a) determining whether there is evidence of a safety concern for the University Community;

(b) identifying whether it is appropriate for the University to take action; and

Formatted: Indent: Left: 0.75", Line spacing: Multiple 1.15 li, No bullets or numbering

(c) compiling Sexualized Violence statistics wherever possible.

20.2 EQHR's ability to act on or investigate anonymous allegations or Third Party Statements is limited if the information it receives is incomplete and University is unable to follow up with the person who experienced Sexualized Violence.

20.3 The Director will consider the allegation or statement and determine whether any steps can and should be taken. The Director may choose to engage a RCT (see section 24) to make that determination.

20.4 Where sufficient information exists, the Director may decide to take action, including to proceed with an investigation. In such cases, the person who experienced the Sexualized Violence has the right to choose not to participate in the investigation.

20.5 If EQHR does not investigate, a record of the anonymous allegation or Third Party Statement will be retained by the Director under restricted access.

21. Interim Measures

21.1 The University may impose Interim Measures where the University believes it must act to protect University Community members' health or safety, or University property, or when requested by an individual for safety reasons. Interim Measures will be imposed, by the Administrative Authority, in accordance with any applicable collective agreement or University policy, such as *Response to At-Risk Behaviour* (SS9125).

21.2 Interim Measures seek to mitigate risks to the health and safety of individuals and the University Community and to protect the integrity of processes under this policy and its associated procedures. The need for Interim Measures, and which measures are imposed, will be determined on a case by case basis, taking into account the circumstances of each situation.

21.3 Any decision to impose Interim Measures will not be construed as a decision or discipline against the parties and will not be weighed against the Respondent in a discipline process.

21.4 Interim Measures will remain in effect for as long as is reasonably required pending the outcome of an investigation.

21.5 Individuals affected by Interim Measures may request, in writing, a review of such measures.

21.6 Interim Measures may include but are not limited to:

(a) separating the Complainant and Respondent to minimize or prevent encounters in living, working, and learning environments;

(b) for Students living in Residence, moving to another room or being removed from Residence;

(c) implementing no-contact or limited contact agreements;

- (d) prohibiting the Respondent from being on some or all of the University premises and from engaging in University-affiliated activities;
- (e) denying or restricting access to any facilities operated by the University, including computer and communication systems;
- (f) imposing a suspension on a Respondent who is a Student; or
- (g) imposing on a Respondent who is an employee any Interim Measures that are permissible under, and imposed in accordance with, any applicable collective agreement.

21.7 A breach of Interim Measures is prohibited conduct and will be taken seriously. A breach of Interim Measures will be addressed by the University as a separate matter under applicable universities policies, processes, or collective agreements by the University Administrative Authority with oversight for the Respondent's misconduct.

22. Amnesty

22.1 The University recognizes that some Survivors may be reluctant to come forward. One reason may be a fear of being sanctioned for their personal use of alcohol or other substance use. The University seeks to remove barriers to Disclosing and Reporting incidents of Sexualized Violence. Hence, the University will not subject any individual who Discloses or Reports or witnesses Sexualized Violence to disciplinary action for their personal use of alcohol or substance use occurring at or near the time of the incident(s).

23. Retaliation

23.1 Retaliation is prohibited conduct and will be taken seriously. Retaliation will be addressed by the University as a separate matter under applicable University policies, processes, or collective agreements, by the University Administrative Authority with oversight for the Respondent's misconduct.

23.2 Allegations of Retaliation can be made before, during or after a process under this policy. Allegations of Retaliation can be brought forward to the SVRO/EQHR who will provide them to the appropriate Administrative Authority for consideration under applicable University policies, processes, or collective agreements.

24. Response Coordination Team

24.1 The University may form a Response Coordination Team ("RCT") to review risk, coordinate support and services, consider recommendations for Interim Measures, if appropriate consider alternative or additional policy or processes, provide advice to the Director on whether Voluntary Resolution Processes are appropriate, and provide advice to the Director under sections 18.5 and 20.3. The RCT will include appropriate individuals based on the nature of the Disclosure or Report.

25. Confidentiality and Privacy

- 25.1 Confidentiality is an important part of fostering an environment where individuals feel safe disclosing incidents of Sexualized Violence and seeking support. The University respects the privacy of all members of the University Community. Personal information received by the University will be kept confidential subject to limitations outlined in Appendix E: Statement on Confidentiality and Privacy.
- 25.2 The University must and will act in compliance with British Columbia's *Freedom of Information and Protection of Privacy Act* (FIPPA) which regulates the collection, use, disclosure, storage and retention of personal information.
- 25.3 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's FIPPA legislation, and the University's Protection of Privacy Policy (GV0235) and Records Management Policy (IM7700). The information and records will be treated as highly confidential, in compliance with FIPPA, with applicable University policies and with the applicable collective agreement.

GENERAL

26. Annual Report

- 18.8 — The President will provide information to the Board of Governors each year on the implementation of this policy. Respondents may access support based on their individual circumstances. The university will take an intersectional and harm reduction approach to supporting respondents, and acknowledges that some respondents may have experienced sexualized violence themselves. Respondents will be treated fairly and given clear explanations of the processes they are involved in, including options for resolution through a community accountability agreement. Respondents may request support, and may access the resources of the intake office, Student Life case managers, union representatives, and the Office of the Ombudsperson at any time.
- 18.9 — The intake office, in coordination with other offices, will work with those impacted by sexualized violence to promote their safety and well-being as members of the university community. This may involve supporting survivors and those impacted by sexualized violence in obtaining academic, non-academic supports, or, including where the options exist, resolution through a community accountability agreement.

GENERAL

19.1 Annual Report

- 19.126.1 — The President will provide information to the Board of Governors each year on the implementation of this policy. The universityThe University will provide an annual update to members of the university communityUniversity Community. The annual report will include:

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

(a) Statistics on Disclosures, Voluntary Resolution Processes, and Reports;

(b) Progress on education and prevention; and

(c) Other major initiatives.

20.27. Review of Policy

27.1 The ~~university~~University will continue to monitor best practices and research, and will review and update this policy and its associated procedures whenever it is reasonable to do so.

~~20.427.2~~ In any event, the ~~university~~University will review this policy at least once every three years, and when directed to do so by the ~~Minister of Advanced Education-provincial government~~. This should include consultation with ~~students~~Students, staff, faculty, and librarians.

28. Retention and Disposal of Records

28.1 Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.

~~21.1. Retention and Disposal of Records~~

~~21.11. Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.~~

22.29. Authorities and Officers

~~22.429.1~~ The following is a list of authorities and officers for this policy:

- (a) Approving Authority: Board of Governors
- (b) Designated Executive Officer: President
- (c) Procedural Authority: President
- (d) Procedural Officer: University Secretary

RELEVANT LEGISLATION

Sexual Violence and Misconduct Policy Act, SBC 2016, c 23

Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165

Human Rights Code, RSBC 1996, c 210

Workers Compensation Act, RSBC 1996, c 492

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Italic

RELATED POLICIES AND DOCUMENTS

[Acceptable Use of Electronic Information Resources \(IM7200\)](#)

[Discrimination and Harassment Policy \(GV0205\)](#)

[Employment Accommodation Policy \(HR6115\)](#)

[Policy on Human Rights, Equity and Fairness \(GV0200\)](#)

[Prevention of Violence in the Workplace \(SS9120\)](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Resolution of Non-Academic Misconduct Allegations \(AC1300\)](#)

[~~Violence and Threatening Behaviour \(SS9105\)~~](#)

[Response to At-Risk Behaviour \(SS9125\)](#)

[Employee Collective Agreements](#)

[Residence Community Living Standards](#)

[Residence Contract](#)

[Family Housing Agreement](#)



University
of Victoria



APPENDIX A

Sexualized Violence – Support Procedures

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

Effective Date: ~~May 2017~~ [January 2021](#)
Supersedes: ~~New~~
Last Editorial Change: ~~New~~

Purpose

A1.00 These procedures give effect to the ~~university's~~ [University's](#) commitment to provide support to ~~all members of the university community~~ [University Community](#) who experience or are ~~impacted~~ [impacted](#) by ~~sexualized violence (Section 18)~~ [Sexualized Violence, as expressed in sections 5 and 6](#) of the Sexualized Violence Prevention and Response Policy ("the Policy").

Definitions

A2.00 The definitions in the Policy apply to these procedures.

~~A3.00~~ In these procedures "the Director" means the ~~Director of Equity and Human Rights (or their delegate)~~.

Confidentiality

~~A4.00~~ [A3.00](#) ~~Section 17 of the Policy (The Statement on Confidentiality and Privacy)~~ [referred to in section 25 of the Policy and appended to it as Appendix E](#) applies to these procedures.

Immediate Support

~~A5.00~~ Emergency support is available 24/7 by dialling 911 or contacting Campus Security at 250-721-7599. Immediate assistance may also be obtained through the Victoria Sexual Assault Centre (VSAC) by calling their 24-hour crisis line at 250-383-3232.

~~A6.00~~ [A4.00](#) The Sexualized Violence ~~Prevention and Response~~ [Resource Office \("SVRO"\)](#) website ~~has and Appendix G of the Policy and contain~~ detailed information on immediate assistance available on and off campus, including current contact information. [\[insert link to website here\]](#)

~~A7.00~~ [A5.00](#) The ~~university~~ [University](#) may establish a Response Coordination ~~team~~ [Team](#) (see Policy, section 24) to assist with [matters arising from a statement, Disclosure, or Report, including but not limited to:](#)

[\(a\) providing coordinated support; and/or](#)

~~(a) providing coordinated support; and/or~~

(b) protecting the safety of individuals and the ~~university community~~ [University Community](#).

Formatted: Font: +Body (Calibri), 11 pt, Font color: Auto

Formatted: Font: Bold

Formatted: Indent: Left: 0"

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.74" + Indent at: 0.99"

Intake Office

A8.00 The Equity and Human Rights office is the central resource at the university for information on support options and referrals to on and off campus services.

General Information and Support—General

A9.00~~A6.00~~ Information and support will be ~~provided~~made available to ~~survivors~~Survivors and those impacted~~Those Impacted~~ by ~~sexualized violence~~Sexualized Violence, as well as to ~~respondents,~~ as appropriate~~people who are alleged to have cause harm and Respondents.~~

A10.00 Support will be coordinated by the Equity and Human Rights office (for all university community members) and/or units in Student Affairs (e.g. the Office of Student Life) (for students). University community members may access information and support through these offices if and when they feel ready to do so.

The Equity and Human Rights office and/or departments and units in Student Affairs will provide information and support

A7.00 Anyone who is unsure of their relationship to or position in the University and has questions about potential support options should contact the SVRO.

A8.00 Information and support are provided so that ~~survivors and those impacted by sexualized violence~~individuals can make informed decisions at all stages of a process, including during any of the processes established by the Policy and its associated procedures.

A9.00 In all meetings or processes conducted under the Policy and these procedures, an individual may bring a ~~disclosure~~support person of their choice, who may be internal or ~~after a report has been made and during investigations and appeals.~~ This information ~~and external to the University.~~ A person who is a witness to the reported incident cannot be a support person to the Complainant, Respondent, or to another witness. A support person's role is to provide emotional, spiritual, and/or cultural support. A support person must agree in writing to maintain confidentiality in accordance with the Policy and these procedures.

A10.00 The University will ~~also be made~~make available ~~to respondents,~~ as Student Support Coordinators to provide support for Students, but individuals participating in a process have the right to choose their support person.

A11.00 Support can be coordinated by the SVRO, who will collaborate with units in Student Affairs, Human Resources, Faculty Relations, Indigenous Academic and Community Engagement, and other appropriate. ~~These~~ University units as well as student society unions or groups such as the Anti-Violence Project.

A11.00~~A12.00~~ Information and support ~~may include but are~~is not limited to:

(a) ~~information, resources, and planning for personal safety and immediate safety needs (e.g., emergency medical attention, housing, etc.);~~

(a) ~~accessible information, resources, and planning for personal safety and immediate safety needs (e.g., emergency medical attention, housing, etc.);~~
accessible

Formatted: Space Before: 0 pt

Formatted: Font color: Black

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: List Paragraph, Indent: Left: 0.74"

- (b) information about medical services used in ~~sexualized violence~~Sexualized Violence incidents to assess injuries and/or gather information, and about specialized community support services;
accessible

- (c) information about reporting options available, and what to expect when making a Report to the University or a report to ~~the university or~~ police;

(d) assistance accessing information and completing administrative forms;

(e) information on how to access union or legal representation;

(f) working with Campus Security and others to assist with ongoing safety planning;

(g) assistance with making connections to campus safety programs (e.g., Personal Safety Coordinators, Safewalk);

~~(d)(a) assistance accessing information and completing administrative forms;~~

~~(e)(a) information on how to access union or legal representation;~~

~~(f)(a) working with Campus Security and others to assist with ongoing safety planning;~~

~~(g)(a) assistance with making connections to campus safety programs (e.g., Personal Safety Coordinators, Safewalk);~~

(h) referral to other campus or community resources including faith-based and culturally specific supports;

~~(h)(i)~~(i) referral to other campus or community services and/or resources that can provide support for the emotional, spiritual, and physical impacts of ~~sexualized violence~~Sexualized Violence; and/or

(j) referrals to off-campus health and/or counselling support.

~~(i)(a) referrals to off-campus health and/or counselling support.~~

Information and Support – Credit Students*

A13.00 In addition, for credit students, possible non-academic supports may include but are not limited to:

~~A12.00A1.00 In addition, for credit students, possible non-academic supports may include but are not limited to:~~

(a) accessing the on-campus ~~health and/or counselling support~~Student Wellness Centre;

(b) ~~identifying reviewing any~~ options ~~related that may be available in relation~~ to on-campus housing;

(c) adjusting a student's work schedule when the student is also an employee of the University;

(d) assistance with connecting to resources to understand the implications and options regarding student visas;

~~(e) university;~~

Formatted: Font: Not Bold, Font color: Auto

Formatted: Indent: Left: 0"

Formatted: Font: Not Bold, Font color: Auto

Formatted: Indent: Left: 0"

Formatted: Font color: Black

Formatted: Normal, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Indent: Left: 0", Hanging: 0.49", Space After: 0 pt

Formatted: Indent: Left: 0.75", Space After: 0 pt, Line spacing: single, No bullets or numbering, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Indent: Left: 0.75", No bullets or numbering

Formatted: Indent: Left: 0.75", No bullets or numbering

~~(d)(e) assistance with connecting to resources to understand the implications and options regarding student visas;~~

(e) assistance with making connections to other campus and community resources including faith-based and ~~cultural~~culturally specific supports; and/or

(f) support in engaging with ~~university~~University units and- external institutions when a student's post-secondary funding arrangements such as grants, scholarships, bursaries, band funding, student loans, teaching assistance or other employment income, and research/teaching grants are impacted.

~~A13.00~~A14.00 Information and support can include helping students to access academic support options. ~~Possible academic support options which~~ may include but are not limited to:

- (a) adjusting a student's academic schedule, course, exam dates, academic supervisor, or instructor;
- (b) withdrawal from a course without penalty;
- (c) academic concession requests (e.g., deferring a final exam, assignment, or other course work; backdated course drops or withdrawals; alternative form of assessment; etc.);
- (d) applications for leaves of absence; and/or
- (e) referral to other academic resources and available supports.

~~13A13.01~~ Information and support can be provided to help students understand the implications of relevant timelines for academic concessions. Additional Information on academic concessions are contained in the Undergraduate and Graduate Academic Calendars.

Information and Support – Faculty, Librarians, and Staff*

~~A14.00~~A15.00 The process for evaluating faculty, librarian, and staff requests for supports will differ depending on the type of support requested. Faculty, librarians, and staff are encouraged to work with the ~~Equity and Human Rights office~~SVRO, their supervisor, and/or their union representative to learn about the available support options and how to access them. Supports that may be requested include but are not limited to:

- ~~(a)~~ adjusting a work schedule for ~~university~~University employment;
- ~~(b)~~ having work performance supervised and assessed by an alternative supervisor;
~~recommending~~
- ~~(c)~~ requesting that the Director initiate an Environmental Assessment under the Discrimination & Harassment Policy;
- ~~(d)~~ applying for a leave of absence or an extension of leave from ~~university~~University employment;

Formatted: Font color: Auto

Formatted: Indent: Left: 0.49", First line: 0"

Formatted: Default Paragraph Font

Formatted: List Paragraph, Add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.49" + Indent at: 0.74"

Formatted: List Paragraph, Add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.49" + Indent at: 0.74"

Formatted: List Paragraph, Add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.49" + Indent at: 0.74"

Formatted: List Paragraph, Add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.49" + Indent at: 0.74"

•(e) moving to a different work location; and/or

•(f) transferring to a different position within the ~~university~~University.

~~A15.00~~A16.00 Faculty, librarians, and staff may also access support through the employee assistance program.

~~*If you are unsure of your relationship to or position in the university and have questions about the potential support options available to you, contact the Equity and Human Rights office.~~

Formatted: List Paragraph, Add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.49" + Indent at: 0.74"

Formatted: List Paragraph, Add space between paragraphs of the same style, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.49" + Indent at: 0.74"



University
of Victoria

Sexualized Violence — Disclosure and Reporting Procedures

~~Procedural Authority:~~ President

~~Procedural Officer:~~ University Secretary

~~Parent Policy:~~ Sexualized Violence Prevention and
Response Policy (GV0245)

~~Effective Date:~~ May 2017

~~Supersedes:~~ New

~~Last Editorial Change:~~ June 2017

Appendix B

Statement of Rights of Complainant and Respondent

Purpose

~~B1.00 — The Disclosure and Reporting Procedures describe the processes that will be followed to uphold the university's commitments expressed in the Sexualized Violence Prevention and Response Policy ("the Policy") to provide survivors and those impacted by sexualized violence with access to immediate assistance (section 9), information about process options (section 10), and trauma-informed opportunities for disclosure (section 11) and reporting (section 12).~~

Formatted: Font: +Body (Calibri), 11 pt, Font color: Accent 1

Definitions

~~B2.00 — The definitions in the Policy apply to these procedures.~~

Formatted: Underline

~~B3.00 — In these procedures "the Director" means the Director of Equity and Human Rights (or their delegate).~~

Formatted: Indent: Left: 0"

Immediate Support

~~B4.00 — Emergency support is available 24/7 by dialling 911, and by contacting Campus Security at 250-721-7599. Immediate assistance may also be obtained through the Victoria Sexual Assault Centre (VSAC) by calling their 24-hour crisis line at 250-383-3232.~~

~~B5.00 — The Sexualized Violence Prevention and Response website has detailed information on immediate assistance available on and off campus, including current contact information.~~

~~B6.00 — The university may establish a Response Coordination team to assist with:~~

- ~~(a) providing coordinated support, and/or~~
- ~~(b) protecting the safety of individuals and the university community.~~

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.74" + Indent at: 0.99"

Process Options

~~B7.00 — The Equity and Human Rights office is available to explain the process options available to survivors and those impacted by sexualized violence (see section 10 of the Policy).~~

Disclosures

~~B8.00 — Survivors and those impacted by sexualized violence may make a disclosure to any member of the university community (see section 11 of the Policy).~~

~~B9.00—All members of the university community who receive a disclosure may contact the Equity and Human Rights office for information and support as described in the Sexualized Violence Support Procedures.~~

~~B10.00—No university employee is obligated to report any disclosures of sexualized violence that they receive, unless one of the exceptions in section 11.2 of the Policy applies.~~

~~10.01—Notwithstanding section B10.00 above, a disclosure to Residence Life staff may be forwarded to that staff person's manager when required under Residence Life processes.~~

~~B11.00—Unless one of the exceptions in section 11.2 of the Policy applies, individuals who receive disclosures should obtain the consent of the person who disclosed to them before sharing any information about the person who disclosed.~~

Reports

~~B12.00(a)—Any member of the university community may report sexualized violence to the university. An individual may begin the reporting process by contacting the Equity and Human Rights office or Campus Security, either in person or by phone, email, letter, or other reporting options as the university may develop. A form will be made available to assist complainants in making a report.~~

~~B13.00—If a report is made to Campus Security, then Campus Security:~~

- ~~(a) will take immediate action necessary to protect the safety and security of any person;~~
- ~~(b) may apply interim measures according to university policies and any applicable collective agreement;~~
- ~~(c) once any emergencies have been resolved, may engage a Response Coordination team, and;~~
- ~~(d) will refer the report and the complainant to the Equity and Human Rights office for further action.~~

~~B14.00—If a report is made directly to the Equity and Human Rights office or received through Campus Security:~~

- ~~(a) immediate action will be taken as necessary to protect the safety and security of any person;~~
- ~~(b) the Director may contact the complainant to ask if the complainant is able to provide additional information, and will do so in a trauma-informed and survivor-centred manner;~~
- ~~(c) the Director may engage a Response Coordination team, and;~~
- ~~(d) the Director, in consultation with others as appropriate, will determine the next steps in the reporting process.~~

~~B15.00—Staff with training in the reporting process will be available to assist complainants in making their report.~~

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 1", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: English (United States)

Formatted: List Paragraph, Indent: Left: 1", Space After: 6 pt, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: English (United States)

~~B16.00 Reports will include the name and contact information of the person making the report. Reports should also include as much information about the incident(s) as the complainant can provide, such as:~~

- ~~(a) a description of what happened;~~
- ~~(b) information about the complainant and respondent;~~
- ~~(c) the time(s), date(s), and location(s) of the incident(s); and~~
- ~~(d) potential witnesses.~~

Retaliation

~~B17.00 Allegations of retaliation (see section 5.2 of the Policy) can be made to the Equity and Human Rights office or Campus Security at any time when engaging with the policy or procedures, or to an investigator during an investigation. Allegations of retaliation may be investigated and sanctioned under this policy or another university policy.~~

Anonymous Statement

~~B18.00 The university will develop mechanisms for the provision of anonymous statements.~~

~~B19.00 The university will accept anonymous statements for the purposes of:~~

- ~~(a) determining whether there is a safety concern for the university community;~~
- ~~(b) identifying whether it is appropriate for the university to investigate; and~~
- ~~(c) compiling sexualized violence statistics wherever possible.~~

~~B20.00 The university's ability to investigate anonymous statements may be limited if the university cannot follow up with survivors or those impacted by sexualized violence.~~

~~B21.00 Anonymous statements are highly confidential. Access will be restricted to university staff who require it to perform their duties, subject to section 11.2 of the Policy.~~

~~B22.00 Anonymous statements will be reviewed regularly in order to assess whether the university needs to take any action. A person making an anonymous statement may ask for a particular action or result; however, the university cannot guarantee any outcomes based on anonymous statements.~~

Third Party Statements

~~B23.00 The university will develop mechanisms for the provision of third party statements.~~

~~B24.00 A third party is a person other than a survivor, someone impacted by sexualized violence, or a respondent; a third party can be a witness, a friend, a colleague, a person who receives a disclosure, or any other person. A third party must have the consent of the survivor or person impacted by sexualized violence to share information about an incident that the third party was not involved in.~~

~~B25.00 The university will accept third party statements for the purposes of:~~

Formatted: Indent: Left: 0.75", Line spacing: Multiple 1.15 li, No bullets or numbering

- ~~(a) determining whether there is evidence of a safety concern for the university community;~~
- ~~(b) identifying whether it is appropriate for the university to investigate; and~~
- ~~(c) compiling sexualized violence statistics wherever possible.~~

Formatted: Indent: Left: 0.75", Space After: 0 pt, Line spacing: single, No bullets or numbering, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

B26.00 Third party statements do not need to contain identifying information, such as names or physical descriptions of those involved.

B27.00 The university encourages third parties to include their own contact information with their statement so that the university can follow up with them.

B28.00 The university's ability to investigate a third party statement may be limited if the university cannot follow up with survivors or those impacted by sexualized violence.

University May Act as Complainant

B29.00 The Director, in consultation with a Response Coordination Team, may initiate an investigation under the Policy with the university acting as the complainant where:

- ~~(a) there is a significant risk to the health or safety of the university community; or~~
- ~~(b) an investigation is required by law or university policy.~~

Formatted: List Paragraph, Indent: Left: 0", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

B30.00 The university may act as the complainant whether or not a report has been made.

B31.00 Survivors or those impacted by sexualized violence will not be compelled to participate in an investigation where the university is the complainant. If they choose not to participate their identity will not be disclosed to the respondent. However, there may be circumstances where the university is legally required to disclose information about survivors or those impacted by sexualized violence.

Interim Measures

B32.00 The university may apply interim measures in accordance with university policies and any applicable collective agreement.

Personal Information

B33.00 The university collects personal information under these procedures for the purposes of:

- ~~(a) ensuring the safety of individuals and the university community;~~
- ~~(b)(a) ensuring the integrity and fairness of the process;~~
- ~~(c) providing appropriate information to the complainant and the respondent; and,~~
- ~~(d) conducting a proceeding or investigation that could lead to a sanction.~~

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Appendix to Disclosure and Reporting Procedures

Statement of Rights of Complainant and Respondent

Purpose

~~1.00~~ B1.00 The purpose of this document is to list the rights that the ~~complainant~~ Complainant and ~~respondent~~ Respondent can expect to have under ~~this procedure, the Sexualized Violence Prevention and Response Policy and its associated procedures~~ in order to preserve the fairness and impartiality of the process.

Formatted: Font: +Headings (Calibri Light), 13 pt, Font color: Black

Formatted: Normal, No bullets or numbering

Complainant's Rights

~~2.00~~ B2.00 A ~~complainant~~ Complainant has the following rights:

Formatted: Normal, No bullets or numbering

~~(a) to be treated with fairness, dignity, and respect;~~

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

~~(a) to be treated with fairness, dignity, and respect;~~

Formatted: Font: Bold

(b) to be given access to available support and resources throughout the process;

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

(c) to timely assistance with safety planning;

Formatted: Font: Not Bold

(d) to timely information about referrals to available on- and off-campus support services and resources;

(e) ~~if the Complainant is a Student,~~ to seek independent consultation at any point from the ~~university~~ University Ombudsperson;

(f) to have the process explained to them in an accessible manner, including the possible outcomes;

(g) to have their personal information kept confidential (except when ~~disclosed~~ disclosing it is required by law or ~~university~~ University policy);

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

~~(h)(a) to be informed that any information collected may be disclosed in criminal or civil proceedings;~~

Formatted: Font: Not Bold

~~(i)(a) to present their side of the story, and to respond to other participants' information;~~

Formatted: Font: Not Bold

~~(h) to be informed that any information collected may be disclosed in criminal or civil proceedings;~~

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

~~(i) to present their side of the story, and to respond to other participants' information;~~

Formatted: Font: Bold

- (j) to be accompanied by a support person; ~~(see A9.00);~~
- (k) to legal representation (at the ~~complainant's~~ Complainant's cost);
- (l) if the ~~complainant~~ Complainant is a unionized employee, to seek support, consultation, and ~~the investigation or outcome may have employment implications, to~~ representation by their union;
- (m) to decline to participate in aspects of the investigation;
- (n) to ~~appeal~~ request a review or grieve a decision by the ~~university~~ Director not to investigate;
- (o) to regular updates on the status of the process;
- (p) to opportunities to engage in ~~community accountability processes~~ Voluntary Resolution Processes where appropriate;
- (q) to written notice of any resolution that directly affects the ~~complainant~~ Complainant; and
- (r) to written notice of the outcome of any appeal or grievance.

Respondent's Rights

3.00 B.3.00 A ~~respondent~~Respondent has the following rights:

(a) to be treated with fairness, dignity, and respect;

~~(a) to be treated with fairness, dignity, and respect;~~

(b) to be given access to available support and resources in alignment with the Policy;

(c) to receive timely notice and information about the allegations against them;

(d) to know the identity of the person who made the Report;

~~(d)~~(e) if the Respondent is a Student, to seek independent consultation at any point from the ~~university~~University Ombudsperson;

~~(e)~~(f) to be presumed to have not violated this policy until a fair investigation is completed;

~~(f)~~(g) to have the process explained to them in an accessible manner, including the possible outcomes and consequences;

(h) to have their personal information kept confidential (except when ~~disclosed~~disclosing it is required by ~~(g)~~ law or ~~university~~University policy);

(i) to be informed that any information collected may be disclosed in criminal or civil proceedings;

(j) to present their side of the story, and to respond to other participants' information;

~~(h) to be informed that any information collected may be disclosed in criminal or civil proceedings;~~

~~(i)~~(a) to present their side of the story, and to respond to other participants' information;

~~(j)~~(k) to be accompanied by a support person; (see A9.00);

~~(k)~~(l) to legal representation (at the ~~respondent's~~Respondent's cost);

~~(l)~~(m) if the ~~respondent~~Respondent is a unionized employee ~~and the investigation or outcome may have employment implications~~, to seek support, consultation, and representation by their union;

~~(m)~~(n) to decline to participate (however, the process may still proceed in the absence of the ~~respondent~~Respondent);

~~(n)~~(o) to opportunities to engage in ~~community accountability processes~~Voluntary Resolution Processes where appropriate;

Formatted: Normal, No bullets or numbering

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: Not Bold

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: Bold

Formatted: Indent: Left: 0.75", No bullets or numbering

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: Not Bold

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: Not Bold

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: Bold

(b)(p) to written notice about the outcome of an investigation and any sanctions; and

(b)(q) to appeal or grieve the decision, as applicable, (within the appropriate time frame) and to receive written notice of the outcome of any appeal or grievance.

Appendix C

Sexualized Violence – ~~Investigation, Adjudication, and Appeal Procedures for Students~~ Investigations

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: Sexualized Violence Prevention and Response Policy (GV0245)

Effective Date: January 2021

Supersedes:
Last Editorial Change:

Formatted: Font: +Body (Calibri), 14 pt, Bold, Font color: Auto

Formatted: Font: 16 pt

Formatted: Heading 1

Purpose

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: Sexualized Violence Prevention and Response Policy (GV0245)

Effective Date: March 2018

Supersedes: May 2017
Last Editorial Change:

Formatted: Font: +Headings (Calibri Light), 13 pt, Font color: Black

Purpose

C1.00 These procedures describe the process that the ~~university~~ University will follow to investigate a Report of Sexualized Violence. Investigators and investigations will adhere to the principles and adjudicate allegations that a student has violated commitments expressed in section 18 of the Sexualized Violence Prevention and Response Policy ("the Policy"). ~~These procedures also describes how the university will impose sanctions in such cases, and the appeal process.~~

Formatted: Underline

Formatted: Indent: Left: 0"

Formatted: Font: +Body (Calibri), 11 pt, Underline, Font color: Auto

Definitions

C2.00 The definitions in the Policy apply to these procedures. In addition, the following definitions apply:

~~"administrative authority" means the senior individual identified at the outset of a process to have administrative responsibility for the respondent, or decision making authority. Administrative authorities may include but are not limited to: Vice Presidents, Deans, Chairs, Executive Directors, Directors or, other senior positions at the university.~~

~~"the Associate Vice President Student Affairs" also includes their delegate.~~

~~"the Director" means the Director of Equity and Human Rights (or their delegate).~~

~~"participants in an investigation" include the Complainant(s), Respondent(s), and witnesses.~~

Scope

C3.00 These procedures apply to investigations, decisions, and appeals where the respondent is a student. If a student respondent has multiple roles at the university, then these procedures will

Formatted: Underline

Formatted: Indent: Left: 0"

~~apply with such changes as a Response Coordination team determines are appropriate under the circumstances.~~

Review of Report

~~€4.00~~C3.00 When the ~~Equity and Human Rights office~~EQHR receives a ~~report~~Report, the Director will determine whether or not to take action, including whether or not to initiate an investigation.

~~€5.00~~C4.00 In determining whether or not to initiate an investigation, the Director is guided by the understanding that the ~~university~~University will usually investigate if the ~~university~~University has jurisdiction to do so, and if there is sufficient information (from the ~~report~~Report and other sources) in order to proceed.

~~€6.00~~C5.00 The Director may decline to initiate an investigation in cases where the Director reasonably believes that:

~~(a)~~a. there is insufficient information to proceed with an investigation;

b. the passage of time has made investigation impractical;

~~(b)~~c. it would be more appropriate to proceed under another ~~university~~University policy, process, or collective agreement;

~~(c)~~d. the allegation has already been adequately addressed by another process;

~~(d)~~e. the allegation should be put in abeyance pending the resolution of another process (including but not limited to a criminal investigation); ~~or~~

~~(e)~~f. the allegation is not consistent with the principles and intent of the Policy; or

g. an investigation is not an appropriate response to the Report.

Director's Decision to Investigate

~~€7.00~~C6.00 If the Director decides to initiate an investigation ~~into~~of a ~~report~~Report of Sexualized Violence, the Director will ~~select~~appoint one or more investigators. The Director will notify the ~~complainant~~Complainant and ~~respondent~~Respondent in writing.

~~€8.00~~ Investigators must undergo a conflict of interest check before beginning an investigation. ~~Investigators will conduct an investigation according to these procedures. If the university appoints multiple investigators, the investigators must assign responsibility for fact finding to one investigator, or else agree to conduct fact finding by consensus.~~

~~€9.00~~ Complainants or respondents may raise reasonable allegations that investigators are biased or subject to a conflict of interest. Such allegations must be made in a timely manner and no later than five (5) business days following the date that the complainant or respondent knew, or ought to have known, of the basis for alleging bias or conflict of interest.

Formatted: Bullets and Numbering

Formatted: Space After: 12 pt, Line spacing: single, Numbered + Level: 4 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.52" + Indent at: 0.77", Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Space After: 12 pt, Line spacing: single, Numbered + Level: 4 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.52" + Indent at: 0.77", Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Space After: 12 pt, Line spacing: single, Numbered + Level: 4 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.52" + Indent at: 0.77", Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Space After: 12 pt, Line spacing: single, Numbered + Level: 4 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.52" + Indent at: 0.77", Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Line spacing: single, Numbered + Level: 4 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.52" + Indent at: 0.77", Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Bullets and Numbering

Formatted: Font: Bold

Notification of **Director's Decision Not to Investigate**

~~C10.00~~C7.00 If the Director decides not to proceed, ~~they with initiating an investigation, the Director~~ will notify the ~~complainant~~Complainant in writing within five (5) ~~University~~ business days of receiving the ~~complainant's report~~Complainant's Report, unless the Director considers it reasonable to extend that time limit. The Director will include reasons for making the decision not to investigate.

Formatted: Bullets and Numbering

~~C11.00~~C8.00 The ~~complainant~~Complainant may seek a review of the Director's decision not to investigate only where:

Formatted: Indent: Left: 0", Hanging: 0.5"

- (a) relevant information emerges that was not available at the time of the decision; or
- (b) the ~~complainant~~Complainant reasonably believes that the decision to not investigate was biased.

Formatted: Space After: 12 pt, Line spacing: single, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

~~C12.00~~C9.00 The ~~complainant~~Complainant should submit their request for review to the Equity and Human Rights office. A review of the Director's decision not to initiate an investigation is conducted by a committee of not fewer than three (3) ~~administrative authorities~~Administrative Authorities appointed by the University Secretary. If the committee decides that one of the conditions in section ~~C14~~C8.00 above may exist, the committee will review the Director's decision and issue a ruling.

Formatted: Bullets and Numbering

~~C13.00~~C10.00 The review must be requested within five (5) ~~University~~ business days of receiving the Director's written reasons, unless the committee considers it reasonable to extend that time limit.

InvestigatorsCommunity Accountability Process

Formatted: Font: Bold

~~C14.00~~ After the Equity and Human Rights office has received a report of sexualized violence, the university may, on its own initiative or at the request of the complainant and/or the respondent, explore resolution through a community accountability agreement process. This process may occur before, during, or after an investigation.

~~C15.00~~ At any time during an investigation, the complainant or the respondent may also request a community accountability agreement process.

~~C11.00~~ The ~~Director~~University will ~~work alongside the~~compile and maintain a roster of external investigators who:

(a) are trained in Trauma-informed investigation;

~~C16.00~~(b) have the requisite skills, experience, and knowledge of administrative authority throughout the community accountability agreement process.law to conduct an investigation;

Formatted: List Paragraph, Indent: Left: 0.5", Hanging: 0.25"

Formatted: Bullets and Numbering

(c) understand the University context; and

(d) will adhere to the principles of the Policy.

C12.00 In most cases investigators will be an independent party, external to the University.

C13.00 In all cases, even when investigators have Trauma-informed training, the University will provide and require training on Sexualized Violence, this policy and its procedures, and the University context.

~~C17.00 Investigators must undergo a conflict of interest check before beginning an investigation. To apply a community accountability agreement process, the complainant(s), respondent(s), and the university must all voluntarily agree to the process. Complainants may choose to participate, but will not be required to do so. Informed consent is collected from all participants.~~

~~C18.00 The Director retains the right to conduct a full investigation even if the complainant and/or respondent requests a community accountability agreement process.~~

~~C19.00 A community accountability agreement process may include but is not limited to: restorative justice, mediation or facilitated conversation between the parties, conflict coaching, community service, counselling, a recognition of impact statement or letter, or an expectation letter or agreement. Where appropriate, sanctions as outlined in section C58.00 below (but not including suspension) may be applied to any student participant in a community accountability agreement process.~~

~~C20.00 A community accountability agreement process is kept confidential, and information disclosed by anyone during the process will not be made available to investigators.~~

~~C21.00 If a community accountability agreement process results in a resolution that the respondent, the university, and the complainant (if participating) agree to, the resolution will be put in writing and signed. A copy of the terms of resolution shall be confidentially retained by the university and shall not be placed in official student or employment files.~~

~~C14.00 Where a community accountability agreement process is conducted, but does not result in a resolution, the university may revert to a formal~~

~~C22.00~~C15.00 Investigators will conduct an investigation process under according to their mandate, and in compliance with the Policy and these procedures.

~~C23.00 A community accountability agreement process may also be pursued after a respondent has been disciplined under the Policy, in order to formalize conditions for the respondent remaining at or returning to the university.~~

C16.00 If the University appoints multiple investigators, the investigators must assign responsibility for fact-finding to one investigator, or else agree to conduct fact-finding by consensus.

C17.00 Complainants or Respondents may raise reasonable allegations that an investigator is biased. Such allegations must be made in a timely manner and no later than five (5) University business days following receipt of notice from the Director that the investigator has been appointed.

Formatted: Bullets and Numbering

Formatted: English (Canada)

Formatted: English (Canada)

Investigation

~~C18.00~~ ~~A respondent's~~The Director will provide the investigator with a mandate. Where the Director is of the opinion that a Respondent may also have engaged in behaviour that violates another University policy, the investigator may be asked to reach findings under that policy as part of their mandate.

~~C24.00~~C19.00 If appropriate for the circumstances, a Respondent's conduct may also be investigated under other ~~university~~University policies and/or collective agreements. Investigations under ~~the this~~ Policy will respect a ~~respondent's~~Respondent's rights under other policies or collective agreements. In cases where more than one policy or process may apply, the Director will consult with General Counsel, and others as appropriate, to determine jurisdiction, and will work with appropriate offices to co-investigate if appropriate.

~~C25.00~~C20.00 The ~~university~~University recognizes that participating in an investigation process may be difficult, and encourages complainants, respondents, and others involved in the investigation to ~~. EQHR will~~work with participants in an investigation and with on- and off-campus supports to address plans for ~~health and safety~~well-being.

Privacy and Confidentiality

~~C26.00~~ Complainants should be aware that initiating an investigation has implications for their privacy and confidentiality; for example:

- ~~(a)~~ information sufficient to identify the complainant may be disclosed to the respondent, under conditions as described in section C28.00 below if appropriate;
- ~~(b)~~ information sufficient to allow the respondent to understand the details of the report, and any statements that the complainant or a witness makes to the investigator, will be disclosed to the respondent (subject to any redactions made in response to health or safety concerns); and
- ~~(c)~~ participants must keep confidential any information they receive during the investigation.

~~C27.00~~ The university collects personal information under these procedures for the purposes of:

- ~~(a)~~ ensuring the safety of individuals and the university community;
- ~~(b)~~ ensuring the integrity and fairness of the process;

providing appropriate information to the complainant and the respondent;
and **Timeline for Investigation**

~~C21.00~~ Normally an investigator will complete their report ("Investigator's Report") and submit it to the Director within 90 days of being appointed.

~~(c)~~

~~(d) conducting a proceeding or investigation that could lead to a sanction.~~

Notice to Respondent

~~C28.00~~C22.00 After the decision to investigate a ~~report~~Report has been made, the ~~respondent~~Respondent will receive written notice from EQHR sufficient to allow the ~~respondent~~Respondent to understand the details of the ~~report~~. Under certain circumstances,

Formatted: Bullets and Numbering

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

~~the university may redact information in response to health or safety concerns expressed by complainants or witnesses. Redaction may have implications for the investigation process.~~Report.

Process Explained to Participants

~~C29.00~~C23.00 The implications of initiating, and participating in, an investigation will be explained to ~~complainants~~Complainants and witnesses so that they may make informed decisions.

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

~~C30.00~~C24.00 The ~~complainant~~Complainant and the ~~respondent~~Respondent will be given an opportunity to be informed about the investigation and resolution process and potential outcomes, and to have any procedural questions answered. The ~~complainant~~Complainant and ~~respondent~~Respondent will each be asked to sign a written acknowledgement that their rights have been explained to them and that they understand the process.

Choice to Participate

~~C31.00~~C25.00 The ~~complainant~~Complainant may choose whether or not to participate in these processes, though a decision not to participate may impact the investigation, ~~interim measures~~Interim Measures, and final resolution.

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

~~C32.00~~C26.00 The ~~respondent~~Respondent may choose ~~how they~~whether or not to participate in ~~the investigation~~these processes, but is encouraged to provide all relevant information and materials that will support their position.

~~C33.00~~C27.00 Anyone, ~~including the respondent~~, has the right to decline to participate in the investigation; however, the investigator may proceed to complete the investigation without that individual's participation.

Right to Support and Representation

~~C34.00~~C28.00 At any ~~proceeding~~process (e.g., investigation interview, meeting with EQHR) conducted under these procedures, any ~~individual~~participant in an investigation may bring a support person of their choice, who may be internal or external to the ~~university~~University. A support person is separate from a union or legal representative (see C34.00).

Formatted: Font: Bold, No underline

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

~~C29.00~~ A person who is a witness to the reported incident cannot be a support person to the Complainant, Respondent, or to any other participant in an investigation.

~~C35.00~~C30.00 A support person's role is to provide emotional ~~support~~. ~~They may accompany the complainant, respondent, or witness to interviews, meetings, or other proceedings, spiritual, and/or cultural support.~~

Formatted: Bullets and Numbering

~~C36.00~~C31.00 A support person may not act instead of a ~~complainant, respondent~~Complainant, Respondent, or witness. Information must come directly from the ~~complainant, respondent~~Complainant, Respondent, or witness (unless the investigator decides otherwise).

~~C37.00~~C32.00 A support person must agree in writing to maintain ~~confidentiality in~~confidentiality accordance with the Policy and these procedures.

~~C38.00~~C33.00 To ensure equitable access to the investigation process, individuals who require ~~additional~~ accommodation in order to fully participate in the investigation ~~may bring a person~~ should notify the Director to ~~meet these specified~~ discuss their needs.

Right to Representation

~~C34.00~~ At any process (e.g., investigation interview, meeting with EQHR) conducted under these procedures, any participant in an investigation may be represented by their union or their legal counsel (at their own cost). A union or legal representative is separate from a support person (see C28.00).

~~C39.00~~C35.00 If an individual intends to be represented by legal counsel, they must provide the Director or the investigator with a minimum of three ~~university~~(3) University business days' notice in advance of any interview or meeting.

Formatted: Indent: Left: 0", Hanging: 0.5", Space After: 0 pt

Formatted: Bullets and Numbering

Information Gathering

~~C40.00~~C36.00 The investigator will give all ~~involved parties~~ participants in the investigation the opportunity to provide information relating to the ~~report~~ Report.

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

~~C41.00~~C37.00 The investigator may interview witnesses at the investigator's discretion, including witnesses suggested by a ~~complainant~~ Complainant or ~~respondent~~ Respondent.

~~C38.00~~ The investigator may ask questions about the incident(s) that are the subject of the Report but will not normally ask questions about the Complainant's past sexual history.

Opportunity to Test Information

~~C42.00~~C39.00 The Complainant and Respondent will not be required to meet with the other. There is no general right to cross-examination. However, ~~respondents~~ the Respondent will be given an appropriate opportunity to test the relevant information (see section ~~C46.00~~C40.00 below), keeping in mind the nature of the allegations, any conflicts in the information, and the importance of ensuring the safety and security of the ~~complainant~~ Complainant and witnesses.

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

~~C43.00~~C40.00 An investigation under these procedures is not an adversarial process and the investigator must ensure that it is conducted in a manner that is not aggressive or confrontational. The investigator may disallow any question that is not necessary to ensure a fair process.

Interim Summary of Information

~~C44.00~~C41.00 Once the investigator has concluded the initial information collection stage of the investigation, and has considered all statements and documents provided, the investigator will create an interim summary of information collected. This will include:

Formatted: Font: Bold, No underline

Formatted: Bullets and Numbering

(a) summaries of interview statements from parties and witnesses; ~~and~~

(b) other information gathered during the investigation; ~~and~~

~~(c) The investigator will provide the status of the investigation.~~

The interim summary of information will be provided to the ~~complainant~~ Complainant and the Respondent, and ~~the respondent~~ each will be given an opportunity to respond.

~~C45.00~~C42.00 Upon receiving the interim summary, the ~~complainant~~Complainant may ~~submit~~choose to respond by submitting written comments to the investigator regarding the interim summary of information. The ~~complainant~~Complainant may also provide comments that address the impact of the harm ~~of caused by the sexualized violence~~Sexualized Violence incident.

Formatted: Bullets and Numbering

~~C46.00~~C43.00 Upon receiving the interim summary, the ~~respondent~~Respondent may ~~provide submissions~~choose to respond by submitting written comments to the investigator, ~~regarding the interim summary of information or may~~ seek an opportunity to test the information contained in the interim summary.

~~C47.00~~C44.00 If ~~the respondent a party~~ does not respond to the investigator within ~~five (5)~~ten (10) University business days of receiving the interim summary then, unless the investigator decides that it is reasonable to extend this timeline, the investigator may proceed to complete the investigation without ~~the respondent's that party's~~ response.

~~C45.00~~ If a party does provide a response to the interim summary of information, the investigator may decide it is necessary to seek further input from the parties in accordance with principles of procedural fairness.

Decision and Investigator's Findings

~~C48.00~~C46.00 After concluding their investigation, the investigator will determine whether the Sexualized Violence Prevention and Response Policy has been violated.

Formatted: Bullets and Numbering

~~C49.00~~C47.00 The investigator will make their findings using the balance of probabilities standard of proof. This means that the information must show that it is more likely than not that the ~~respondent~~Respondent violated the Policy ~~in order for the investigator to find that a respondent is responsible.~~

~~C50.00~~C48.00 ~~Where it is the opinion of the Director that a respondent~~If, as directed under section C18.00, the investigator considered whether Respondent may also have engaged in behaviour that violates another ~~university~~University policy, the investigator may be asked to reach findings under that policy.

~~C51.00~~C49.00 In making a finding, it is expected that the investigator will review and consider all relevant facts and information including but not limited to the ~~complainant's report~~Complainant's Report and any response to it, written submissions or information provided by a party, ~~and~~ notes from a meeting with a party ~~or a witness.~~

~~C52.00~~C50.00 The investigator will prepare the investigation findings, in writing ("Investigator's Report"), which will include:

- (a) the information that the investigator considered relevant to their determination;
- (b) any findings of credibility;
- (c) any findings of fact relevant to their determination;

(d) the investigator's findings as to any policy violations, responding to each element of the ~~complainant's report~~ Complainant's Report, or to requests of the Director under C18.00; and

~~(d)~~

(e) reasons for the investigator's findings.

~~C53.00~~ C51.00 The investigator may conclude that:

- (a) the information does not show, on a balance of probabilities, that the ~~respondent~~ Respondent violated the Policy;
- (b) the information shows, on a balance of probabilities, that the ~~respondent's~~ Respondent's conduct constituted ~~sexualized violence, sexual misconduct, and~~ Sexualized Violence or ~~retaliation~~ Sexual Misconduct, and the ~~respondent~~ Respondent thereby violated the Policy; or
- (c) based on the information assessed, a determination that the Policy was violated could not be reached.

~~The investigator may make findings under other university policies as identified by the Director at the outset of the investigation.~~

C52.00 The Director will provide the Investigator's Report to the Complainant and the Respondent within five (5) University business days of its receipt. Under certain circumstances, the University may redact information in response to health or safety concerns expressed by participants in the investigation.

~~C54.00~~ C53.00 If the investigation finds one or more policy violations, the ~~administrative authority~~ Administrative Authority will determine sanctions, in accordance with any applicable collective agreement.

Confidentiality and Privacy

C54.00 The Statement on Confidentiality and Privacy referred to in section 25 of the Policy and appended to it as Appendix E applies to these procedures.

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Space After: 8 pt, Don't add space between paragraphs of the same style

Formatted: Normal, Indent: Left: 0", Hanging: 0.5", Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Bullets and Numbering

Formatted: Indent: Left: 0.64"

Formatted: Bullets and Numbering

Formatted: Indent: Left: 0", First line: 0.5"

APPENDIX D

Sanctions and Appeal Procedures Where the Respondent is a Student

Procedural Authority: President

Procedural Officer: University Secretary

Parent Policy: Sexualized Violence Prevention and Response Policy (GV0245)

Effective Date: January 2021

Supersedes:

Last Editorial Change:

Formatted: Font: 14 pt

Formatted: Heading 1, Centered, Indent: Left: 0"

Formatted: Font: +Headings (Calibri Light), 16 pt, Not Bold, Font color: Accent 1

Purpose

D1.00 These procedures describe the process that the University will follow to adjudicate allegations that a Student has violated the Sexualized Violence Prevention and Response Policy ("the Policy"). These procedures also describe how the University will impose sanctions in such cases, and the appeal process.

Formatted: Underline

Formatted: Indent: Left: 0"

Formatted: Font: +Body (Calibri), 11 pt, Underline, Font color: Auto

Definitions

D2.00 The definitions in the Policy apply to these procedures. In addition, the following definitions apply:

Formatted: Underline

Formatted: Indent: Left: 0"

"the Associate Vice-President Student Affairs" also includes their delegate."

"Administrative Authority" means the Office of Student Life."

Scope

The administrative authority D3.00 These procedures apply to adjudication, sanctions, and appeals where the Respondent is a Student. If a Student Respondent has multiple roles at the University, then these procedures will apply with such changes as the Director in consultation with a Response Coordination Team (see Policy, section 24) as necessary, determines are appropriate under the circumstances.

Formatted: Underline

Formatted: Indent: Left: 0"

Sanctions

C55.00D4.00 The Administrative Authority may impose sanctions up to, but not including, temporary or permanent suspension from the university. If the administrative authority Administrative Authority determines that suspension may be an appropriate sanction, the administrative authority they will refer the matter to the President to decide sanctions. If the President subsequently decides that a lesser sanction is appropriate, the President may refer the matter back to the administrative authority OSL with direction.

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

C56.00D5.00 No aspect of these procedures can limit the President's authority to deal summarily with any matter of student discipline, or to suspend a student Student, a member of the teaching or administrative staff, or any officer or employee of the university University.

C57.00D6.00 The President or administrative authority Administrative Authority who makes the sanctioning decision (the "decision maker") will consider all relevant factors including but not limited to the nature of the harm; the complainant's Complainant's statement regarding the impact of the harm; and the interests of the university community University Community. A respondent's Respondent's

willingness to participate and take responsibility for their actions may have a mitigating effect on the sanction imposed.

C58.00D7.00 Sanctions may include but are not limited to one or more of the following:

Sanction Examples	
Type	Description
Written Warning or Reprimand	A letter from the university University that provides details on the policy violation and a warning to the respondent Respondent that an additional violation will result in a more severe sanction(s).
No-Contact Directive	A directive prohibiting a person from contacting (whether face-to-face, electronically, through a third party, or otherwise), and from being in the same area as, a specified individual. This may involve a restriction from entering all or part of university University premises at specified times.
Behavioural Contract	An agreement specifying the university's University's behavioural expectations of the respondent Respondent, which may include conditions for continued participation in university University activities or continued access to university University property.
Written Apology or Participation in an Alternative Dispute Resolution Process	Respondent provides a written apology to a member of the university community University Community, a third party, or other individual(s) affected by the respondent's Respondent's conduct. Respondent participates in an alternative dispute resolution process such as conflict coaching, facilitated dialogue, restorative justice, or mediation.
Education/Training or Project	Respondent completes a specified education/training program (such as consent Consent training), or completes an assignment (such as a research or reflection paper).
Referral	Respondent is referred to appropriate community resources.
Community Service	Respondent completes a designated number of hours of volunteer service within the university University or in the broader community.
Suspension or Denial of Specified University Privileges	Suspension or denial of specified university University privileges for a defined period of time.
Residence Relocation	A student respondent Student Respondent is required to vacate their current university University residence and relocate to other on-campus housing.

Formatted: Normal, No bullets or numbering, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Eviction from Residence	Loss of the privilege of living in any university University housing or visiting the Residence complex at any time. Eviction may be permanent, or a student respondent Student Respondent may be permitted to re-apply to live in Residence after a specified period of time and/or after specific conditions have been met.
Time-Limited Suspension	Loss of academic or other university University privileges, which may include a restriction on entering all or segments of university University property, for a specified period of time.
Permanent Suspension	Permanent loss of academic or other university University privileges, which may include a restriction on entering all or segments of university University property.

~~C59.00~~**D8.00** Suspensions (permanent or time-limited) will be documented on a ~~student's~~Student's transcript for the duration of the suspension.

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

D9.00 If the decision maker decides that a sanction (which does not include a suspension from the University) may be appropriate, the decision maker will inform the Respondent that a sanction is being considered and will provide the Respondent with five (5) University business days to a make submission on the appropriate sanction.

~~C60.00~~**D10.00** After deciding on the sanction, the decision maker will provide the Respondent with the decision, which will include the investigator's findings and the decision maker's sanctioning decision. The decision maker will set out their decision, and the reasons for it, in writing. The written reasons will include a summary of the information relied upon in making the decision.

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

~~C61.00~~ If the decision maker imposes a sanction that does not include suspension from the university, the respondent will be given a decision notice and sanction, which will include the investigator's findings and the decision maker's sanctioning decision and reasons.

~~C62.00~~**D11.00** If the President decides that an appropriate sanction may include suspension, the President will inform the Respondent that a sanction including suspension is being considered and provide the ~~respondent~~Respondent with the investigator's findings, and will give the respondent an opportunity~~five (5) University business days~~ to make submissions on the appropriate sanction, before the President makes the sanctioning decision. After deciding sanctions, the President will provide the ~~respondent~~Respondent with the sanctioning decision and reasons.

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

D12.00 In all cases, after the sanctioning decision has been made, the ~~complainant will receive the investigator's findings and~~Complainant will be informed about sanctions that directly affect the complainant's~~Complainant's~~ health or safety (see the Statement on Confidentiality and Privacy sections 68.00-76 appended to the Sexualized Violence Prevention and Response Policy).

~~C63.00-D13.00 below).~~

Formatted: Font: Bold

~~C64.00~~ If the President decides to suspend a ~~student~~Student, the President (or designate) will inform:

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

(a) Campus Security;

- (b) the Associate Vice-President Student Affairs;
- (c) the Office of the Registrar;
- (d) the Dean of the ~~student's faculty~~ Student's Faculty; and
- (e) the Senate Committee on Appeals.

~~C65.00~~ **D14.00** If a sanction includes temporary suspension ~~or withdrawal~~ from the ~~university~~ University, the ~~university~~ University may request additional information from the ~~respondent~~ Respondent prior to permitting a ~~respondent~~ Respondent to return. This information will help the ~~university~~ University to foster a safe learning, living, and working environment, and to determine whether the ~~university~~ University can uphold conditions from any applicable criminal or civil proceedings.

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

~~C66.00~~ **D15.00** If a sanction includes restricting or revoking a ~~respondent's~~ Respondent's access to the ~~university~~ University, the ~~university~~ University may impose re-entry conditions as appropriate prior to restoring the ~~respondent's~~ Respondent's access.

~~C67.00~~ **D16.00** Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a ~~student's~~ Student's access to programs, services, or locations on campus, and/or placing an administrative hold on a ~~student's account~~ Student's account preventing the Student from registering for classes.

Confidentiality and Privacy

~~C68.00~~ The university will act in compliance with the *Freedom of Information and Protection of Privacy Act* (FIPPA) and with university privacy, records management, and information security policies.

Formatted: Indent: Left: 0", First line: 0.5"

~~C69.00~~ Everyone participating in an investigation, including complainants, respondents, witnesses, support persons, and others, must keep any information they learn through the investigation confidential, both during and after the investigation.

~~C70.00~~ FIPPA restricts the kinds of information that the university is permitted to share with the complainant, the respondent, and the public.

~~C71.00~~ During the investigation, the complainant and the respondent will receive a summary of information collected. ~~Witnesses~~ will receive their own statements only.

Formatted: Font: Bold, Font color: Accent 1

~~C72.00~~ The university will disclose the investigator's findings to the complainant and the respondent. This is consistent with the purposes for collecting information leading to, or during, an investigation under these procedures, which includes ensuring the integrity and fairness of the process and ensuring the safety of individuals. The university reserves the right to withhold third party personal information if disclosing it would threaten anyone's safety or mental or physical health or interfere with public safety. ~~Witnesses will not receive the investigator's findings.~~

~~C73.00~~ The complainant will be informed of any restrictions that the university imposes on the respondent if there is a health or safety issue. However, complainants do not have a general right to know whether the university has disciplined the respondent, or which sanctions are imposed. This is the respondent's personal information, according to FIPPA, and only the respondent may decide to release it. A decision regarding discipline, including any applicable sanctions, will be provided to the respondent in full.

~~C74.00~~ The written reasons for decision in any appeal will be provided in full to the appellant. The original complainant will be informed of the outcome of the appeal and any changes to the sanction that affect the complainant's health and/or safety.

~~C75.00~~ Throughout an investigation, adjudication, or appeal process, university employees will only be given the information that is necessary to perform their duties, and must treat such information as highly confidential.

~~C76.00~~ Complainants, respondents, and witnesses are free to speak about their own experiences. However, individuals are not permitted to divulge information that they learned solely as a result of the investigation process, which they did not know beforehand.

Appeals

~~C77.00~~**D17.00** A ~~respondent~~**Respondent** who wishes to appeal their sanction, or a decision that led to their sanction, must submit their appeal to the Equity and Human Rights office, who will direct it to the appropriate appeal body. A ~~respondent~~**Respondent** must submit their appeal within ten ~~university~~**(10)** **University** business days of receiving notice of the decision and reasons (or within two months if the ~~respondent~~**Respondent** has been suspended). An extension of time to submit an appeal may be granted by the appeal body in exceptional circumstances.

~~C78.00~~**D18.00** Appeals of the President's decision to suspend a ~~student~~**Student** from the ~~university~~**University** are heard by ~~the~~ Senate ~~committee~~**Committee on Appeals**.

~~C79.00~~**D19.00** Appeals of an ~~administrative authority's~~**Administrative Authority's** decision under these procedures are heard by the Associate Vice-President Student Affairs (for credit students) or Dean of Continuing Studies (for non-credit students) ("Appellate Authority").

~~C80.00~~**D20.00** Any sanctions will remain in force until the appeal is decided.

~~C81.00~~**D21.00** An appeal under these procedures is a pure appeal only, not a re-hearing. The appeal body will review the information available to the decision maker, but will not hear new information (e.g. new witness statements).

Grounds for Appeal

~~C82.00~~ A respondent may appeal a sanction or the university's handling of an investigation when (a) and/or (b) of the following applies:

~~(a) there was a serious procedural error, which prejudiced one of the parties or may have substantially affected the final decision; or~~

~~(b)(a) the sanction was unreasonable or unsupportable and will have the effect of deregistration, removal or restriction from campus, or suspension.~~

~~C83.00~~ The Senate Committee or the Appellate Authority may summarily dismiss an appeal that, in their judgment, does not raise a valid ground for an appeal.

Participation in a Student Appeal

~~C84.00~~**D22.00** Participation in an appeal process is voluntary; however, the choice not to participate may impact the process and the outcome of the appeal.

Formatted: Underline

Formatted: Indent: Left: 0"

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

Formatted: Font: Bold

Formatted: Indent: Left: 0"

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

~~€85.00~~**D23.00** No individual who has a direct interest or prior involvement in the ~~report~~**Report**, investigation, decision, or conduct under appeal will hear an appeal of a ~~sexualized violence~~**Sexualized Violence** decision. Individuals hearing the appeal or representing parties in the appeal must disclose any actual or perceived conflicts of interest as soon as possible before the start of the appeal process.

~~€86.00~~**D24.00** The ~~university~~**University** will provide training on myths and stereotypes about ~~sexualized violence~~**Sexualized Violence** (such as myths about relationship status, dress, prior sexual history, lack of resistance, delayed disclosure, demeanor while giving testimony, or participation in counselling or therapy), and on ~~trauma~~**Trauma**-informed responses, to all individuals who will hear appeals under these procedures. No individual who has not received this training will hear an appeal.

Appeal Procedures Where a Suspension was not Imposed

~~A student who wishes to appeal a decision where suspension was not imposed~~**D25.00** A Respondent may appeal the University's handling of an investigation, or a sanction other than suspension, when (a) and/or (b) of the following applies:

- (a) there was a serious procedural error, which prejudiced one of the parties or may have substantially affected the final decision; or
- (b) the sanction was unreasonable or unsupportable and will have the effect of deregistration, removal or restriction from campus, or suspension.

D26.00 The Appellate Authority may summarily dismiss an appeal that, in their judgment, does not raise a valid ground for an appeal.

~~€87.00~~**D27.00** A Student who wishes to appeal must first file a written statement of appeal with the Equity and Human Rights office that includes:

- (a) a statement of the grounds for appeal;
- (b) a statement of facts relevant to the grounds for appeal;
- (c) a statement of the remedy or relief sought; and copies of relevant documents that support the Student's appeal.
- ~~(d) copies of relevant documents that support the student's appeal; and~~
- ~~(e) statements from any witnesses relevant to the appeal.~~

~~€88.00~~**D28.00** The Appellate Authority will review the written statement of appeal and all other material submitted; and will determine if there are sufficient grounds to hear the appeal.

~~€89.00~~**D29.00** The Appellate Authority will normally decide an appeal on the basis of written materials only. However, the Appellate Authority may exercise their discretion to convene a meeting with the ~~student~~**Student** and the ~~administrative authority~~**Administrative Authority**, if either of them requests it.

~~€90.00~~**D30.00** If the Appellate Authority decides to convene a meeting, they shall provide the ~~student~~**Student** with at least five (5) ~~university~~**University** business days notice of the time of the meeting. The ~~student~~**Student** may request that the meeting be rescheduled within reasonable timeframes and under reasonable circumstances.

~~€91.00~~**D31.00** The ~~student~~**Student** may be accompanied by a support person- (see A9.00). Where the ~~student~~**Student** intends to be represented by legal counsel, the ~~student~~**Student** must provide the

Formatted: Font: Bold

Formatted: Indent: Left: 0"

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

Appellate Authority with a minimum of three (3) ~~university~~University business days notice in advance of the meeting. The Appellate Authority may request that ~~university~~University legal counsel be present to observe or provide advice as required.

~~€92.00D32.00~~ The Appellate Authority may request that other individuals attend the meeting as required.

~~€93.00D33.00~~ The Appellate Authority will review relevant information and decide an appeal normally within fifteen (15) ~~university~~University business days after receiving all written submissions or the date of a meeting convened under section ~~€89.00,D29.00~~, whichever is later.

~~€94.00D34.00~~ The Appellate Authority may, after reviewing the relevant information:

- (a) uphold the original decision and/or sanction(s);
- (b) reverse the decision and/or sanction(s);
- (c) modify the sanction(s); or
- (d) determine that a procedural error occurred and refer the matter back to the ~~intake~~officeEQHR for re-investigation or referral to a separate investigative process (e.g. under a collective agreement).

~~€95.00D35.00~~ The Appellate Authority's decision is final. The Equity and Human Rights office will communicate this decision to the appellant in writing within five (5) ~~university~~University business days of the decision being made. The Equity and Human Rights office will also notify the ~~complainant~~Complainant of the outcome of the appeal, and any changes in sanctions that directly affect the ~~complainant's~~Complainant's health and/or safety.

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

Senate Appeal Procedures

~~€96.00D36.00~~ The Senate Committee on Appeals conducts appeals according to its own Terms of Reference and Procedural Guidelines. Except where these procedures state otherwise, appeal hearings will follow the ~~relevant~~Senate ~~committee~~Committee on Appeals hearing procedures, including the grounds for appeal.

Formatted: Font: Bold

Formatted: Indent: Left: 0"

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

~~€97.00D37.00~~ The appellant, the ~~university~~University, and any other parties involved in an appeal have the right to retain counsel or other advisors to represent them, at their own expense. The Senate ~~committee~~Committee on Appeals may also retain counsel. Notice of counsel's or advisor's names will be provided to all other parties and to the Senate ~~committee~~Committee on Appeals at least three (3) ~~University~~ business days before the hearing date, unless the Senate ~~committee~~Committee on Appeals allows otherwise.

~~€98.00D38.00~~ The Senate ~~committee~~Committee on Appeals is not bound by strict legal procedures nor strict rules of evidence. It will proceed fairly in the disposition of the appeal, ensuring that all parties are:

- (a) aware of the information to be considered;
- (b) provided copies of all relevant documents to be considered by the Senate ~~committee~~Committee on Appeals; and
- (c) given an opportunity to be heard during the process.

~~D39.00~~ The Senate ~~committee~~Committee on Appeals will consider all relevant information and will apply the balance of probabilities standard of proof.

Formatted: Indent: Left: 0"

Senate Appeal Decision

~~C99.00~~**D40.00** After an appeal hearing concludes, the Senate ~~committee~~Committee on Appeals will render a decision. Their decision will be in writing, and will include written reasons setting out the basis for their decision. The Equity and Human Rights office will provide the Senate ~~committee's~~Committee on Appeals' reasons ~~in full~~ to the appellant. The Equity and Human Rights office will also notify the ~~complainant~~Complainant of the outcome of the appeal, and any changes in sanctions that directly affect the ~~complainant's~~Complainant's health and/or safety. The Senate ~~committee's~~Committee on Appeals' decision is final.

Formatted: Font: Bold

Formatted: No bullets or numbering

Formatted: Bullets and Numbering

~~C100.00~~**D41.00** The Senate ~~committee~~Committee on Appeals does not have the authority to make any order for payment of costs.

APPENDIX E

Statement on Confidentiality and Privacy

Procedural Authority: President
Procedural Officer: University Secretary
Parent Policy: Sexualized Violence Prevention and
Response Policy (GV0245)

Effective Date: January 2021
Supersedes: New
Last Editorial Change:

E1.00 This statement on Confidentiality and Privacy applies to the Sexualized Violence Prevention and Response Policy ("the Policy") and to its associated procedures. This statement elaborates on section 25 of the Policy.

E2.00 Confidentiality is an important part of fostering an environment where individuals feel safe disclosing incidents of Sexualized Violence and seeking support. The University respects the privacy of all members of the University Community. Personal information received by the University will be kept confidential subject to limitations outlined in this Appendix.

E3.00 The University must and will act in compliance with British Columbia's *Freedom of Information and Protection of Privacy Act* (FIPPA) which regulates the collection, use, disclosure, storage and retention of personal information.

E4.00 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's FIPPA legislation, and the University's Protection of Privacy Policy (GV0235) and Records Management Policy (IM7700). The information and records will be treated as highly confidential, in compliance with FIPPA, with applicable University policies and with the applicable collective agreement.

E5.00 For the purposes of this statement on confidentiality and privacy and in accordance FIPPA, "disclose" means to transmit, provide, or make available personal information to someone other than a University employee who requires the information in the performance of their duties.

Collection of Personal Information

E6.00 In administering this policy and its associated procedures, the University collects information for the purposes of:

- (a) ensuring the integrity and fairness of the process;**
- (b) providing appropriate information to the Complainant and the Respondent;**
- (c) conducting a proceeding or investigation that could lead to a sanction; and**
- (d) statistical data collection and reporting**

Formatted: Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Indent: Left: 0.5", No bullets or numbering

Use and Disclosure of Personal Information

E7.00 FIPPA restricts the kinds of information that the University is permitted to share with the Complainant, the Respondent, and the public. FIPPA allows the University to use or disclose personal information where:

- (a) it is authorized by the person the information is about;
- (b) the University determines compelling circumstances exist that affect any University Community member's health or safety as authorized by the University's General Counsel (or delegate);
- (c) it is authorized or required by a law or University policy; for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
- (d) it is for the purpose of preparing or obtaining legal advice for the University;
- (e) it complies with a subpoena, a warrant, or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;
- (f) the University uses or discloses the information for the purpose for which the information was obtained or compiled, or a consistent purpose (for example, where it is necessary to fulfill the University's duty of procedural fairness or where necessary for the conduct of the investigation);
- (g) a University employee who needs the information to perform their employment duties;
- (h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation;
- (i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section E10.00; or
- (j) for public comment under section E17.00.

E8.00 Should the University be compelled to disclose confidential information, Survivors will be informed to the extent permitted or compatible with the purpose of the demand for information.

E9.00 Should the University be compelled to disclose confidential information, Respondents will be informed to the extent permitted or compatible with the purpose of the demand for information.

Respect for Privacy

E10.00 In some circumstances, University faculty, librarians, or staff who receive a Disclosure or Report of Sexualized Violence or who are involved in addressing or investigating it must disclose it without the consent of the person from whom the information was received (see Policy, section 16.6). Otherwise, University faculty, librarians, or staff who receive a Disclosure or a Report of Sexualized Violence or who are involved in addressing or investigating it must:

- (a) protect personal information from disclosure and maintain confidentiality;
- (b) collect the minimum amount of information about individuals, ensuring it relates directly to and is necessary for responding to a Disclosure or Report

- (c) use the information about individuals only for the purposes of, or for purposes consistent with, responding to a Disclosure or Report, seeking advice from appropriate University resources, investigating, or taking disciplinary action;
- (d) limit disclosure of information about individuals to those within the University who need it to perform their duties as a faculty member, librarian, or staff member; and
- (e) disclose personal information in all other circumstances only as permitted under FIPPA.

E11.00 Information may be used by University faculty, librarians, and staff only if necessary for the performance of their duties, such as to seek appropriate advice from another employee, to facilitate support or Interim Measures, to respond to a Report, implement this policy, or take corrective or disciplinary action resulting from these processes.

Disclosure to Ensure Fair Investigation and Related Processes

E12.00 The University may disclose information in order to ensure that Reporting and investigation processes are fairly conducted, in accordance with the following principles:

- (a) the Respondent has the right to know the identity of the person who made the Report and the material details of the allegation;
- (b) during the investigation, the Complainant and the Respondent will each receive a summary of the information collected;
- (c) the University will disclose the investigator's findings to the Complainant and the Respondent but reserves the right to withhold third party personal information if disclosing it would threaten anyone's safety or mental or physical health or interfere with public safety.
- (d) the Complainant has the right to know and will be informed of the outcome of the investigation, but the Complainant is not entitled to know whether the Respondent was disciplined, or which sanctions were imposed. Under FIPPA, any discipline or sanction is the Respondent's personal information and only the Respondent may decide to release it.
- (e) The Complainant will be informed of any restrictions that the University imposes on the Respondent if those restrictions directly affect the Complainant's health and/or safety.
- (f) Witnesses will receive their own statements but will not receive any other information unless required to give effect to this policy, or where it is necessary for health or safety reasons.
- (g) University employees are bound by FIPPA. Throughout an investigations, adjudication or appeal process, University employees will only be given the information that is necessary to perform their duties and must treat such information as highly confidential.
- (h) Persons other than Complainants, Respondents, and witnesses do not normally have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety reasons.

Witnesses

E13.00 Witnesses must keep any information that they learn solely as a result of participating in the Reporting or investigation process strictly confidential.

Formatted: Font: Bold, Font color: Accent 1

Sharing information

E14.00 Complainants, Respondents, and witnesses are free speak about their own experiences, but must not disclose information that they learn solely as a result of a Disclosure, a Voluntary Resolution Process, a Report, or an investigation, because this is personal information that belongs to another person. Contact EQHR for guidance about confidentiality and privacy.

E15.00 University Community members must not disclose information that they learn solely as a result of a Disclosure, a Voluntary Resolution Process, a Report, or an investigation, because this is personal information that belongs to another person. Contact EQHR for guidance about confidentiality and privacy.

E16.00 Individuals are advised that, should they choose to share information about a Disclosure, a Voluntary Resolution Process, a Report, or an investigation (including on social or other electronic media), they may compromise the process or the investigation or be putting themselves at risk of civil lawsuits by those who believe they have been defamed or have had their privacy rights violated. Individuals should exercise care and judgment when deciding to share information or make public statements and should seek legal or other advice if unsure.

E17.00 Any public statements made by the University about a Disclosure or Report, including campus safety bulletins and statements to the media, will be Trauma-informed, Survivor-centred, and otherwise consistent with the principles of this policy, and will not disclose the personal information of the Survivor, the Complainant, or the Respondent, without the consent of that person. Notwithstanding the above, the University reserves the right to correct misleading or inaccurate public information.

APPENDIX F

Sexualized Violence – Awareness and Education

Procedural Authority: President

Procedural Officer: University Secretary

Parent Policy: Sexualized Violence Prevention and Response Policy (GV0245)

Effective Date: January 2021

Supersedes: New

Last Editorial Change:

Definitions

F1.00 The definitions in the Policy apply to these procedures.

Prevention and Education Committees

F2.00 The University will create a Sexualized Violence Education and Awareness Advisory Committee and invite student, staff, and faculty representatives to participate. The purpose of the committee is to support the vision and shape the direction of Sexualized Violence prevention and response at the University by serving as a key consultation point for major Sexualized Violence initiatives and programs that relate to students, staff, and faculty.

F3.00 The University will support and participate in a student-focused Sexualized Violence Special Events Committee of which the focus is to work collaboratively to prevent Sexualized Violence at the University of Victoria. The committee actively works to raise awareness among the student population specifically. It provides them with information and tools to support them in preventing the occurrence of Sexualized Violence, and to know what to do, and where to go, when it does occur.

Awareness Raising

F4.00 The Sexualized Violence Resource Office will create and disseminate accessible information about the policy, the support and response options as well as training opportunities through information guides and online resources.

F5.00 The Sexualized Violence Resource Office will create and maintain a Sexualized Violence Prevention Website that will provide information about the Policy as well as support and response options and an up to date list of events, campaigns, and training opportunities.

Prevention Programming

F6.00 Sexualized Violence education and prevention work is a shared responsibility and therefore various units, offices, and departments may initiate Sexualized Violence prevention efforts in various formats (e.g., lectures, online learning modules, handouts, workshops, etc.). Any unit, office, or department wishing to create or implement training or education regarding Sexualized Violence should consult with the Sexualized Violence Resource Office for information, advice, and resources and to ensure all University committee members are drawing on consistent

principles, definitions, and approaches to the work of preventing and responding to Sexualized Violence.

F7.00 The Sexualized Violence Resource Office will both develop and collaborate in the design of sexualized violence prevention and response education. This will include tailored programming for specific populations. An up to date list of current education can be accessed through the Sexualized Violence Prevention website (www.uvic.ca/svp).

APPENDIX G

Sexualized Violence – Support Resources

Procedural Authority: President

Procedural Officer: University Secretary

Parent Policy: Sexualized Violence Prevention and Response Policy (GV0245)

Effective Date: January 2021

Supersedes: New

Last Editorial Change:

SUPPORT RESOURCES FOR THOSE IMPACTED BY SEXUALIZED VIOLENCE

If you or someone you know has experienced Sexualized Violence and there is an immediate health or safety concern, call 9-1-1. If the immediate health or safety concern happened on campus, you should also call Campus Security at 250-721-7599; they are available 24/7 for information and options for support.

UVic provides a variety of different information and support options for Those Impacted by Sexualized Violence. We recommend that if you are impacted, you contact the Sexualized Violence Resource Office in Equity and Human Rights (EQHR). Their services are for all student, staff and faculty members at UVic.

The Sexualized Violence Resource Office:

- provides information about support options on- and off- campus as well as direct referrals
- provides information and advice about options under the Sexualized Violence Prevention and Response Policy (GV0245)
- receives Disclosures
- coordinates on- and off- campus supports
- is the place on campus to file a Report that could lead to an investigation under the Sexualized Violence Prevention and Response Policy (GV0245)
- coordinates education and prevention efforts on campus for students, faculty and staff
- creates and delivers prevention workshops and presentations

ON-CAMPUS

<u>Office</u>	<u>Location</u>	<u>Contact</u>
<u>Sexualized Violence Resource Office</u>	<u>Sedgewick C119, located in Equity and Human Rights office</u>	<u>250-721-8021</u> <u>www.uvic.ca/svp</u>

<u>Anti Violence Project</u>	<u>Virtual</u>	<u>778-400-5007</u> <u>www.antiviolenceproject.org/</u>
<u>Centre for Accessible Learning (CAL)</u>	<u>Campus Services Building, Room 150</u>	<u>250-472-4947</u> <u>www.uvic.ca/services/cal/</u>
<u>Counselling Services</u>	<u>Health and Wellness Building</u>	<u>250-721-8341</u> <u>www.uvic.ca/services/counselling/</u>
<u>Equity and Human Rights Office</u>	<u>Sedgewick Building C-Wing, Room C115</u>	<u>250-721-8786</u> <u>www.uvic.ca/equity/</u>
<u>Office of Indigenous Academic & Community Engagement</u>	<u>First Peoples House, 140</u>	<u>250-472-4913</u> <u>www.uvic.ca/services/indigenous/house/</u>
<u>Health Services</u>	<u>Health and Wellness Building</u>	<u>250-721-8492</u> <u>www.uvic.ca/services/health/</u>
<u>International Student Services (ISS)</u>	<u>University Centre, Room B272</u>	<u>250-721-6361</u> <u>www.uvic.ca/international/index.php</u>
<u>Multifaith Services</u>	<u>Health and Wellness Building</u>	<u>250-721-8338</u> <u>www.uvic.ca/multifaith/</u>
<u>Ombudsperson</u>	<u>Student Union Building B205</u>	<u>250-721-8357</u> <u>www.uvicombudsperson.ca</u>
<u>Office of Student Life (OSL)</u>	<u>University Centre, Room B202</u>	<u>250-472-5617</u> <u>www.uvic.ca/services/studentlife/</u>

OFF-CAMPUS

<u>Service</u>	<u>Location</u>	<u>Contact</u>
<u>Employee and Family Assistance Program</u>	<u>Virtual</u>	<u>1-844-880-9142 (24/7)</u> <u>www.efap.ca/</u>
<u>Greater Victoria Citizens' Counselling Centre</u>	<u>941 Kings Road, Victoria, BC, V8T 1W7</u>	<u>250-384-9934</u> <u>www.citizenscounselling.com/</u>

<u>Island Sexual Health</u>	101-3960 Quadra Street Victoria V8X 4A3	250-592-3479 https://www.islandsexualhealth.org/
<u>KUU-US Crisis Line Society</u>	Virtual	1-800-588-8717 (24/7) www.kuu-uscrisisline.ca/
<u>Men's Therapy Centre</u>	102-1022 Pandora Ave., Victoria, BC V8V 3P5	250-381-6367 Toll-free: 1-866-793-6367 www.menstrauma.com/
<u>Trans Lifeline</u>	Virtual	1-877-330-6366 https://translifeline.org/
<u>Vancouver Island Crisis Society</u>	Virtual	1-888-494-3888 (24/7) Crisis Text-Message: 250-800-3806 www.vicrisis.ca/
<u>VictimLink</u>	Virtual	1-800-563-0808 https://www2.gov.bc.ca/gov/
<u>Victoria Sexual Assault Centre</u>	3060 Cedar Hill Road #201, Victoria, BC V8T 3J5	250-383-3232 (M-F reg. office hours) https://vsac.ca/