



University
of Victoria

Board and Board Committee Meetings Monday November 22 and Tuesday November 23, 2021

Open Session

Tuesday November 23, 2021

11:00 a.m. – 12:00 p.m.

Senate and Board Chambers, Jamie Cassels Centre

DRAFT AGENDA

1. Approval of Agenda

MOTION:

THAT the agenda of the open session of the regular meeting of November 23, 2021 be approved.

2. Approval of Summary Record of the Meeting held September 28, 2021 (attached)

MOTION:

THAT the summary record of the open session of the regular meeting held September 28, 2021 be approved.

3. Business Arising from the Summary Record

4. Chair's Remarks

5. Correspondence

6. President's Report

7. External Relations Update

BOG-Nov23/21-12

CONSENT

8. Operations and Facilities Committee (Paul Ramsey)

a. New and Revised Awards

BOG-Nov23/21-16

MOTION:

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

- Betty Moyls Memorial Award (Revised)
- Peter B. Gustavson Golf Award (Revised)
- Eli Pasquale Memorial Award (New)
- Island Savings Award (New)
- Stephens Family Research Awards in Organic and Sustainable Food Systems (Revised)
- Sheila Ryan and Eileen Ryan Award in Health Information Science (Revised)
- Vancouver Island Women's Basketball Award* (New)
- Eirin Amundsen Memorial Award* (New)

- Frank Sylvester Scholarship* (New)
- Simon Keith Foundation GVSHOF Award (New)
- Cameron Environmental Law Award* (New)
- Corlie Purvis Memorial Award (New)
- Lawrence and Marie Luisa Macrae Scholarship in Spanish* (New)
- Lawrence and Marie Luisa Macrae Scholarship in Italian* (New)
- Lawrence and Marie Luisa Macrae Scholarship in Theatre* (New)
- Uplands Golf Club Athletic Award* (Revised)
- Sandra MacDonald-Dohm Bursary (Revised)
- Prosecution Service of British Columbia Bursary* (Revised)
- Charlotte S.M. Girard Memorial Bursary (New)
- Borden Ladner Gervais Professional Excellence Award (Revised)
- Shirley Case Memorial Award (Revised)
- Bate Family Greater Victoria Sports Hall of Fame Award* (Revised)
- Elta Brown and Peggy Mika Nursing Scholarship (New)
- Colette Storrow Award (New)
- Law Student Emergency Fund (Revised)
- Bonnie and Ken Putt Award* (New)
- Dr. Gerald King Legacy Scholarship in Music Education (New)
- Larry & Shari Yore Rugby Award* (Revised)
- Hargrove Award for Science and Service (New)
- Mary Naidu Entrance Scholarship for Indigenous Students* (New)
- New Car Dealers Association of B.C. Entrance Scholarship in Law* (New)
- UVSS BIPOC Public Interest Research Award* (New)
- Brian Mackenzie Memorial Scholarship* (New)
- Elaine Gallagher Award* (Revised)
- Fred Cooperstock Scholarship (New)
- Paulette Lacroix Nursing Informatics Leadership Scholarship* (New)
- Nancy Lamb Chemistry Scholarship (New)
- Nancy Lamb Scholarship in Piano (New)
- Reg Mitchell Memorial Scholarship* (New)
- Ted Whelen Graduate Scholarship in Public Administration* (New)
- Bob Worth Award in Economics* (New)
- Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (New)
- Margaret T. Clinch Bursary in Business* (Revised)
- Shelley Lynne Hamilton Memorial Graduate Bursary (Revised)
- Ed Chala Memorial Soccer Award* (New)
- Dr. Anne Pomeroy Autor Award in Interdisciplinary Studies* (New)
- Deanna Carter Biochemistry Scholarship (New)
- Faculty of Fine Arts Indigenous Student Award (New)
- Yvonne Allen Cancer Research Scholarship (Revised)
- Ronald Lou-Poy Entrance Scholarship (Revised)

- Richard Gilhooley and Karen Ockelton Scholarship* (New)
- Native Northwest Reconciliation Award (New)
- First Open Heart Society of B.C. Scholarship (New)
- Doug Tate Men's Rugby Award* (Revised)
- James H. Coward Award* (Revised)
- Dr. Ken and Barbara Thornton Award* (Revised)
- Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)
- Undergraduate Award in Indigenous Language Revitalization (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (New)
- Blake, Cassels and Graydon Entrance Bursary (New)
- Graduate Scholarship in Indigenous Language Revitalization (New)

**Administered by the University of Victoria Foundation*

b. Proposal to discontinue the Certificate in Computer-based Information Systems BOG-Nov23/21-20

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Certificate in Computer-based Information Systems, as described in the document "Proposal to discontinue a Certificate", effective immediately.

c. Proposal to establish a Bachelor of Science in Climate Science BOG-Nov22/21-21

MOTION:

THAT the Board of Governors approve the proposal to establish a Bachelor of Science in Climate Science, as described in the document "B.Sc. Climate Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

d. Proposal to establish a Minor in Indigenous Community Development and Governance BOG-Nov22/21-22

MOTION:

THAT the Board of Governors approve the proposal to establish a Minor in Indigenous Community Development and Governance, as described in the document "Indigenous Community Development and Governance – PSC and Minor Programs", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

e. Proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance

BOG-Nov22/21-23

MOTION:

THAT the Board of Governors approve the proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance, as described in the document “Indigenous Community Development and Governance – Professional Specialization Certificate”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

f. Proposal to discontinue the Combined Major in Hispanic and Italian Studies

BOG-Nov22/21-24

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Combined Major in Hispanic and Italian Studies, as described in the document “Discontinuance of the Combined Major in Hispanic and Italian Studies”, effective immediately.

g. 2020/21 Annual Report on the Status of External Reviews

BOG-Nov23/21-14

h. Status Report on Capital Projects

BOG-Nov23/21-05a

i. Due Diligence Report – Facilities Management

BOG-Nov23/21-06

REGULAR

9. Operations and Facilities Committee (Paul Ramsey)

a. 2021/22 Enrolment Analysis Report

BOG-Nov22/21-17

b. Report on Student Financial Aid 2020-21

BOG-Nov22/21-11

c. Equity and Human Rights Annual Report

BOG-Nov22/21-15

10. Presentation on University Rankings

11. Other Business

a) Review of action items identified

b) Any other business

Adjournment



University
of Victoria

Board and Board Committee Meetings Monday September 27 and Tuesday September 28, 2021

Open Session

Tuesday September 28, 2021 12:30 p.m.

Via Livestream from Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

Present: David Zussman (Chair), Shailoo Bedi, Josh Blair, David Foster, Jonathan Granirer, Kevin Hall, Adam Monahan, Paul Ramsey, Carolyn Thoms, Beverly Van Ruyven, Carrie Andersen (Secretary)

By Invitation: Chris Horbachewski, Lisa Kalynchuk, Kimberley Kennard, Valerie Kuehne, Kristi Simpson

Regrets: Merle Alexander, Marilyn Callahan, Keith Barbon, Monica Prendergast, Shelagh Rogers

1. Approval of Agenda

MOTION: (C. Thoms/J. Blair)

THAT the agenda of the open session of the regular meeting of September 28, 2021 be approved.

CARRIED

2. Approval of Summary Record of the Meeting held June 28, 2021

MOTION: (P. Ramsey/C. Thoms)

THAT the summary record of the open session of the regular meeting held June 28, 2021 be approved.

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

D. Zussman welcomed the new members to the Board of Governors and thanked the Board members for their participation at the committee meetings. He acknowledged the upcoming National Day for Truth and Reconciliation and Orange Shirt Day and commented on the President's Installation that took place on September 8, 2021.

5. Correspondence

There was no correspondence.

6. President's Report

Kevin Hall, President and Vice-Chancellor added his welcome to the new members of the Board of Governors.

K. Hall acknowledged the anniversary of the Bamfield accident and said he had reached out to the families and the students involved.

Return to Campus

K. Hall reported on public health guidelines in place to report a safe return to campus. He provided information on the self-declaration of vaccination program in place for all students, faculty and staff, including providing information on the results of self-declaration to date. K. Hall provided information about steps required for non-vaccinated individuals and about the roll out of the vaccine passport requirements on campus.

K. Hall provided preliminary enrolment numbers, reporting an increase in enrolment from the previous academic year.

With respect to infrastructure, K. Hall reported that 114 classrooms have had their technology upgrades and 2 classrooms are now hybrid learning facilities.

K. Hall reported that he had participated in seven faculty orientations with both first and second year students. He also reported on the Indigenous Welcome to Campus event that took place on September 9, 2021.

President's Installation

K. Hall thanked the university for the event on September 8, 2021 during which he had formally requested permission to work on the territory prior to being installed as UVic's eighth president and vice-chancellor. The installation followed Coast Salish protocol.

Orange Shirt Day

K. Hall noted the Orange Shirt Day events that would take place on September 29, 2021 and encouraged the Board members, alongside all the students, staff and faculty, to participate in the events.

Reputation and Rankings

K. Hall said that UVic has moved up to the 301-350 range in the Times Higher Education World Academic rankings and is striving to be in the top 200 placement.

There were no questions for K. Hall.

- 7. External Relations Update** BOG-Sep28/21-24
Chris Horbachewski, Vice-President External Relations introduced his report. He highlighted the plans for Fall Convocation.

There were no questions for C. Horbachewski.

CONSENT

- 8. Operations and Facilities Committee (Paul Ramsey)**

- a. Status Report on Capital Projects** BOG-Sep28/21-09a

REGULAR

- 10. Finance Committee (Carolyn Thoms)**

- a. 2021/22 Budget Expenditure Allocation Report** BOG-Sep28/21-04
C. Thoms introduced the report, which was prepared to provide more detailed information on the implementation of the 2022-2024 Planning and Budget Framework.

- b. Working Capital Investments Report – to June 30, 2021** BOG-Sep28/21-06
C. Thoms stated that the university has a working capital investment policy, which provides guidance to management. A report comes to the Board of Governors semi-annually outlining available cash for investment, current investments as compared to policy, performance of the investments and commentary on the market. This report is for the period ended June 30, 2021.

C. Thoms highlighted that the Board had approved an internal loan from the working capital fund to support the Student Housing and Dining Project. The total budget for the project was \$228.8M, of which \$56.6M was to be funded from the working capital fund.

C. Thoms directed members to the working capital investments webpage on the university website.

11. Operations and Facilities Committee (Paul Ramsey)

a. 2022/23 Five Year Capital Plan

BOG-Sep28/21-17

P. Ramsey said the committee had received a presentation by Mike Wilson, Director of Campus Planning. This is an annual update to the Board. Highlights of the presentation included updates on the Fraser Building, Business and Economics Building, Mearns Centre for Learning, the Farquhar Auditorium and Petch Building; the Active Transportation Improvement Program; and Student Housing.

MOTION: (P. Ramsey/C. Thoms)

THAT the Board of Governors approve the 2022/23 Five Year Capital Plan.

CARRIED

b. Information Security Policy IM7800 Revised

BOG-Sep28/21-13

P. Ramsey introduced the policy. He stated a draft was provided to the Operations and Facilities Committee in May 2021 and since then there had been broad consultation with the university community on the policy and associated procedures. The goal of the revisions to this policy were to better align the policy to UVic's risk management framework.

MOTION: (P. Ramsey/S. Bedi)

THAT the Board of Governors approve the revised policy IM7800 Information Security, effective immediately.

CARRIED

c. Annual Academic Staffing, Recruitment and Vacancies Report

BOG-Sep28/21-22

P. Ramsey stated that this is an annual report that comes to the Board of Governors and provides an overview of all continuing faculty and librarian appointments. He provided an overview of the report.

In response to a request from a member to be more inclusive in hiring employees with disabilities, V. Kuehne said that it is important to consider employees with disabilities in all faculty recruitments. There is an equity plan for the university being rolled out. Preferential searches are taking place for a variety of roles.

12. Audit Committee (David Zussman for Merle Alexander)

a. PSAS Budget Approval and Government Reporting Entity Quarterly Report period ending June 30, 2021

BOG-Sep28/21-16

D. Zussman introduced the report. He noted that there was a reported net deficit, which was not unexpected for this reporting period.

He also noted that the report contained a financial forecast, which is the current year forecast plus projections for the next three years. He provided a brief overview of the forecasts.

MOTION: (D. Zussman/B. Van Ruyven)

THAT the Board of Governors approve the budget and associated forecast prepared for inclusion in the reporting on the 2021/22 University of Victoria Consolidated financial statements in accordance with the Public Sector Accounting Standards, as per Schedule A.

CARRIED

13. Executive and Governance Committee (David Zussman)

a. Procedures of the Board 2021/22

BOG-Sep28/21-25

D. Zussman noted that the Executive and Governance Committee reviews the Procedures of the Board annually. Currently, there is a recommendation to remove an outdated item – section 3.17, which refers to a question period being scheduled at the end of each closed session of Board.

In response to a request from a member to review section 4.2 which states, ‘Any member, once appointed or elected, must function as a member of the Board and not as a spokesperson for a constituency’, D. Zussman indicated this would be reflected in the summary record and brought forward for discussion by the Executive and Governance Committee.

MOTION: (D. Zussman/C. Thoms)

THAT the Board of Governors approve the Board Procedures, as attached for the year 2021/22 and the Statement of Responsibilities of the Board of Governors and its Members.

CARRIED

b. Review and Approval of Board Governance Checklist

BOG-Sep28/21-26

D. Zussman stated that the Board Governance Checklist is reviewed annually and there are no revisions recommended at this time.

MOTION: (D. Zussman/B. Van Ruyven)

THAT the Board of Governors approve the posting of the updated board governance checklist, as circulated, on the university's website for 2021/22 as part of UVic's accountability framework.

CARRIED

15. Other Business

- a) Review of action items identified
 - i. A discussion of section 4.2 of the Procedures of the Board will be brought to the Executive and Governance Committee.
- b) Any other business
 - There being no other business, the meeting adjourned at 12:57 p.m.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 8, 2021

To: Board of Governors

From: Chris Horbachewski, Vice-President External Relations

cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: External Relations Update

A handwritten signature in blue ink, appearing to read "C Horbachewski".

In support of UVic's Strategic Framework, External Relations connects UVic and the world around it by enhancing and promoting the brand and reputation of the university, through 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

Marketing and Positioning

- An ad campaign announcing the new chancellor appeared in *The Globe and Mail*, *Times Colonist* and *Vancouver Sun* on Nov. 6. A news release, announcement event with media outreach, and prominent home page announcement were also used to highlight the next chancellor.

- A full-page ad and editorial article in *The Globe and Mail* supplement “Excellence in Research & Innovation 25th Anniversary Special with CFI” was published Nov. 19 featuring Engineering professor Tom Gleeson and UVic solutions for water security including those with impact for Indigenous communities.
- Work on an innovation marketing campaign in the lead up to the launch of UVic’s Innovation Network has started.
- A national and international prospective student ad campaign on social media will run starting mid-November as part of the recruitment cycle.

uvic.ca

- The uvic.ca website was significantly updated on Oct. 13 to bring the public facing profile of our Research enterprise into scope of the central website. Clicking through from the Research & innovation tab of the home page’s primary navigation will now provide a comprehensive way to understand everything from our Strategic initiatives to the individual researchers, centres and partnerships at UVic.
- The next two major projects to bring into scope of the new web structure will be Co-operative Education and Career Services and the Faculty of Engineering & Computer Science.

Stakeholder Communications

- Updates on vaccination self-declaration program for COVID-19 and the high percentage of people reporting to be double-vaccinated are among the timely and valuable information that we develop and distribute to our campus community about the pandemic. The overarching COVID-19 communications plan continues to follow and respond to public health updates.
- We continue to provide communications planning, coordination and engagement support for significant institutional projects, including Orange Shirt Day/National Day for Truth and Reconciliation (Sept. 29), development of the Climate and Sustainability Action Plan and Equity Action Plan, community university engagement initiatives such as the United Way workplace campaign, campus planning projects including the Campus Greenway and the 5 Days of Action (Nov. 15-19).

Issues Management

- We have developed and distributed timely and accurate information about the high rate of double-vaccination on campus and that the university is a safe place to study, work and visit

due to the multitude of measures taken. This was done through internal as well as multiple platforms used by students, faculty, staff and community members.

- The gathering of large crowds on weekend nights that culminated with an unsafe and boisterous gathering on Halloween is unacceptable, and the university communicated internally and externally its strong position on having a safe campus and are working with our community partners to deter people from assembling at UVic for large unsanctioned events.

BUILDING MEANINGFUL PARTNERSHIPS

Federal Government

- On September 20th, the Federal Election was held, and produced a seat count similar to that of the previous Parliament, with Prime Minister Justin Trudeau set to lead another Minority Government:
 - In total, eight MPs elected were UVic Alumni, or former students/faculty; and
 - Laurel Collins was re-elected as the MP for Victoria, and will once again serve as the NDP Critic for Environment.
- On October 26th, Prime Minister Justin Trudeau named his new Cabinet following the September 2021 Election. Trudeau's Cabinet is gender balanced and consists of 38 Ministers, plus the Prime Minister, four Ministers are from British Columbia, all within or around the Greater Vancouver Area:
 - Two UVic Alumni were named to Cabinet:
 - Carla Qualtrough will remain in her portfolio for Employment, Workforce Development and Workforce Development; and
 - Patty Hajdu will move from Health to Indigenous Services and as Minister Responsible for the Federal Economic Development Agency for Northern Ontario.
 - François-Philippe Champagne will remain in his role as Minister of Innovation, Science and Industry.

UVic United Way Campaign

The UVic United Way campaign officially kicked off on November 1st. UVic's efforts help the United Way deliver hundreds of programs in Greater Victoria, many with a focus on values we share including diversity, equity, inclusion and support for mental health. This year's campaign will take place in two phases. The first phase will run throughout the month of November. The second phase will take place in February and March, in hopes we can host some new activities as well as signature events like the plasma car race. The campaign will include additions like a special United Way lunch feature at the University Club of which partial proceeds will go to support the United Way. A full list of events and ways to donate can be found [here](#).

Women Leading Change

In October, UVic in partnership with the Office of the Lieutenant Governor of British Columbia, hosted the inaugural Women Leading Change event. The event brought together women leading change in STEM to share their experience in making change and suggestions on how to support others along their journey. Planning is underway for the next event which will take place in early 2022. The Women Leading Change series highlights powerful voices leading change across industries in which women remain underrepresented. These events aim to help raise awareness around gender inequality and support positive action through dialogue and engagement.

FOSTERING A CULTURE OF PHILANTHROPY

To date (November 5 2021) we have raised \$13.88M towards our goal of \$25M from 2,867 donors.

- To date we have actively engaged over 3,600 alumni and we are on target to expand programming to engage with more and new alumni, i.e. increase baseline alumni engagement by 7% from 5,700 to 6,100 unique alumni in the 21/22 fiscal year
- We have progressed a number of key initiatives in preparation for the launch of a comprehensive fundraising campaign, including ongoing realignment of our staff resources.

Alumni Engagement

Distinguished Alumni Awards (DAA)

The relaunch of the Distinguished Alumni Awards went live in October. UVic faculty, volunteers, alumni and the community are all invited to nominate a deserving UVic graduate in one of three categories of awards – the Presidents' Alumni Awards, Indigenous Community Impact Alumni Awards and the Emerging Alumni Awards.

Nominations close on December 17, and everyone is invited to nominate deserving UVic graduates. Non-UVic staff and non-UVic alumni are welcome to nominate UVic alumni. For detailed information about eligibility criteria and how to nominate an alumnus [please visit the DAA website](#). Curious to learn who has received a past alumni award? A listing of past DAA recipients can be found here <https://www.uvic.ca/alumni/connect/home/awards/distinguished/index.php>

A selection panel made up of UVAA Board and UVic staff representatives will meet in January to review and select the 2022 DAA recipients, who will be celebrated and recognised **on April 7**.

Alumni Volunteer Program

We are striving to reinvigorate our alumni volunteer networks and we are pleased to report that the Faculty of Science convened its first Dean's Alumni Advisory Board meeting in October.

Educational Events

Education events with a range of themes have continued to provide opportunities for alumni to engage with UVic.

The hybrid model proved to be extremely attractive for the ***Faculty of Science's October 27th Lipson Lecture featuring Jill Heinerth***, with 371 attending in person and 495 signed up to participate online.

On October 28 and 30 – the virtual ***Alumni Taste and Tour at Hoyne Brewery*** sold out 40 spots each evening.

November 16 sees the first of our new ***UVic Alumni Signature Speaker Series ft. alumna, author, and networking strategist, J. Kelly Hoey*** which also is a hybrid event, with an in person component at the University Club and an online option.

For the first time, Alumni Relations partnered with the Gustavson School of Business, to provide alumni with a tailored virtual event ***Swirl, Sip and Learn with Mission Hill and the Distinguished Entrepreneur of the Year Award***.

President's Travel – Ottawa

President Hall hosted a small gathering of alumni in Ottawa on October 25. He also met with 3 donors and prospective donors during the trip.

Fundraising/Development

Fall Comprehensive Appeal

The Fall appeal is mailed or emailed to all UVic donors and alumni. This year's appeal highlights how alumni and donors can help build a more inclusive environment at UVic through a gift to one of our three priority funds: the Student Bursary Fund, the International Student Support Fund, or the Elders Engagement Fund (ITOTELNEWTEL LTE: LEARNING FROM ONE ANOTHER).

The appeal was augmented by outreach through the Student Calling Program.

Giving Tuesday (November 30th)

Globally, Giving Tuesday is a celebration of philanthropy that inspires people to give back to causes to which they are passionate. At UVic, Giving Tuesday aims to make campus a more accessible and enriching environment while creating experiential learning opportunities for students that cannot be found anywhere else. Together, we can create memorable learning

opportunities for students, make an impact through innovative community programs, and #AddSprinklesUVic.

Development for Deans and Development Officers Training (November)

During October and November the Council for the Advancement and Support of Education and the Canadian Council for the Advancement of Education offered “Development for Deans” conferences. Five deans, five chairs, one AVP and five development staff attended the virtual sessions, establishing a solid foundation for the development and alumni efforts.

October and November engagements with high level prospects

The office of Principal Gifts set up 11 meetings for Dr. Hall with prospective donor and donors during October and November.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Chancellor Activities for October and November 2021

Chancellor Rogers was pleased to introduce this year’s Lipson Lecture Series, hosted by the UVic Faculty of Science. This year's lecture featured Jill Heinerth, Explorer-in-Residence at The Royal Canadian Geographical Society.

The Chancellor felt privileged to attend the Honouring Ceremony for Qwul'sih'yah'maht (Robina Thomas) for her work with IACE since 2014 and to prepare for the work to come as the Associate Vice-President Indigenous.

This November marks the final convocations Chancellor Rogers will preside over during her tenure as Chancellor, and she is delighted to be celebrating student’s hard-earned accomplishments.

During the week of convocation the Chancellor will be celebrating Indigenous students at the Indigenous Recognition Ceremonies.

To acknowledge all she has done in her time as Chancellor, there will be a community celebration for Chancellor Rogers at the end of November.

Farquhar Auditorium

Reopening

- PHO orders now allow a return to 100% capacity in the Farquhar. We are giving clients the flexibility to choose audience capacity limits as a large number of patrons are voicing concerns regarding sitting directly beside strangers. The Victoria Symphony will try 100% capacity for their

December performances while the Greater Victoria Youth Orchestra has requested to limit their houses to 50%.

- January 26, 2022 will mark the Farquhar return to in-house presenting with International Guitar Night. The show is hosted by Lulo Reinhardt from Germany and features Stephanie Jones from Australia, Alexandr Misko from Russia and Eleonora Strino from Italy. This is the first time International Guitar Night will feature female guitarists. February 26, the Farquhar will present Kalabante: Cirque en Afrique, a Guinean style circus performance featuring theatre, dance, music and acrobatics. These performances will be offered to a limited capacity audience of 70% to ensure distancing between audience bubbles.

Ceremonies & Events

November Convocation

- November 10, 12 and 13 will be UVic's first in-person Convocation ceremonies since fall 2019 and will feature 6 ceremonies in total, with two per day.
- Each ceremony will feature 90-150 graduates to ensure distancing and safety
- All regalia will be dry-cleaned between each ceremony
- No receptions will take place
- Three Honorary Degrees will be awarded: Timothy Brook on Wednesday, November 10 at 10am; Arran and Ratana Stephens on Wednesday, November 10 at 2:30pm.
- All participants are required to wear masks while inside and all participants are required to provide proof of full vaccination and government issued photo ID.
- Graduates will be given 4 guest tickets, reflecting the increased capacity for events.
- Degrees will not be handed out on stage.
- No Academic Procession present and no faculty tickets available.
- Ceremonies will be webcast.
- Grad Boxes will be mailed to graduates who do not attend and request one.

Recent and upcoming events

- New Chancellor Announcement – November 5
- Province of BC Town Hall – November 22
- Chancellor farewell event – November 30
- Kwench Launch – December/January
- Women Leading Change in Business – December/January
- REACH Awards – January
- Long Service Recognition event – January/February

Legacy Art Galleries

EXHIBITIONS:

Legacy exhibition TO FISH AS FORMERLY having an impact in Victoria

UPDATE as of Nov. 25, our exhibition that travelled to the Shaw Centre of the Salish Sea where it will remain until the end of 2021 has seen 21,000 visitors. UVic research in action in the community.

Other exhibition on now, each of which feature the research and creative production of UVic Alumni, faculty and students:

LEGACY DOWNTOWN:

Qw'an Qw'anakwal:

To Come Together

September 29 - December 23, 2021

Curated by Andrea Walsh, Smyth Chair in Arts and Engagement (UVic Anthropology)

Ungasittuq:

Something that is Far Away

A project by Barry Pottle

October 7 - December 23, 2021

LEGACY MALTWOOD (Mearns Centre in McPherson Library):

Eric Metcalfe - Pop Anthropology

Oct 23, 2021 - Mar 27, 2022

Curated by D.J. Fraser (UVic MA, 2013)

FIRST PEOPLES HOUSE:

For Time Immemorial

Continues to- December 4, 2021

Curated by Mel Granley (Metis), Young Canada Works Intern
with lessLIE (Coast Salish artist)




University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 12, 2021

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: November 23, 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 Oct. 1 and Nov. 5, 2021 meetings, Senate approved the awards and recommend their approval by the Board of Governors.

Recommendation:

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

- Betty Moyls Memorial Award (Revised)
- Peter B. Gustavson Golf Award (Revised)
- Eli Pasquale Memorial Award (New)
- Island Savings Award (New)
- Stephens Family Research Awards in Organic and Sustainable Food Systems (Revised)
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- Larry & Shari Yore Rugby Award* (Revised)
- Hargrove Award for Science and Service (New)
- Mary Naidu Entrance Scholarship for Indigenous Students* (New)
- New Car Dealers Association of B.C. Entrance Scholarship in Law* (New)
- UVSS BIPOC Public Interest Research Award* (New)
- Brian Mackenzie Memorial Scholarship* (New)
- Elaine Gallagher Award* (Revised)
- Fred Cooperstock Scholarship (New)
- Paulette Lacroix Nursing Informatics Leadership Scholarship* (New)
- Nancy Lamb Chemistry Scholarship (New)
- Nancy Lamb Scholarship in Piano (New)

- Reg Mitchell Memorial Scholarship* (New)
- Ted Whelen Graduate Scholarship in Public Administration* (New)
- Bob Worth Award in Economics* (New)
- Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (New)
- Margaret T. Clinch Bursary in Business* (Revised)
- Shelley Lynne Hamilton Memorial Graduate Bursary (Revised)
- Ed Chala Memorial Soccer Award* (New)
- Dr. Anne Pomeroy Autor Award in Interdisciplinary Studies* (New)
- Deanna Carter Biochemistry Scholarship (New)
- Faculty of Fine Arts Indigenous Student Award (New)
- Yvonne Allen Cancer Research Scholarship (Revised)
- Ronald Lou-Poy Entrance Scholarship (Revised)
- Richard Gilhooley and Karen Ockelton Scholarship* (New)
- Native Northwest Reconciliation Award (New)
- First Open Heart Society of B.C. Scholarship (New)
- Doug Tate Men's Rugby Award* (Revised)
- James H. Coward Award* (Revised)
- Dr. Ken and Barbara Thornton Award* (Revised)
- Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)
- Undergraduate Award in Indigenous Language Revitalization (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (New)
- Blake Cassels and Graydon Entrance Bursary (New)
- Graduate Scholarship in Indigenous Language Revitalization (New)

**Administered by the University of Victoria Foundation*

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

Attachments: Memorandums to Senate dated Sept. 15 and Oct. 20, 2021



Date: September 15, 2021

To: Senate

From: Senate Committee on Awards

Re: New and Revised Awards

The Senate Committee on Awards met on May 20, June 24, July 28, August 18 & 19 and September 13, 2021 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

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:

- Betty Moyls Memorial Award (Revised)
- Peter B. Gustavson Golf Award (Revised)
- Eli Pasquale Memorial Award (New)
- Island Savings Award (New)
- Stephens Family Research Awards in Organic and Sustainable Food Systems (Revised)
- Sheila Ryan and Eileen Ryan Award in Health Information Science (Revised)
- Vancouver Island Women's Basketball Award* (New)
- Eirin Amundsen Memorial Award* (New)
- Frank Sylvester Scholarship* (New)
- Simon Keith Foundation GVSHOF Award (New)
- Cameron Environmental Law Award* (New)
- Corlie Purvis Memorial Award (New)
- Lawrence and Marie Luisa Macrae Scholarship in Spanish* (New)
- Lawrence and Marie Luisa Macrae Scholarship in Italian* (New)
- Lawrence and Marie Luisa Macrae Scholarship in Theatre* (New)
- Uplands Golf Club Athletic Award* (Revised)
- Sandra MacDonald-Dohm Bursary (Revised)
- Prosecution Service of British Columbia Bursary* (Revised)
- Charlotte S.M. Girard Memorial Bursary (New)
- Borden Ladner Gervais Professional Excellence Award (Revised)
- Shirley Case Memorial Award (Revised)
- Bate Family Greater Victoria Sports Hall of Fame Award* (Revised)
- Elta Brown and Peggy Mika Nursing Scholarship (New)
- Colette Storrow Award (New)
- Law Student Emergency Fund (Revised)
- Bonnie and Ken Putt Award* (New)
- Dr. Gerald King Legacy Scholarship in Music Education (New)
- Larry & Shari Yore Rugby Award* (Revised)
- Hargrove Award for Science and Service (New)

- Mary Naidu Entrance Scholarship for Indigenous Students* (New)
- New Car Dealers Association of B.C. Entrance Scholarship in Law* (New)
- UVSS BIPOC Public Interest Research Award* (New)
- Brian Mackenzie Memorial Scholarship* (New)
- Elaine Gallagher Award* (Revised)
- Fred Cooperstock Scholarship (New)
- Paulette Lacroix Nursing Informatics Leadership Scholarship* (New)
- Nancy Lamb Chemistry Scholarship (New)
- Nancy Lamb Scholarship in Piano (New)
- Reg Mitchell Memorial Scholarship* (New)
- Ted Whelen Graduate Scholarship in Public Administration* (New)
- Bob Worth Award in Economics* (New)
- Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (New)
- Margaret T. Clinch Bursary in Business* (Revised)
- Shelley Lynne Hamilton Memorial Graduate Bursary (Revised)
- Ed Chala Memorial Soccer Award* (New)
- Dr. Anne Pomeroy Autor Award in Interdisciplinary Studies* (New)
- Deanna Carter Biochemistry Scholarship (New)
- Faculty of Fine Arts Indigenous Student Award (New)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2021/2022 Senate Committee on Awards

Charlotte Schallié (Chair), Graduate Studies/Germanic & Slavic Studies

Jesse Baltutis, Alumni Association

Daniel Davenport, Student Senator

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Registrar

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Department of Economics

Alexis Ramsdale (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, fellowships, awards, medals and prizes

Financial aid awarded as scholarships, fellowships, awards, medals and prizes are made available to students primarily on the basis of academic merit. These forms of financial aid have an academic threshold requirement but recipients may also be selected on the basis of additional criteria as specified in the terms of reference. The list of additional criteria includes, but is not limited to, financial need, community service, demonstrated leadership, region, athletic participation, entrepreneurship, ethnicity or gender.

In some cases the academic threshold may be lower than what is generally required for a scholarship. For example, unless otherwise specified, an admission average of 85% or higher is the minimum academic requirement for undergraduate entrance scholarships. The standard for athletic awards is set by U SPORTS, a regulatory organization external to UVic, and varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%.

Bursaries

Financial aid in the form of non-repayable bursaries is made available to students on the basis of demonstrated financial need. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Athletic Awards

Selection of athletic award recipients is made by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director of Varsity Performance Sport. Recipients must meet the eligibility requirements of the governing body for their sport, U SPORTS or the *National Association of Intercollegiate Athletics* (NAIA), who also set the regulations regarding the total amount of financial aid a varsity student athlete can receive per academic year. Varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%. In-course recipients must maintain a minimum GPA of 3.0 to receive an athletic award.

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Betty Moyls Memorial Award (Revised)

An award is given to ~~an entering~~, a transferring or continuing student specializing in vocal performance in the Bachelor of Music program. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the School of Music.

Peter B. Gustavson Golf Award (Revised)

One or more awards are given to entering or continuing full-time undergraduate students who are varsity athletes on either the UVic Vikes Men's or Women's Golf teams. The award will be the equivalent of the difference between the student's ~~actual~~ tuition and fees (up to maximum \$5,500) and the value of any UVic Vikes Athletic awards they have already received. Eligible students ~~will have received a minimum scholarship of \$2,500 from the University of Victoria and~~ must meet all U SPORTS and ~~/~~ National Association of Intercollegiate Athletics (NAIA) eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Golf Head Coach and the Director of Varsity Performance Sport. ~~Associate Director, Sport.~~

Eli Pasquale Memorial Award (New)

One or more awards up to a maximum of \$1000 are given to undergraduate and graduate students who participate in the Vikes Men's Basketball program at the University of Victoria and have Canadian citizenship or permanent resident status. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Island Savings Award (New)

One or more awards of at least \$1,000 each are given to entering, continuing or transferring undergraduate students with demonstrated financial need who indicate they have an interest in pursuing a career in the financial industry.

Stephens Family ~~Undergraduate~~ Research Awards in Organic & Sustainable Food Systems (Revised)

One or more ~~undergraduate~~ awards of up to \$5,000 in total will be awarded to undergraduate or graduate students in the Faculty of Social Sciences, in the form of a research stipend, to provide the student with the resources to conduct their field research in collaboration with UBC's Faculty of Land and Food Systems (preferred) or, if UBC is unable, with another institution/organization chosen by UVic. ~~in consultation with the Stephens Family.~~ Preference is for undergraduate students. Graduate students must have a minimum 6.0 GPA. This award may not be awarded to the same student more than once. Selection of recipients will be made by Senate Committee on Awards or the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Social Sciences

Awards and Recognition Committee. Students must submit their application to the Faculty of Social Sciences by September 15 May 31.

Sheila Ryan and Eileen Ryan Award in Health Information Science* (Revised)

One or more awards are given to entering or continuing undergraduate or graduate students in the School of Health Information Sciences, with preference to students who have demonstrated financial need. Undergraduate sStudents will apply through the online application via Online tools. My Page: Graduate student applications must be submitted to the School of Health Information Sciences. Approval of the undergraduate recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Sciences. Approval of graduate recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Sciences.

Vancouver Island Women's Basketball Award* (New)

One or more awards are given to undergraduate students who compete on the Vikes Women's Varsity Basketball team at the University Of Victoria. Preference will be given to an athlete that graduated from a Vancouver Island high school program. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director of Varsity Performance Sport.

Eirin Amundsen Memorial Award* (New)

One or more awards are given to undergraduate or graduate students who participate in the Vikes Women's Soccer program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Frank Sylvester Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate students in the Department of History, with preference for students studying BC history. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of History.

Simon Keith Foundation GVSHOF Award (New)

One or more awards are given to undergraduate students entering the University of Victoria directly from a secondary school in one of the 13 municipalities in the Greater Victoria region who compete on a Vikes Varsity team. Eligible students must meet all U SPORTS eligibility requirements. Preference will be given to students who themselves have received, or have members of their immediate family, who have received or made an organ donation. Further preference is for students who, either themselves or members of their immediate family, have been involved or affected by an organ transplant or an organ donation. For the purpose of this award, immediate family is defined as parents, siblings, grandparents, aunts or uncles, nieces or nephews.

Award recipients will also be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Director, Varsity Performance Sport.

A cover letter (not to exceed 500 words) and a CV (not to exceed two pages) must be submitted to the Senior Director of Athletics and Recreation by October 31.

The cover letter must include:

- Full legal name, date of birth, name of secondary school attended and year of graduation;
- Career goals and objectives;
- Athletic goals and objectives;
- Reasons for entering UVic and the benefits that the applicant expects to receive from attending UVic; and
- A description of how the applicant or an immediate family member have been involved or affected by an organ transplant or donation (if applicable).

The curriculum vitae must include:

- Applicant's academic and other achievements (a summary of academic, school, sports and community activities and achievements); and
- Two (2) signed letters of references from individuals who are familiar with the applicant's work ethic and academic or sports achievements. The letters must come from two separate individuals, who are not family members, and must include the referee's contact information.

Cameron Environmental Law Award* (New)

One award is given to an undergraduate student entering the Faculty of Law with an interest in Environmental Law. Preference will be given to students who have overcome significant barriers to attending university or who are first-generation university attendees. Further preference will be given to those with financial need. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

Corlie Purvis Memorial Award (New)

One or more awards, to a maximum of \$1,000 each, are given to undergraduate, graduate or post-doctoral trainees participating in concussion-related research who have the opportunity to:

- a) Travel to attend and/or present at conferences to share their research, network and collaborate with other scientists from other universities; or,
- b) Travel to collaborate with an international academic, industry or government research entity.

Applicants must provide:

- a) A short summary of the travel required and how it will impact their studies.
- b) Itemized costs related to the trip and how much they are requesting.

Selection will be made in the following order of preference:

1. Graduate or post-doctoral trainee presenting original research at a conference
2. Undergraduate trainees presenting original research at a conference
3. Graduate, post-doctoral or undergraduate trainees travelling to network with other scientists and learn techniques to bring back to UVic.

Application forms must be submitted to the Division of Medical Sciences (DMS) Office prior to travel. Graduate students must apply by August 15 for travel in the coming academic year. Post-doctoral fellows and undergraduate students can apply throughout the academic year. Approval of recipients will be made by the Senate Committee on Awards or by the Faculty

of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Christie Concussion Laboratory.

Lawrence and Marie Luisa Macrae Scholarship in Spanish* (New)

One or more scholarships are awarded to academically outstanding undergraduate students pursuing a degree in Hispanic or Italian Studies and who are registered in a study abroad program, field school, experiential learning opportunity, or co-op work-term in Spain. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.

Lawrence and Marie Luisa Macrae Scholarship in Italian* (New)

One or more scholarships are awarded to academically outstanding undergraduate students pursuing a degree in Hispanic or Italian Studies and who are registered in a study abroad program, field school, experiential learning opportunity, or co-op work-term in Italy. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.

Lawrence and Marie Luisa Macrae Scholarship in Theatre* (New)

One or more scholarships are awarded to academically outstanding undergraduate students entering, continuing or transferring into the Performance Program in the Department of Theatre. Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.

Uplands Golf Club Athletic Award* (Revised)

Two awards of ~~\$500 each~~ are awarded given to one woman female and one man male undergraduate or graduate student who competes on a Vikes Varsity team at the University of Victoria. Preference will be given to a member of the Vikes Varsity Golf team. Eligible students must meet all U SPORTS / NAIA eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics & and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport. ~~Associate Director, Sport. Preference will be given to a member of the Vikes Varsity Golf team.~~

Sandra MacDonald-Dohm Bursary (Revised)

A bursary of ~~\$300~~ \$500 is awarded to a mature woman undergraduate female student in the Social Work Program. Preference is for a single parent. ~~student entering the Bachelor of Social Work Program.~~

Prosecution Service of British Columbia Bursary* (Revised)

One or more bursaries are ~~A bursary is awarded to an~~ undergraduate students in the Faculty of Law entering 3rd year who ~~have~~ has ~~demonstrated an interest in criminal law.~~

Charlotte S.M. Girard Memorial Bursary (New)

One or more bursaries are awarded to undergraduate students entering second year who are enrolled in at least one European history course.

Borden Ladner Gervais Professional Excellence Award (Revised)

Two awards of equal value ~~of \$3,000 each~~ are given ~~awarded~~ to academically outstanding full-time undergraduate students in the Faculty of Law who have completed first year and have a commitment to professional or service excellence by consistently expanding their knowledge of the law, demonstrating the highest standards of integrity, offering innovative

ideas, taking a collaborative approach and contributing to the community. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Shirley Case Memorial Award Scholarship (Revised)

An award of \$1,000 is given annually to an undergraduate student registered in the Recreation and Health Education Co-operative Education program who has completed at least one work term. Students are eligible for this award if:

- (1) they did not receive payment for their work term or only received minimal compensation (e.g. accommodation, honorarium and/or travel expenses); or
- (2) they have engaged in a volunteer, unpaid commitment equal to the time of a work term (4 months).

Preference will be given to a student who has worked with at risk or under-resourced community members or organizations during their work term. Application is made through the Recreation and Health Education Co-operative Education program and must be received by January 31st. ~~A program committee will review all applications and nominate the recipient of the award.~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Exercise Science, Physical & Health Education on behalf of the Faculty of Education.

Bate Family Greater Victoria Sports Hall of Fame Award* (Revised)

One or more awards are given to undergraduate students entering the University of Victoria directly from a secondary school in the Greater Victoria region and who compete on a Vikes Varsity team. Eligible students must meet all U SPORTS and/or NAIA eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics & and Recreation in consultation with the Associate Director, Varsity Performance Sport. Applications, including ~~and~~ a letter outlining career and athletic goals and objectives and the reasons and benefits of attending UVic, must be submitted to the Senior Director of Athletics & and Recreation by October 31. ~~September 30th.~~

Elta Brown and Peggy Mika Nursing Scholarship (New)

One or more scholarships are awarded to academically outstanding undergraduate students continuing in the School of Nursing who have demonstrated potential to provide leadership within a community or professional role. Students registered in at least 4.50 academic units are eligible for this scholarship. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

Colette Storrow Award (New)

One award is given to an entering or continuing Indigenous student in the Faculty of Law with demonstrated financial need. A student may not receive this award more than once. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Law Student Emergency Fund (Revised)

One or more bursaries are awarded to undergraduate or graduate students in the Faculty of Law. The bursary is intended to offer students one-time financial assistance in the event of an unforeseen emergency or circumstance while attending the University of Victoria. International students are eligible for this emergency bursary.

Bonnie and Ken Putt Award* (New)

One or more awards are given to transferring undergraduate women students entering second or third year or continuing undergraduate women students in any year in an Engineering degree program in the Faculty of Engineering and Computer Science. Students must have demonstrated leadership in an educational or community setting. Preference will be given to students who are the first-generation in their immediate family to attend post-secondary. Immediate family is defined as parents or grandparents.

Applicants must submit:

- a cover letter (maximum 500 words) describing your leadership skills in an educational or community setting,
- a letter of reference from someone (who is not related to you) who can attest to the leadership activity.

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

Dr. Gerald King Legacy Scholarship in Music Education (New)

One or more scholarships are awarded to academically outstanding undergraduate students entering, transferring or continuing in the Bachelor of Music (Music Education) program. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

Larry & Shari Yore Rugby Award* (Revised)

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

Hargrove Award for Science and Service (New)

One or two awards of \$1,000 each are given to undergraduate women students entering or transferring into second year in the Faculty of Science who have done volunteer work with marginalized populations including, but not limited to, low income, street involved, people experiencing mental health related issues, LGBTQ+. Applicants must submit a letter of reference from a supervisor at the volunteer agency (who is not related to the applicant) that demonstrates leadership skills, team work and compassion. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

Mary Naidu Entrance Scholarship for Indigenous Students* (New)

One or more scholarships are awarded to academically outstanding undergraduate Indigenous students entering or transferring into the Faculty of Humanities. Eligible students must be Canadian citizens or permanent residents of Canada. Part-time students (minimum of 4.5 units) are eligible.

New Car Dealers Association of B.C. Entrance Scholarship in Law* (New)

One or more scholarships are awarded to academically outstanding undergraduate students who are entering the Faculty of Law. Preference is given to students who are residents of British Columbia.

UVSS BIPOC Public Interest Research Award* (New)

One or more awards, of at least \$1,000 each, are given to continuing or transferring undergraduate students with demonstrated research-based contributions to community programs or agencies that address social justice and/or environmental issues. Preference will be given in the following order:

- Students who identify as Black, Indigenous or Person of Colour
- Students who are members of groups with historical and/or current barriers to equity
- Students with demonstrated financial need

Students must submit a summary (maximum 500 words) of their research project that contributes to community programs and provide one letter of reference (maximum 300 words) that speaks to this.

Brian Mackenzie Memorial Scholarship* (New)

One or more scholarships are awarded to academically outstanding graduate students in Political Science. Preference is for students with demonstrated financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Political Science.

Elaine Gallagher Award* (Revised)

One or more ~~travel~~ awards are given to academically outstanding graduate students doing research on aging who are presenting a paper or poster at a conference on aging. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Institute on Aging and Lifelong Health.

Fred Cooperstock Scholarship (New)

A scholarship of \$5,000 is awarded to a graduate student in the Faculty of Science who is doing field work or research in Israel. The award may not be used to support the student's attendance at a conference. Preference will be given to a graduate student in the Physics and Astronomy department.

Selection of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

Paulette Lacroix Nursing Informatics Leadership Scholarship (New)

One or more scholarships, of at least \$1,000 each, are awarded to academically outstanding graduate students in Health Information Science or the double degree School of Health Information Science/School of Nursing program who are licensed registered nurses and have demonstrated leadership potential or leadership experience in healthcare nursing practice or administration.

Applicants must submit their CV and a one page statement (maximum 500 words) summarizing their view of Nursing Leadership in the field of Health Informatics to the School of Health Information Science by June 30th. ~~September 1st.~~

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Science ~~or the School of Nursing~~.

Nancy Lamb Chemistry Scholarship (New)

Two scholarships of \$5,000 each are awarded to academically outstanding continuing graduate students in Chemistry whose research focus is Organic Chemistry. Preference is given to students who are not receiving major external funding (\$17,500 or more Tri-Agency or equivalent) or a UVic Fellowship. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Chemistry.

Nancy Lamb Scholarship in Piano (New)

A scholarship is awarded to an academically outstanding graduate student in the School of Music whose principal instrument is the piano. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

Reg Mitchell Memorial Scholarship* (New)

One or more scholarships are awarded to academically outstanding graduate students pursuing a degree in Organic Chemistry. Approval of the recipient(s) is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Chemistry.

Ted Whelen Graduate Scholarship in Public Administration* (New)

A scholarship of at least \$12,500 is awarded to an academically outstanding graduate student entering the School of Public Administration. Applicants are chosen based on previous academic achievement and/or relevant work experience and work-related accomplishments. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

Preference will be given in the following order:

1. members of the Songhees Nation, Esquimalt Nation, nations governed by the WSÁNEĆ Leadership Council, or the Pauquachin, Malahat, and T'Sou-ke First Nations.
2. students from any First Nation on Vancouver Island or the Lower Mainland.
3. Indigenous students from any region in Canada.

The award will be given on a rotating basis, beginning with the Faculty of Science. If there is no eligible candidate in the designated faculty, an eligible candidate from the other faculty may be nominated. Approval of the recipients will be made by the Senate Committee on Awards upon nomination from the Faculty of Engineering and Computer Science or the Faculty of Science.

Bob Worth Award in Economics* (New)

An award of at least \$2,500 is given to an undergraduate student entering third year in the Department of Economics who has:

- a) demonstrated financial need;
- b) successfully completed COM 240;
- c) a strong interest in pursuing a career in business; and
- d) a minimum GPA of 5.5

The award may be renewed for the recipient's fourth year of studies. To be automatically renewed a student must have completed a total of 12 or more academic units in two terms of study between May and April in the previous academic year and maintained a grade point average of 5.5/9.00 or higher on their best 12 units. A student whose grade point average falls below 5.5/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the award.

Students registered in co-op or a work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 5.5/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience/work-term, nor academic units for more than one term may forfeit the award.

Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (New)

One or more awards of at least \$1,000 each will be given to Indigenous students entering second year of the JD/JID Program. Preference will be given to students who have not received any other awards. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law and Director of the JD/JID program.

Margaret T. Clinch Bursary in Business* (Revised)

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

Shelley Lynne Hamilton Memorial Graduate Bursary* (Revised)

One or more bursaries are awarded to women graduate students doing her MA/MEd or PhD in the Counseling Program in the, Psychological Foundations, Faculty of Education. Preference will be given to a single mother parent carrying out dissertation research or working on a thesis or project. Approval of the recipient will be made by the Senate Committee on Awards. Selection will be made by Student Awards and Financial Aid upon the recommendation of the Department of Psychological Foundations Education Psychology & Leadership Studies.

Ed Chala Memorial Soccer Award* (New)

One or more awards are given to undergraduate and graduate students who compete on the Vikes Men's Varsity Soccer team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Dr. Anne Pomeroy Autor Award in Interdisciplinary Studies* (New)

One or more awards are given to continuing undergraduate students who have a minor in an interdisciplinary program. Students with a GPA of 6.0 or higher in the previous year of study are eligible for this award.

Deanna Carter Biochemistry Scholarship (New)

A scholarship of at least \$1,000 is awarded to an undergraduate woman student who is entering the Faculty of Science directly from a Canadian secondary school. Preference will be given first to a student entering Biochemistry and second to a student entering Chemistry.

Faculty of Fine Arts Indigenous Student Award (New)

One or more awards of at least \$1,000 each are given to entering or continuing Indigenous undergraduate students in the Faculty of Fine Arts. In-course students with a GPA of 6.0 or higher in the previous year of study are eligible for this award. Entrance students must meet the minimum GPA requirement for an entrance scholarship.



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

The Senate Committee on Awards met on October 7, 2021 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

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:

- Yvonne Allen Cancer Research Scholarship (Revised)
- Ronald Lou-Poy Entrance Scholarship (Revised)
- Richard Gilhooley and Karen Ockelton Scholarship* (New)
- Native Northwest Reconciliation Award (New)
- First Open Heart Society of B.C. Scholarship (New)
- Doug Tate Men's Rugby Award* (Revised)
- James H. Coward Award* (Revised)
- Dr. Ken and Barbara Thornton Award* (Revised)
- Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)
- Undergraduate Award in Indigenous Language Revitalization (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (New)
- Blake Cassels and Graydon Entrance Bursary (New)
- Graduate Scholarship in Indigenous Language Revitalization (New)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2021/2022 Senate Committee on Awards

Charlotte Schallié (Chair), Graduate Studies/Germanic & Slavic Studies
Daniel Davenport, Student Senator
John Dower, Faculty of Graduate Studies
Nicole Greengoe, Registrar
Lori Nolt, Student Awards and Financial Aid
Yvonne Rondeau, Faculty of Graduate Studies
Nahid Safari, GSS Representative
Brock Smith, Peter B. Gustavson School of Business
Linda Welling, Department of Economics
Alyssa Manankil-Lakusta, Alumni Association Representative
Maureen Ryan, Human and Social Development

Leslee Francis Pelton, Faculty of Graduate Studies
Alexis Ramsdale (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, fellowships, awards, medals and prizes

Financial aid awarded as scholarships, fellowships, awards, medals and prizes are made available to students primarily on the basis of academic merit. These forms of financial aid have an academic threshold requirement but recipients may also be selected on the basis of additional criteria as specified in the terms of reference. The list of additional criteria includes, but is not limited to, financial need, community service, demonstrated leadership, region, athletic participation, entrepreneurship, ethnicity or gender.

In some cases the academic threshold may be lower than what is generally required for a scholarship. For example, unless otherwise specified, an admission average of 85% or higher is the minimum academic requirement for undergraduate entrance scholarships. The standard for athletic awards is set by U SPORTS, a regulatory organization external to UVic, and varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%.

Bursaries

Financial aid in the form of non-repayable bursaries is made available to students on the basis of demonstrated financial need. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Athletic Awards

Selection of athletic award recipients is made by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director of Varsity Performance Sport. Recipients must meet the eligibility requirements of the governing body for their sport, U SPORTS or the *National Association of Intercollegiate Athletics (NAIA)*, who also set the regulations regarding the total amount of financial aid a varsity student athlete can receive per academic year. Varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%. In-course recipients must maintain a minimum GPA of 3.0 to receive an athletic award.

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Yvonne Allen Cancer Research Scholarship (Revised)

A scholarship of ~~\$1,500~~ is awarded to an academically outstanding graduate student in the Faculty of Science in the following order of preference:

1. ~~firstly~~, a student doing research on colo-rectal cancer;
2. ~~secondly~~, a student studying the causes of cancer; and
3. ~~thirdly~~, a student doing research into cancer treatment.

Approval ~~Selection~~ of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee on the recommendation of the Dean, Faculty of Science ~~after consultation with Chair of the Department of Biochemistry and Microbiology.~~

Ronald Lou-Poy Entrance Scholarship (Revised)

A scholarship is awarded to an academically outstanding undergraduate student ~~with high academic standing~~ who is entering the University of Victoria directly from a Canadian secondary school or transferring directly from a Canadian college or university in BC.

Richard Gilhooley and Karen Ockelton Scholarship* (New)

A scholarship of at least \$6,000 is awarded to an academically outstanding undergraduate student entering the University of Victoria from a Canadian secondary school, college or university, and who has demonstrated financial need.

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

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more graded units in two terms, provided they have a grade point average of 7.5/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term or academic units for more than one term may forfeit their scholarship.

Native Northwest Reconciliation Award (New)

One or more awards of at least \$1,000 each are given to Indigenous undergraduate students continuing in the Faculty of Law who have:

- demonstrated leadership while a student at UVic, and/or
- worked locally (in either a paid or volunteer capacity) or while a student at UVic to promote and/or implement the Truth and Reconciliation Calls to Action

Applicants must submit a letter (maximum 500 words) outlining how they meet the criteria to the Dean's Office, Faculty of Law, by June 1st. Approval of the recipient(s) will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

First Open Heart Society of B.C. Scholarship (New)

One or more scholarships, of at least \$4,000 each, are awarded to academically outstanding graduate students in the School of Exercise Science, Physical & Health Education whose area of research is cardiovascular health and wellness. Preference is for students with a specific interest in rehabilitation after a cardiovascular incident. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Exercise Science, Physical & Health Education.

Doug Tate Vikes Men's Rugby Award* (Revised)

~~One or more awards are given to undergraduate and graduate students who compete on the Vikes Men's Rugby team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.~~
One or more awards are given to undergraduate or graduate students who are involved in Vikes Men's Rugby by either working or volunteering to assisting with coaching. Part-time students are eligible (minimum 9.0 units for undergraduate students and less than 3.0 units for graduate). If no assistant coaching student is eligible, one or more awards are given to undergraduate or graduate students who compete on the Vikes Men's Rugby team at the University of Victoria. Eligible varsity students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria. Award recipients will be selected by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

James Coward Award* (Revised)

An award is given to an undergraduate student in the School of Health Information Science to assist with expenses associated with participating in a Co-op work term. Preference will be given to a student taking an international work term. Applications and further information can be obtained from the School of Health Information Science. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Science.

Dr. Ken and Barbara Thornton Award* (Revised)

An award is given to one or more undergraduate students enrolled in the School of Health Information Science who have been full-time residents of British Columbia for the preceding two years. Applications and further information can be obtained from the School of Health Information Science. Applications and must be returned submitted by June 30th.
Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Science.

Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)

One or more scholarships, of at least \$1,000 each, are awarded to academically outstanding graduate students in the Department of Germanic and Slavic Studies whose research is related to the Ukrainian language, culture, and heritage (both in Ukraine and in Canada). Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Germanic and Slavic Studies.

Undergraduate Award in Indigenous Language Revitalization (New)

One or more awards are given to Indigenous undergraduate students in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR) or the Bachelor of Education in Indigenous Language Revitalization (BEEd ILR) who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

Applications must be accompanied by a letter of recommendation (maximum 300 words) from a community group/member, not related to the applicant, providing evidence of the contributions the applicant has made. Part-time students (minimum 3.0 units) are eligible for this award.

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

Jennifer van Dyk Memorial Women's Field Hockey Award* (New)

One or more awards are given to undergraduate and graduate students who compete on the Vikes Women's Varsity Field Hockey team. Preference will be given to students who are not from the Capital Regional District. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

CRD municipalities: City of Victoria, District of Oak Bay, District of Saanich, District of Central Saanich, District of North Saanich, District of Sooke, District of Highlands, District of Metchosisin, City of Colwood, City of Langford, Township of Esquimalt, Town of Sidney, Town of View Royal.

Blake, Cassels and Graydon Entrance Bursary (Revised)

One or more bursaries, totaling \$1,000, are awarded to undergraduate students entering the Faculty of Law. ~~The law firm of Blake, Cassels & Graydon provides funds for Entrance Bursaries in an amount not exceeding \$500 to one or two students entering the Faculty of Law.~~

Graduate Scholarship in Indigenous Language Revitalization (New)

One or more scholarships are awarded to Indigenous graduate students in the Faculty of Education enrolled in either the Masters in Indigenous Language Revitalization or a PhD program, who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

Applications must be accompanied by a letter of recommendation (max 300 words) from a community group/member providing evidence of the contributions the applicant has made.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 8, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Proposal to discontinue the Certificate in Computer-based Information Systems

Basis for Jurisdiction: Senate Committee on Planning meeting September 8, 2021
Senate meeting October 1, 2021

Strategic Relevance

The proposal to discontinue the Certificate in Computer-based Information Systems aligns with Strategy 1.3 of UVic's Strategic Framework to cultivate an extraordinary academic environment. The Division of Continuing Studies is committed to providing relevant programming opportunities to meet the needs of entry and mid-career professionals looking for both foundational and specific technical skills.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Certificate in Computer-based Information Systems, as described in the document "Proposal to discontinue a Certificate", effective immediately.

Background

The Division of Continuing Studies introduced the Computer-based Information Systems Certificate program in 1981 to meet the needs of mature, mid-career, adult learners working in information technology. In 2017, the Senate Committee on Continuing Studies approved a 3-year discontinuance of the program based on a number of factors that prohibited the program from reaching its intended goals including:

1. The pace of change in highly technical courses vastly surpassed our ability to develop and revise course content in a timely basis given our development cycle for online courses.
2. The IT field has become more specialized over the years resulting in a program which was, for many students, too much breadth at a superficial level and minimal depth in the specific domains.
3. A change in the laddering opportunity into technology programs at Thompson-Rivers University – Open Learning (TRU-OL) stymied pathways and access for many students into other programs, which resulted in a 30% decrease in course registrations.
4. New enrollments from other prospective student groups were sub-optimal.

A total of 13 program students who were identified as 'current' in 2017 remain incomplete at time of discontinuance. All program students have been contacted throughout the phase-out of the program with detailed timelines, course schedules, and program alternatives.

The Certificate in Computer-based Information Systems is no longer a viable part of the technology-programming portfolio at the Division of Continuing Studies.

Attachment: October 1, 2021 Senate docket for the proposal to discontinue the Certificate in Computer-based Information Systems.



Date: September 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Certificate in Computer-based Information Systems**

At its meeting on September 8, 2021, the Senate Committee on Planning considered the proposal to discontinue the Certificate in Computer-based Information Systems.

The Division of Continuing Studies introduced the Computer-based Information Systems Certificate program in 1981 to meet the needs of mature, mid-career, adult learners working in information technology. In 2017, the Senate Committee on Continuing Studies approved a 3-year discontinuance of the program based on a number of factors that prohibited the program from reaching its intended goals. The Certificate in Computer-based Information Systems is no longer a viable part of the technology-programming portfolio at the Division of Continuing Studies.

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 Certificate in Computer-based Information Systems, as described in the document "Proposal to discontinue a Certificate".

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthia Baboula
Dr. Rustom Bhiladvala
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Rishi Gupta
Ms. Nicole Greengoe
Dr. Robin Hicks
Dr. Cindy Holder

Dr. Lisa Kalynchuk
Dr. Valerie S. Kuehne
Dr. Graham McDonough
Dr. Abdul Roudsari
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)



Proposal to discontinue a Certificate

Dean's Name: Jo-Anne Clarke	Signature Dean: Original signed by Jo-Anne Clarke
Contact Name and Number: Miranda Angus 250-721-6460	
Date approved by Department: April 20, 2021	Chair/Director: Original signed by Miranda Angus
Date approved by Senate Committee on Continuing Studies: May 18, 2021	Dean or Committee Chair: Original signed by Jo-Anne Clarke





April, 2021

TO: Senate Committee on Continuing Studies

FROM: Miranda Angus, Director, Business, Science, and Technology Programs

RE: Recommendation to Discontinue Certificate in Computer-Based Information Systems, 2017

OVERVIEW

The Division of Continuing Studies (DCS) introduced the Computer Based Information Systems Certificate Program (CBIS) in 1981 to meet the needs of mature, mid-career, adult learners working in information technology. The Senate Committee on Continuing Studies (SCCS) reviewed the CBIS program in the fall of 2016, with a follow-up interim review a year later in October, 2017.

At the interim review in 2017, the SCCS approved a 3-year discontinuance of the program, based on a number of factors that prohibited the CBIS program from reaching its intended goals, including:

1. The pace of change in highly technical courses vastly surpassed our ability to develop and revise course content in a timely basis given our development cycle for online courses.
2. The IT field has become more specialized over the years resulting in a program which was, for many students, too much breadth at a superficial level and minimal depth in the specific domains.

Additional financial stressors included:

1. A change in the laddering opportunity into technology programs at Thompson-Rivers University – Open Learning (TRU-OL) stymied pathways and access for many students into other programs, which resulted in a 30% decrease in course registrations.
2. New enrollments from other prospective student groups were sub-optimal.

Course delivery adjustments, course fee adjustments and marketing/recruitment strategies were addressed prior to the request to discontinue the program in 2017. Despite all efforts, the program continued to miss market needs and run at a significant financial deficit.

GRADUATION INFORMATION

There have been 22 program graduates since 2017. Three additional program students have completed all program requirements, but have not submitted applications to graduate, despite numerous reminders from program staff.

Program Graduates	2017-18	2018-19	2019-20	2020-21
	7	9	5	1

A total of 13 program students who were identified as 'current' in 2017 remain incomplete at time of discontinuance. All program students have been contacted throughout the phase-out of the program with detailed timelines, course schedules, and program alternatives.

COURSE ENROLMENT INFORMATION

In 2017, staff predicted 386 course registrations for the phase out of the program, based on 122 students active in the program from 2014-17:

Core Course	Potential Registrations
Systems Analysis and Design	81
Networks and Network Management	75
Project Management	77
IT Security & Privacy	88
Human Side of Information Systems	65
Total	386

However, the attrition rate for the program has been much higher than expected and there have been only one quarter of the anticipated course registrations since 2017.

Core Course	Actual Registrations Since 2017
Systems Analysis and Design	24
Networks and Network Management	20
Project Management	12
IT Security & Privacy	25
Human Side of Information Systems	12
Total	93

For the past 3 years, CBIS program courses have been sustained by registrations from Certificate/Diploma in Business Administration students, as well as professional development students.

COURSE RETENTION UPDATE

In 2017, the plan was to keep four of the five core courses and two elective courses in the CBIS program as stand-alone courses to serve as electives in several other program areas. Since 2017 technology programming at DCS has shifted to keep pace with industry needs and continues to expand. As such, some courses will be discontinued while others will be retained and updated.

Course	2017 Plan	Current Status
Systems Analysis and Design – CBIS Core	Continue to schedule as a stand-alone course	Discontinue – curriculum is outdated
Networks and Network Management – CBIS Core	Discontinue – outdated curriculum	Discontinued
Project Management – CBIS Core	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Elective course in the new Administrative Technology Professional Development Certificate (PDC); Currently being assessed as a course for a potential Project Management PDC
IT Security & Privacy – CBIS Core	Continue to schedule as a stand-alone course	Redeveloped as a core course within the new Emergency Management for Organizational Continuity PDC
Human Side of Information Systems – CBIS Core	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Elective course in the new Administrative Technology PDC.
Computing Concepts – CBIS Elective	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Core course in the new Administrative Technology PDC.
Business Intelligence and Data Analytics – CBIS Elective	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Content redeveloped as Business Intelligence and Data Analytics Fundamentals; An elective course within both the new Business Intelligence and Data Analytics PDC and the new Administrative Technology PDC

ALTERNATIVE PROGRAMS

Professionals looking to re-skill or up-skill through DCS can access a number of more relevant programs including:

[Professional Development Certificate in Administrative Technology](#)

The new Administrative Technology Professional Development Certificate (ADTEC PDC) micro-credential program will equip learners with the critical skills sought after by employers to succeed in a computerized office environment. This three-course program will introduce learners to computer and technical skills required in administrative positions in today's general office and business environments. Learners will develop the skills to prepare for basic job-entry in current administrative technologies or to serve as an entry point or benchmark within larger certificate and diploma programs. This program is suitable for individuals who do not have previous education or background in computing as well as those who need to retrain or upgrade their existing computer skills. This foundational program can be completed in as little as one term to quickly up-skill or re-skill and effectively prepare for a professional career.

The ADTEC PDC will accept up to two of the following former CBIS courses within the program:

- Computing Concepts
- Project Management
- Human Side of Information Systems
- Business Intelligence and Data Analytics Fundamentals

[Professional Development Certificate in Business Intelligence and Data Analytics](#)

The BIDA program focuses on the technical foundations and specialized skills needed to analyze patterns and trends in different data types, and to make informed decisions. Learners will identify and evaluate data source to assist in building innovative business strategies.

The program is designed to provide participants with valuable and sought-after skills in data analysis that will help identify opportunities and prepare them to become a specialist in this growing field, no matter the industry they are currently employed in.

The PDC in BIDA will accept Business Intelligence and Data Analytics Fundamentals for credit within the program.

[Certificate in Business Administration](#)

The Certificate in Business Administration (CBA) is a flexible full-time or part-time program that provides a foundation of core business knowledge and a diverse range of elective courses so learners can tailor business education to fit their needs. Learners will leave this program with an effective working knowledge of the analytical tools and vital management concepts used in modern business, as well as grounding in the practical skills, values and perspectives required for success in a changing world.

The CBA will accept up to three of the following former CBIS courses within the program:

- Computing Concepts
- Project Management
- Human Side of Information Systems
- Business Intelligence and Data Analytics Fundamentals
- IT Security and Privacy

Diploma in Business Administration

The Diploma in Business Administration (DBA) program is designed to enable non-business degree graduates and learners with professional experience to pursue studies for career or professional development needs. The DBA also allows graduates to complete bridging programs designed to satisfy professional organization accreditation.

The DBA will accept up to three of the following former CBIS courses within the program:

- Computing Concepts
- Project Management
- Human Side of Information Systems
- Business Intelligence and Data Analytics Fundamentals
- IT Security and Privacy

Certificate in General Studies

In this program, learners choose the courses that best meet their specific learning needs and objectives.

This certificate does not accept prior learning or transfer credits, CBIS participants would have had to transfer into the program prior to final discontinuance.

CONCLUSION

The Certificate in Computer-Based Information Systems is no longer a viable part of the technology programming portfolio at the Division of Continuing Studies. We have successfully transitioned all learners who were eager to complete the CBIS through completion of their program. We will continue to reach out to incomplete and dormant students as new, shorter programming opportunities arise to more successfully meet the needs of entry and mid-career professionals looking for both foundational and specific technical skills.

Original signed by Miranda Angus



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 8, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Proposal to establish a Bachelor of Science in Climate Science

Basis for Jurisdiction: Senate Committee on Planning meeting September 8, 2021
Senate meeting October 1, 2021

Strategic Relevance

The proposed Bachelor of Science in Climate Science touches on all aspects of UVic's Strategic Framework as follows:

1. Cultivate an extraordinary academic environment – provides students with a background to effectively become qualified climate experts who can help communities both prepare for and mitigate climate changes through a more structured approach to understanding the problem.
2. Advance research excellence and impact – students will have the tools to participate in a wide variety of research activities on campus.

3. Intensify dynamic learning - the proposed program will have a strong community engaged learning component by having students work with community partners to assist in climate related analyses and solutions.
4. Foster respect and reconciliation – a capstone experience would focus on marginalized and Indigenous communities, providing another important aspect to dynamic learning as students are exposed to Indigenous knowledge and ways of thinking, and would provide important insights into communicating effectively and co-developing effective solutions that fit with local knowledge and circumstances.
5. Promote sustainable futures – students will be exposed to methods for linking climate information to development plans and to the UN sustainable development goals.
6. Engage locally and globally.

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 Science in Climate Science, as described in the document “B.Sc. Climate Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Background

UVic has long had a reputation in climate science, primarily from a research perspective, based on the research programs of individual faculty members and a wide variety of climate related research units located on campus (Canadian Centre for Climate Modelling and Analysis, Ocean Networks Canada, Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions, Institute for Integrated Energy Systems). However, this reputation is not clearly reflected in our academic programs. While many faculty work on and teach various aspects of climate science across a range of faculties, there is no coordinated program with a direct focus on climate science and climate impacts, adaptation, and mitigation. The purpose of the proposed program is to create a climate science focused degree that can prepare students to either continue studies at the graduate level in related disciplines such as atmospheric sciences, environmental sciences, planning and engineering; or to participate in a developing job market of people who can help translate climate information into actionable items in the private, public, and non-governmental sectors.

The program will be a combined degree between the Department of Geography and the School of Earth and Ocean Sciences (SEOS), each with six associated faculty members. The program will initially be built on existing resources within these two units, with the net addition of four new lower-level courses (one replacing an existing course) and one upper-level course. These new offerings will be covered by the existing faculty at no cost to existing programs, while addressing long standing gaps in the offerings of both units (e.g. a broadly-accessible first year course in climate science and a course on data analysis and programming with a focus on environmental datasets). The proposed degree complements the existing combined geoscience degree currently offered by SEOS and Geography.

The proposed program has two streams, each with Major and Honours degrees and a co-op option. Although students will select a specific stream, the program is designed so that students

have a common foundation and will interact across the programs throughout their studies. A capstone experience will combine students from both streams in a community engaged framework. Beyond the development of technical scientific skills, emphases on communication skills and Indigenous perspectives and ways of knowing will be integrated into courses throughout the program.

The program draws on courses from many academic units at UVic. It is structured so that new courses can easily be added as educational opportunities expand in the areas of climate science, policy, and solutions. Climate change is a multifaceted crisis involving many disciplines. The proposed program emphasizes one of these facets – the foundational science – while providing students with an introduction to other aspects of the climate change challenge, including direct experience applying and communicating this knowledge to those impacted by climate change. As such, the program complements and provides opportunities for interaction with other programs on campus addressing the climate crisis such as Human Dimensions of Climate Change, and others which may be developed in future.

Attachment: October 1, 2021 Senate docket for the proposal to establish a Bachelor of Science in Climate Science.



Date: September 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Bachelor of Science in Climate Science**

At its meeting on September 8, 2021, the Senate Committee on Planning considered the proposal to establish a Bachelor of Science in Climate Science.

The proposed program will be a combined degree between the Department of Geology and the School of Earth and Ocean Sciences with a climate science focus that can prepare students either to continue studies at the graduate level or to help translate climate information into actionable items in a developing job market.

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 Science in Climate Science, as described in the document "B.Sc. Climate Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthia Baboula
Dr. Rustom Bhiladvala
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Rishi Gupta
Ms. Nicole Greengoe
Dr. Robin Hicks
Dr. Cindy Holder
Dr. Lisa Kalynchuk

Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Abdul Roudsari
Dr. Nilanjana Roy
Q Roxas
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)



STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE
B.Sc. Climate Science

Dean's Name and Date of consultation with AVPAP: Graham Voss (acting Dean Social Sciences) Peter Loock (Dean of Science)	Dean signature:
Name of contact person: David Atkinson (Geography)	Adam Monahan (SEOS)
Email & phone of contact person: datkinso@uvic.ca 250-721-7332	monahana@uvic.ca 250-472-5075
Date approved by Department: Geography: November 12, 2020 David Atkinson SEOS Jay Cullen	Chair/Director signature:
Date approved by Faculty: Social Sciences Sciences	Dean signature:
Date of Consultation with Co-operative Education Program and Career Services (if applicable) February 5 2021 (with Andrea Giles and Chelsey Evans)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement Robina Thomas October 27, 2020 (with Rob Hancock)	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	N/A



PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Department of Geography, Faculty of Social Sciences David Turpin Building School of Earth and Ocean Sciences, Faculty of Science Bob Wright Centre
Anticipated implementation date of change	September 2022 (subject to Ministerial approval)
Name, title, phone number and e-mail address of contact person	Johannes Feddema, Professor, Geography Telephone: (778) 350-6735 Email: feddema@uvic.ca Adam Monahan, Professor, Earth and Ocean Sciences Telephone: (250) 813-0939 Email: monahana@uvic.ca

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

UVic has long had a reputation in climate science, primarily from a research perspective, based on the research programs of individual faculty members and a wide variety of climate related research units located on campus (Canadian Centre for Climate Modelling and Analysis, Ocean Networks Canada, Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions, Institute for Integrated Energy Systems). However, this reputation is not clearly reflected in our academic programs. While many faculty work on and teach various aspects of climate science across a range of faculties, there is no coordinated program with a direct focus on climate science and climate impacts, adaptation, and mitigation. The purpose of the proposed program is to create a climate science focused degree that can prepare students to either continue studies at the graduate level in related disciplines such as atmospheric sciences, environmental sciences, planning and engineering; or to participate in a developing job market of people who can help translate climate information into actionable items in the private, public, and non-governmental sectors.

The program will be a combined degree between the Department of Geography and the School of Earth and Ocean Sciences (SEOS), each with six associated faculty members. The program will initially be built on existing resources within these two units, with the net addition of four new lower-level courses (one replacing an existing course) and one upper-level course. These new offerings will be covered by the existing faculty at no cost to existing programs, while addressing long standing gaps in the offerings of both units (e.g. a broadly-accessible first year course in climate science and a course on data analysis and programming with a focus on environmental datasets). The proposed degree complements the existing combined geoscience degree currently offered by SEOS and Geography.

The proposed program has two streams, each with Major and Honours degrees and a co-op option. One stream, Physical Climate Science, focuses on the physical climate system including atmospheric physics and chemistry and the role of the oceans in the climate system. The other stream focuses on climate impacts, adaptation and mitigation (IAM), with an emphasis on using geospatial tools for synthesizing, analyzing and processing climate information and making it accessible to potential end users (such as government programs, planners, community organizations and NGOs). Although students will select a specific stream, the program is designed so that students have a common foundation and will interact across the programs throughout their studies. A capstone experience will combine students from both streams in a community engaged framework. Beyond the development of technical scientific skills, emphases on

communication skills and Indigenous perspectives and ways of knowing will be integrated into courses throughout the program.

The program draws on courses from many academic units at UVic. It is structured so that new courses can easily be added as educational opportunities expand in the areas of climate science, policy, and solutions. Climate change is a multifaceted crisis involving many disciplines. The proposed program emphasizes one of these facets – the foundational science – while providing students with an introduction to other aspects of the climate change challenge, including direct experience applying and communicating this knowledge to those impacted by climate change. As such, the program complements and provides opportunities for interaction with other programs on campus addressing the climate crisis such as Human Dimensions of Climate Change, and others which may be developed in future.

This program fits extremely well within the UVic Strategic Framework, the UVic research plan and the plans for both academic units. At the University level, the program would touch on all aspects of the University strategic priorities.

1. *Cultivate an extraordinary academic environment*

The proposed UVic program would be unlike any other offered in Canada. As we begin to experience the effects of climate change more acutely, it is becoming evident that solutions will differ by community and geographic location. There is a pressing need for qualified climate experts who can help communities both prepare for and mitigate climate change through a more structured approach to understanding the problem. This program provides students with a background to effectively provide these services to the public, private, and non-governmental sectors.

2. *Advance research excellence and impact*

One of the goals of the program is to encourage student co-op experiences and to have a capstone experience that will link students to community partners researching or seeking climate information. Our students will have the tools to participate in a wide variety of research activities on campus (e.g. large dataset processing and manipulation, GIS and remote sensing skills, fundamental understanding of climate processes etc.). By consolidating the multiple forms of expertise on campus, leveraging the expertise and capabilities of the climate research units on campus, and rationalizing the delivery of existing climate science related courses, UVic should quickly assume the leading undergraduate educational role in climate science in Canada and consolidate a very strong international research reputation in climate science.

3. *Intensify dynamic learning*

The proposed program will have a strong community engaged learning component by having students work with community partners to assist in climate related analyses and solutions. In addition, both units in this program have extensive field school opportunities that would extend to students in this program. Additional dynamic learning opportunities are provided through such efforts as the Map laboratory in Geography that provides both opportunities for learning how to develop research activities with community partners and opportunities to implement these ideas with existing partnerships.

4. *Foster respect and reconciliation*

It has been well documented that marginalized communities are some of the most vulnerable to climate change. One tenet of climate adaptation and mitigation is that it should support the UN sustainable development goals (Intergovernmental Panel on Climate Change, 2014). By connecting students to these goals there will be an emphasis on social inequalities and how these affect specific communities globally and locally. The capstone experience links students to local communities to assist in delivering actionable climate information and solutions. Our goal is that this would focus on marginalized and Indigenous communities, providing another important aspect to dynamic learning as students are exposed to Indigenous knowledge and ways of thinking. This experience will provide important insights into communicating effectively and co-developing effective solutions that fit with local knowledge and circumstances. Furthermore, we will work actively with the Tri-Faculty Resurgence Coordinator and IACE to integrate Indigenous knowledge and perspectives more broadly into the program.

5. *Promote sustainable futures*

Climate change must be factored into any sustainable planning process for communities worldwide. Students in this program will be exposed to methods for linking climate information to development plans and to the UN sustainable development goals. This would make this program a central piece of any UVic efforts to reaching this strategic priority in an academic context.

6. *Engage locally and globally*

Climate science is inherently integrative and requires a strong global focus to understand the underlying physical processes driving climate change and the role of humans within that system. At the same time, many solutions must be local because they need to be community-specific: they depend on physical location and socioeconomic status,

even as they may also depend on other communities, organizations, or levels of government. For example, sea level affects coastal communities but not inland areas, and rural and urban communities require different solutions.

Both departments have worked towards this type of collaboration, and the concept of this joint program was a core recommendation arising from external reviews conducted in 2018 (GEOG) and 2020 (SEOS). In both cases, the reviewers were enthusiastic in their support and the units stand to gain significant visibility as a result of this combined program. In addition, some of the proposed course additions have been identified as meeting existing needs within the teaching portfolio of both units. The program will engage with a number of other units on campus including the departments of Civil Engineering, the School of Environmental Studies, the School of Public Administration, and the Human Dimensions of Climate Change program. Students coming from this program would be well positioned to enter the new Meng Program in Industrial Ecology, the Master's programs offered by the School of Public Administration, the Graduate Diploma in Climate Action Leadership at Royal Roads University, or the Master of Community Planning program at Vancouver Island University. It would also pair well with Minor programs in Ocean Science, Human Dimensions of Climate Change, and Public Administration. The program aims to connect and collaborate with the various climate related research units on campus (Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Canadian Centre for Climate Modelling and Analysis, Water & Climate Impacts Research Centre, Ocean Networks Canada, Institute for Integrated Energy Systems); in the province with the BC Climate Action Secretariat (CAS); and nationally with the ECCC Canadian Center for Climate Services (CCCS). The development of this program aligns well with the objectives of the Climate and Sustainability Action Plan to broaden and deepen climate-related education offerings at UVic.

To ensure regular connection is maintained with partners and potential employers, a program Advisory Board will be established with membership from organizations such as CAS, CCCS, PICS, Indigenous Academic & Community Engagement, and private consultancy groups or organizations and Indigenous and other community partners. The board would meet annually to provide feedback on the program.

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

Labour Market:

We have had discussions with both the Canadian Centre for Climate Services and the BC Climate Action Secretariat about our program. Both units believe there are significant opportunities for internships; over the past 4 years 9 UVic students have been employed by BC agencies, 14 by Environment and Climate Change Canada, 2 by Natural Resources Canada, and 4 by research/NGO/private sector organizations (Appendix 1). There is also evidence that there is a healthy job market for students with the proposed skill sets developed in this program (as described in the attached letter of support from the Climate Action Secretariat). We will be consulting with these and other agencies about student opportunities once the program is established.

In 2020 the Pacific Institute for Climate Solutions issued a report describing the results of a survey of students regarding climate solutions engagement opportunities. One of the key findings of this report is that "There is significant need for, and interest in, the creation of further learning opportunities around climate change and climate solutions at UVic." Most of the survey respondents were undergraduate students in Social Science, Science, or Engineering. Students also emphasized interest in opportunities for "increase(d) cross-faculty collaboration (at both the student and faculty level)".

Student Survey:

We conducted a survey of students in several first and second year Geography and Earth and Ocean Science courses, which represents a segment of students most likely to have an interest in climate science (See Appendix 2 for details). In total, 209 students responded to the survey, with most students expressing an interest in the proposed major (169 responses or 80.6% of all the responses). Analyzing only those students in the units most impacted by this proposal, including Geography (GEOG), Earth and Ocean Sciences (SEOS), Environmental Studies (ES) and 'Other Science Majors,' they demonstrate clear preferences for specific streams. As expected, of the students 'interested in the major,' Social Sciences students (GEOG and ES) prefer the IAM stream (58.5% and 91% respectively), and SEOS and 'Other Sciences' students have a slightly stronger/equal preference for the Physical stream relative to the Impacts, Adaptation, and Mitigation stream (61.5% and 50% respectively). Given these results, we are confident of robust enrolment so that both streams are viable within the program.

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

Core faculty of the program will include:

Department of Geography:

David Atkinson: Synoptic climatology and climate-society interactions
Chris Bone: Spatial analysis, data processing and climate impact assessment in the context of natural resources
Shannon Fargey: Teaching professor in hydrology and climatology
Johannes Feddema: Land-atmosphere interactions, urban climatology and global climate modelling
Eva Kwohl: Hydrologic systems (rivers and coastal) and geomorphic processes
Randall Scharien: Remote sensing and Arctic sea ice modelling

School of Earth and Ocean Sciences:

Colin Goldblatt: Atmospheric physics, climate modelling, paleoclimate, evolution of Earth and planetary atmospheres
Roberta Hamme: Ocean atmosphere interactions and biogeochemical cycles
Jody Klymak: Physical oceanography, ocean modelling, ocean observing
Adam Monahan: Atmospheric variability, meteorology of renewables, biogeochemical dynamics
Hansi Singh: Atmosphere-ocean-ice interactions, climate variability
Andrew Weaver: Ocean-climate interactions, climate variability, and climate policy

The core of the program will be based on existing courses taught by the core faculty in the two units. New course offerings fall within the teaching capacity of these individuals and include an introductory course on climate change, a second year course on programming and data analysis (a developing need for both programs), a second year fundamentals of atmospheric science and climate course, and a capstone course (Appendices 3 & 4).

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

No; the program is designed to facilitate second-year entry. The first year of the program is similar to that of most programs in the Faculty of Science.

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

A draft calendar entry for the program is included as Appendix 3. Both the Major and Honours programs consist of 60 course units. The program is made up almost entirely of existing courses in GEOG, SEOS, and other academic units. Five new courses are proposed (one of which replaces a previously existing course):

EOS/GEOG 130: Climate Change; EOS/GEOG 220: Weather and Climate; EOS/GEOG 230: Introduction to Scientific Computing and Environmental Data Analysis; EOS 261: The Ocean-Climate System; GEOG 489: Climate Solutions (Capstone)

Descriptions of these courses are given in Appendix 4. Two existing courses (EOS 260 and 451) will be deleted from the calendar. Deletion of EOS 260 was recommended in collaboration with the Earth Science Curriculum Review committee of SEOS; the associated material will be covered in EOS 261 and a new course EOS 321 Earth History (to be required in the Earth Science program, not part of the proposed program). The material in EOS 451 can be moved (at a somewhat simplified technical level) to EOS/PHYS 340.

The program does not currently include plans for distance education delivery.

We propose a number of experiential and community-engaged learning opportunities:

1. Although not required, we will strongly encourage co-op and internship experiences and have already discussed placement opportunities with federal (Canadian Centre for Climate Services) and provincial (Climate Action Secretariat) agencies, research organizations (Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions and the Canadian Centre for Climate Modelling and Analysis) and community partners (TBD; we do not want put these in place until we have approval to move forward).
2. Both Geography and SEOS have a number of field courses that would directly relate to students in this program providing them with valuable real life experiences on how the climate system operates in real world settings.
3. The reorganized 'Map Lab' in Geography provides hands on learning to perform community mapping and to teaching and developing methods for community engagement and data gathering with a wide network of community partners.
4. The capstone "Climate Solutions" course will provide students an opportunity to work with community partners to address questions related to climate impacts and adaptation of interest to these partners.
5. Indigenous Cultural Acumen Training will be included early in the program and Indigenous and other global perspectives will be emphasized throughout the program.

Our capstone experience plans to have major focus on local Indigenous communities. Through the assistance and experience of the Tri-Faculty Indigenous Resurgence Coordinator, Indigenous Academic and Community Engagement, the Canadian Centre for Climate Services, the BC Climate Action Secretariat, and their partnerships with Indigenous communities, we will actively work to engage Indigenous students and communities with our program (including co-op and internship opportunities).

Learning Outcomes:

Program Specific

1. Interpret and critically assess the science spanning the scope of the Intergovernmental Panel on Climate Change reports
 - a. Understand and quantify processes (including feedbacks) in the climate system
 - b. Understand past/present/future changes of climate (natural and anthropogenic)
 - c. Build, use, and analyze models of the climate system
2. Understand the nature of climate impacts and potential solutions in the context of UN development goals
3. Experience how data are collected in the field and analyzed in the lab
4. Use community engagement strategies to identify vulnerabilities and acceptable climate adaptation strategies
5. Consider what types of data are required for specific types of climate impact analyses and how to manipulate widely disparate data types using appropriate software (including GIS)
6. Engage with stakeholders to analyze climate change impacts and solutions
7. Communicate climate change information to a broad range of audiences
8. Pursue further education in leading climate science (and related) graduate programs

General Transferrable Skills

1. Data analysis/visualization
2. Computing skills
3. Quantitative reasoning
4. Critical thinking
5. Communication
6. Indigenous cultural acumen
7. Professional practice/ethics
8. Fundamental scientific literacy

The program is designed so that students can complete it in four years. However, with the recommended opportunities for research and co-op experiences, some students could require an extra semester or year to complete their degrees.

The new courses EOS/GEOG 130, 220 and 230 have modest prerequisite requirements and will be broadly available to students across campus, including in Engineering and Continuing Studies.

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

We anticipate approximately 10 students in the first year the program is offered and within 5 years to have 20-40 graduating students per year.

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

We do not anticipate significant new resources under the current program structure. Some new Teaching Assistant resources will be required for the laboratory components of the new courses (particularly the introductory first-year Climate Change course). The program is designed to be scalable, so a more diverse set of offerings can easily be added if more resources become available. The program also can easily incorporate new offerings from other academic units on campus (prerequisite structures permitting). The program requires no new library resources.

It will be difficult to support program enrolment of more than 40 students per year given existing resources. If enrolment in the program substantially exceeds that number, we will need to introduce enrolment caps or request more resources to accommodate the expanded demand. We will carefully monitor program enrolment over the first few years it is offered, and work with the Deans of Science and Social Science to investigate the availability of extra resources if warranted by enrolment.

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

The most common similar programs are atmospheric science programs which are usually more meteorology and forecasting focused as opposed to the climate focus of the proposed program. Example programs are listed at http://www.canadian-universities.net/Universities/Programs/Atmospheric_Science_and_Meteorology.html.

The most similar programs are the “BSc Climate Science” offered at University of California, Los Angeles; the “Meteorology and Climatology” program at the University of Delaware; and the “Climate Science Degree” at California University of Pennsylvania. These are all similar to the Physical Climate Science stream, but generally much more like traditional atmospheric science programs. Within Canada, the “BSc Applied Climate Change and Adaptation” offered at University of Prince Edward Island and the “BEnv Global Environmental Systems” offered at Simon Fraser University are similar to the Impacts, Adaptation, and Mitigation stream but with considerably less emphasis on foundational math, physics, and chemistry. The University of British Columbia Atmospheric Science BSc program is similar to the Physical Climate Science stream, but with a stronger emphasis on physical science and forecasting, and much less emphasis on geospatial data/social science components. The University of Northern British Columbia offers a BSc in Environmental Science as well as a Minor in Atmospheric Science. At UVic these programs are partially covered in SEOS and Geography and our goal is to create a more climate and impact assessment focus. Climatology is identified as one of five focus areas from which courses must be taken as a breadth requirement in the BSc Geographical Sciences offered at UBC; there is no separate climate science program. Letters of support for the new program from other BC post-secondary institutions are included at the end of the proposal.

The proposed undergraduate program connects well with the new MEng in Industrial Ecology, Minor and Master’s programs in Public Administration, the Graduate Diploma in Climate Action Leadership offered by Royal Roads University, and the Master of Community Planning program at Vancouver Island University.

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).

We have been in the process of developing this program over a two-year period with an initial conversation that included a wide array of individuals from all units we could identify who have an interest in this program (see the email example below and recipient list).

In addition, as the proposal has progressed, we have disseminated (and in many cases discussed in person) the idea to the Chairs of Economics, Sociology, Anthropology, Psychology, Physics, Chemistry, Biology and Civil Engineering, as well as individuals in the School of Business, and the Directors of Environmental studies and the HDCC program. At the administrative level we have consulted the Directors of the Pacific Institute for Climate Solutions and the Pacific Climate Impacts Consortium, the Directors of Co-op, Community-Engaged Learning and Indigenous Academic & Community Engagement, and the VP for Academic Planning and our respective Deans and Chairs throughout the process. Letters of support are attached.

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Initial consultation email:

From: Geography Chair

Sent: April 16, 2018 11:12 AM

To: Colin Goldblatt; Adam Monahan; Stan Dosso; 'Dan Smith (smith@uvic.ca)'; 'Shannon Fargey (fargey@uvic.ca)'; 'David Atkinson'; 'Randy Scharien'; Roberta Hamme; 'Chris Bone (chrisbone@uvic.ca)'; Tom Gleeson; Christopher Kennedy; Karena Shaw - ENVI Director

Subject: Climate program at UVic - schedule a meeting for April 23 or 24 (doodle poll)

Hello everyone,

Sorry for those of you that have seen some of this previously. Late last year 6 of us had an informal discussion about the possibility of starting an academic climate/weather program centered around people for SEOS and Geography. In preliminary discussions we considered what that might look like, with dynamics and physics taught in SEOS and synoptic and climate impact/adaptation studies covered by Geography. At the same time Stan and I, at the request of our respective Deans, evaluated potential courses related to climate/oceans for a joint program with a Chinese University, and we also have tried to make the upper administration aware of the need/potential in this area for the University. Our Deans will be accompanying the President and other dignitaries on a southeast Asian tour where they will be talking to potential partner institutions about joint programs with one emphasis on "Climate and Oceans." The purpose of meeting is to get your feedback on a potential program (a draft proposal is attached – intentionally lacking details so we can start by an overall goal and then flesh out details). Stan and I would like your response to that idea, before Stan and I need to present ideas to our respective Deans in early May.

Just to provide a little background we have contacted the VP Research and AVP academic planning for some ideas on developing a program, and as you can see below their responses are generally). Anyway this seems like a good time to think about whether we want to move forward and what we would like a program to look like. Following our discussion Stan and I would follow up with discussions with leadership of climate related research programs on campus -- Francis Zweers (PCIC), Nathan Gillett (CCCma), Sybil Seitzinger (PICS) and Dan Peterson (WCIRC) which will all be consolidated on the Queenswood campus (leading to a whole new set of issues).

The agenda for our meeting would be gauging your support for such an endeavor (if you think this is a horrible idea, an email to effect will be fine), discussing what a program might look like and how it would be managed, and finally how we can build support for this program within and outside the University. Please complete the doodle poll from the link below and we can either meet in the Geography Board room or at the faculty club over some social lubricants (4 pm times would be ideal for the Faculty Club, and they can be shifted a bit if that is necessary).

I am aiming for a meeting on Monday or Tuesday April 23-24 since those are the only days Stan is in town in the near future and we are pressed for time since we need to meet with our Deans – if you can't make it we welcome feedback or an appropriate representative.

Doodle Poll: <https://doodle.com/poll/r98hkfhhte2w7igb>

Appendix 1: Coop opportunities and testimonials

Sample of UVic coop placements in Climate Science related positions or organizations: Summer 2017 - Spring 2021				
Organization	Division/Branch/Unit	Position	Student discipline	level
BC Ministry of Agriculture		Climate Change research	Geog	gr
BC Ministry of Environment and Climate Change	Climate Action Secretariat	climate resilience	geog	gr
		methane reduction	geog	ug
		quality assurance/implementation	software engr	ug
	Environmental Protection Division	Clean Air technician	geog	ug
		environmental monitoring	biol	ug
	Provincial Water Quality Section	Environmental Impact Assessment	biol	ug
BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development		Omineca Bull Trout Climate Action Inte	geog	ug
BC Ministry of Transportation and Infrastructure	Business Management Services Branch	Assistant Weather Technician	geog	ug
District of Summerland		Climate Solutions Integration Assistant	ES/POLI SCI	ug
Environment and Climate Change Canada	Canadian Centre for Climate Modelling	Research Assistant	comp sci	ug/gr
		Climate Data Analyst	geog	ug
		Climate Services Research Affiliate	SEOS	gr
		Climate Information analyst	geog	ug
		Northern Climate Services Analyst	SEOS	ug
		policy analyst	Econ	ug
	Climate Process and Earth Observations	Earth Data Scientist	SEOS	eg
	Indigenous Protected and Conserved Areas	Policy Analyst	Public Admin	gr
	Meteorological Service of Canada	communications	History	gr
		Meteorological Inspector	civil engr	ug
	National Water Research Institute	Hydro-Climate Data Analysis	enr (all). Geog, phy	ug/gr
	Northern Division - Prairie and Northern	GIS analysis	geog	ug
	Ontario Storm Prediction Centre		SEOS	ug
	Pan Canadian Framework Implementation	Analyst - Climate Policy Implementation	Public Admin	gr
Island Health		Student (Climate Adaptation Research)	Geog	ug
Natural Resources Canada	Canadian Forest Service - Pacific Forest	Climate change mitigation modeller	Comp Sci, Geog, Phy	ug
		Forest Policy - Climate Change Science	Geog	ug
Pacific Institute for Climate Solutions		Embodied Emissions Research Assistant	Busi	gr
Pacific Climate Impacts Consortium		programming	comp sci, physics	ug

Example student testimonial:

During my term with the BC Ministry of Environment and Climate Change Strategy, I worked on the Monitoring, Assessment and Stewardship Team for water quality. An underlying topic for all the work that I did, was the impact of climate change on water quality, including how increasing droughts and high water events might impact water quality in the future. This work may also serve to inform climate adaptation strategies for aquatic life and for humans. In addition, I had the opportunity to learn from provincial scientists about specific regional impacts of climate change through province-wide meetings with the opportunity for questions. Through this co-op I was able to learn more specifically how climate change will impact water quality, with important implications for humans and aquatic life, and how monitoring is being used to understand current systems and their ability to adapt to changing conditions.

Appendix 2: Student Survey Results

We conducted a survey of students in several first and second year Geography and Earth and Ocean Sciences classes. These courses were selected because students are assumed to have at least some interest in climate science and are most likely to express interest in the proposed major. The survey consisted of the following introduction and questions.

We are proposing a joint EOS/Geography BSc program that, in general, will consist of three major components:

- acquire understanding of the physical principles that govern how the atmosphere, ocean, and biosphere interact to produce Earth's climate;
- develop skills to perform data analyses, manipulation, and syntheses of climate data using the Python coding language and Geographic Information Systems (GIS); and
- learn how to understand the needs of end users, and how to communicate with those who need to use this information.

In particular, there would be two streams:

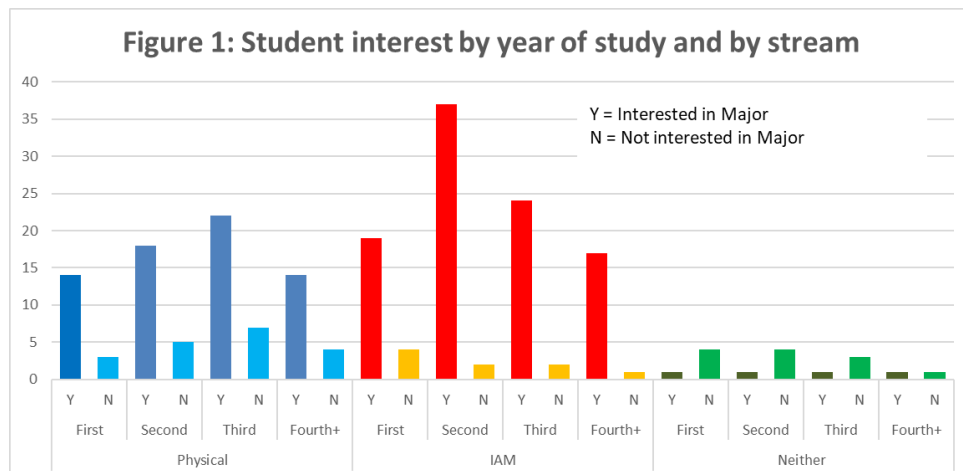
Physical Climate Science: This stream will focus on the physical science of climate – including how the atmosphere, oceans, biology, and solid Earth interact to produce climate – and will include training in Earth system modelling and data analysis

Impacts, Adaptations and Mitigation: This stream would focus on climate impact, adaptation and mitigation, with an emphasis on using geospatial tools for synthesizing, analyzing and processing climate information and training students to be able to communicate risks associated with climate change, making it accessible to potential end users; including city councils, First Nations, planners, non-profit organizations, and businesses. Note that, although students would select a specific stream, the program is designed so students acquire a common physical sciences foundation and will interact across the programs throughout their studies. Part of the process of establishing a new program is the justifying its need to the University. To this end we are hoping to have your responses to the following questions.

1. How interested are you in finding a job that involves working with municipalities, First Nations, companies, etc., to help them understand and prepare their organization for climate change?
 - a. I would be very interested in this sort of work.
 - b. I would prefer not to work on these issues; I have other career plans in mind.
2. If this degree program had been available, would you have been interested to take it, and if so, in which of the two proposed streams?
 - a. The Physical Climate Science stream would have been my preferred choice.
 - b. The Climate Impact, Adaptation, and Mitigation stream would have been my preferred choice.
 - c. No strong interest in either.
3. What is your year of study?
 - a. First
 - b. Second
 - c. Third
 - d. Fourth+
 - e. Part-Time
4. What unit is your major in?
 - a. School of Earth and Ocean Sciences
 - b. Geography
 - c. Environmental Studies
 - d. Other Social Sciences (Anthropology, Economics, Psychology, Sociology, Political Science)
 - e. Other Sciences (Physics, Astronomy, Chemistry, Biology, Biochemistry, Ecology, etc.)
 - f. Business
 - g. Law
 - h. Humanities or Fine Arts
 - i. Medical Sciences
 - j. HSD, Public Admin

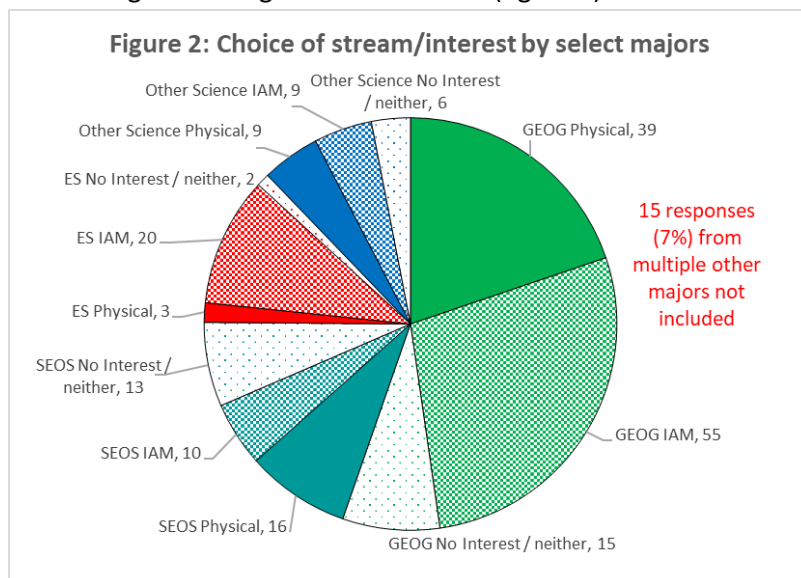
Results:

In total 209 students responded to the survey, which an overwhelming number of students expressing an interest in the proposed major (169 responses or 80.6% of all the responses). Overall, the majority of responses were from Geography majors (108 students, 52%), followed by EOS (38 students, 18%), Environmental Studies (25 students, 12%) and Other Science majors (23 students, 12.5%), with the 15 (7%) remaining students from a variety of other majors including 'Other Social Sciences', Humanities and Fine Arts, and Business. This level of interest was sustained across all years of study (figure 1) and



overall there was more interest in the Impacts, Adaptation and Mitigation (IAM) stream compared to the Physical Science stream; an expected outcome given the added specializations required for the Physical Science stream. Students interested in the major show distinct preferences for which stream they would like (figure 1). Those who chose the option of 'No strong interest in either' stream are generally students that did not express interest in the major; primarily the 15 students from other faculties. Analyzing only those students in the units most

impacted by this proposal, including Geography (GEOG), Earth and Ocean Sciences (SEOS), Environmental Studies (ES) and 'Other Science Majors,' there is strong support for the major, and they also demonstrate clear preferences for specific streams, with very few (3) 'with interested in the major' choosing 'No strong interest in either' (figure 2). There are minorities that show no interest in the major, especially in GEOG and SEOS where human geography and geological sciences draw strong competing interests. As expected, of the students 'interested in the major,' Social Sciences students (GEOG and ES) show a clear preference for the IAM stream (58.5% and 91% respectively), and SEOS and 'Other Sciences' students having a slightly stronger/equal preference for the Physical stream relative to the IAM stream (61.5% and 50% respectively). Given these results, we are optimistic that a number of students will be drawn to this new program and that both streams are viable within the program.



Appendix 3: BSc Major in Climate Science
Honours program same except 499A/B, 3.0 less electives

First Year

BIOL 184	1.5
CHEM 101, 102	3.0
One of EOS 110, EOS/GEOG 130, GEOG 103...	1.5
MATH 100, 101	3.0
PHYS 110, 111	3.0
Electives	<u>3.0</u>
Total	15.0

Second Year

EOS/GEOG 220, 230	3.0
GEOG 209, 272	3.0
Electives ¹	3.0

Physical Climate Science Stream

EOS 261	1.5
MATH 200, 204	3.0
PHYS 317 or CHEM 245	<u>1.5</u>

IAM Stream

GEOG 222, 228	3.0
STAT 260	1.5
One of CIVE 210, ES 200, HDCC 200	<u>1.5</u>

Total	15.0
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Third and Fourth Years

Physical Climate Science Stream

EOS 225, 340, 365, 433	6.0
GEOG 370, 489	3.0
Two of EOS 312, 401, 314 or 431 ^{2,3}	3.0
Two of GEOG 313, 373, 405, 484	3.0
Impacts and Adaptation Elective ⁴	1.5
Upper-level EOS/GEOG Elective	1.5
Electives	12.0

IAM Stream

One of EOS 365, GEOG 314	1.5
GEOG 301, 323, 328, 370, 371, 373, 450, 489	12.0
STAT 359	1.5
Two of ANTH 302, ADMN 311, 316, 420, CIVE 315, 411, ECON 383 ES 301, 314, 405, GEOG 323, 450 HDCC 300, 390, PHIL 333 POLI 350, 351, 357	3.0
Physical Climate Science elective ⁵	1.5
Electives	<u>10.5</u>
Total	30.0

¹ MATH 211, 342, STAT 260, 353, 359 are recommended for students in the Physical Climate Science stream

² Students wishing to take EOS 401 must take 3 of BIOL 311, EOS 311, 312, 313, 314 or 431

³ Students taking the Minor in Ocean Sciences may replace this requirement with two courses from the list in Footnote 4.

⁴ Taken from CIVE 210, ES 200, HDCC 200, or any of the listed 300- and 400-level courses in the IAM stream not listed in the Physical Climate Science stream

⁵ Taken from EOS 312, 314, GEOG 313, 405, 484

Appendix 4: New and Revised Course Descriptions

EOS/GEOG 130 (3-2-0)

Climate Change

An introduction to the fundamental physical principles governing the climate of the Earth system, and its response to anthropogenic factors. Topics include: components of the climate system, radiative energy balance, forcings and feedbacks, the carbon cycle, climate of the past, impacts of climate change, global climate model projections, and approaches to mitigation and adaptation.

EOS/GEOG 220 (3-0-2)

Weather and Climate

An introduction to the physical processes that determine Earth's weather and climate. Topics include: atmospheric composition, flows of energy through the atmosphere, small-scale and large-scale winds, cloud and precipitation processes, climate change.

Prerequisites: 1.5 units of 100-level PHYS; 1.5 units of 100-level MATH; or permission of department

EOS/GEOG 230 (3-0-2)

Introduction to Scientific Computing and Environmental Data Analysis

An introduction to using computer programming to analyze climate data. Topics include: fundamentals of programming, data visualization, analysis of spatial data, descriptive statistics, linear regression.

Prerequisites: 1.5 units of 100-level MATH;

One of: EOS 110, 130, GEOG 103; or permission of department.

EOS 261 (3-0-2)

The Ocean-Climate System

Introduces the processes through which the ocean, atmosphere, and earth interact, giving rise to stability, gradual evolution, and rapid change in the climate system. Develops understanding of the dynamics of the climate system by identifying relevant physical, chemical, and biological mechanisms, and by examining relevant observational data. Applies this understanding to anthropogenic climate change.

Prerequisites: One of EOS 110, EOS/GEOG 130, GEOG 103; CHEM 102; MATH 101; One of PHYS 102B, 111 or 130; or permission of department.

EOS/PHYS 340 (3-0-2)

Atmospheric Physics

An introduction to the study of the atmosphere as a physical system. Equations of motion; force balances; thermodynamics; phase changes of water; radiative transfer; waves and instabilities; predictability.

Prerequisites: One of PHYS 102A/B, PHYS 110/111, PHYS 120/130; or permission of department.

Pre- or co-requisites: One of EOS 225, MATH 204; One of CHEM 245, PHYS 317

GEOG 489 (3-0-0)

Climate Solutions

A capstone experiential course that will include students from both branches of the major and will be lead by an instructor with potential co-teaching options for community partners. The course is designed for students to meet with community and/or research organization partners to identify a specific climate change issue. Students will then use their skills in data processing and knowledge of climate information to help the partners identify climate change vulnerabilities, and potential adaptation/mitigation strategies. The final outcome will be presented to the community in oral and written end products.

Prerequisites: EOS/GEOG 230; One of EOS/PHYS 340, GEOG 373; One of EOS 365, GEOG 314

February 9, 2021

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2

Dear David,

I am writing in support of the proposed BSc Climate Science programme we discussed with Adam and Johannes over Zoom. I have also (finally) reviewed the proposal, after testing your patience as you waited for a reply.

It is a pleasure to me to see this long-planned proposal come to this stage. HDCC values its own interdisciplinarity on questions of social responses to the climate science. But the climate science itself rests heavily for its full significance on an interdisciplinarity that needs to be expressed fully in the classroom. We all owe it to this region and to the wider world to contribute interactively where we can to society's understanding of these realities and of the profound and complex challenges they pose. That is what your ambitions clearly are with this programme, and I believe those ambitions will be amply realized when this fine proposal becomes reality. I also hope that these two programmes can become fuller expressions of this interactivity in the future, both in themselves and towards one another.

Trevor Hancock has said several times in my hearing that the still-greater challenges of the Anthropocene – the challenges of climate change, plus multiple other environmental crises – require an entire university to respond to them adequately. The proposed BSc Climate Science will provide students with a unique skill set to contribute to that scale of need. We are all fortunate that this kind of interdisciplinary programming is also something that many students want across the campus. And just as HDCC allows a specialized thematic focus across disciplines that differs from the broader sweep of Environmental Studies or the human geography side of Geography, so I see this programme complementing rather than eroding the contributions of existing disciplinary programmes in the natural sciences – or for that matter, HDCC. While it is outside my ken or my remit to offer a more detailed assessment from across the quad of how this complementarity will work for you, it is clear that your team has thought it through with great care, and promises to offer something unique on campus and in much of North America.

Whether students taking the programme plan to go on to more advanced degrees, or to enter the paid workforce with their skills, this programme proposal promises to serve them well. I am happy to give your project my unqualified support.

Best wishes for a successful launch,

Original signed by James Lawson

James (Jamie) Lawson, PhD
Associate Professor, Canadian Politics
Director, Human Dimensions of Climate Change

24 November, 2020

Dr. David Atkinson, Chair
Department of Geography, UVic

Dear David,

Support for BSc. in Climate Science


Thank you for sharing a draft outline of the proposed BSc. in Climate Science. This is an important initiative for UVic., and the Department of Civil Engineering is pleased to support it. From the proposal, we see that several CIVE courses (CIVE 210, 315 and 411) are listed as potential electives for the new program; instructors of these courses have been consulted and are enthusiastic about having climate science students in their classrooms.

Sincerely,

Original signed by Christopher Kennedy

Dr. Christopher Kennedy, P.Eng. FCAE
Professor and Chair,
Department of Civil Engineering,
University of Victoria

Former President, International Society for Industrial Ecology



January 13th, 2021

Dear curriculum committee-

It is my pleasure to send this letter in support of the proposed B.Sc. Climate Science degree that is currently in development between the Department of Geography (Faculty of Social Science) and the School of Earth and Ocean Sciences (SEOS, Faculty of Science). This combination degree that draws on, especially, geomatics and atmospheric science expertise in Geography, and atmospheric physics and chemistry and the role of the oceans in the climate system in the School of Earth and Ocean Sciences, provides a useful degree for science-focused students at UVic. Further, the engagement with other units across campus to delve deeper into climate change adaptation and impacts research and learning, as supported by courses from, for example, the Departments of Anthropology and Political Science, Civil Engineering, and the School of Environmental Studies, is in-line with the sorts of cross-disciplinary learning and teaching students demand in the School of Environmental Studies. This degree is likely to serve science-focused students extremely well in physical aspects of the climate system, as well as in in-demand skills like GIS. Students will be well served by the excellent faculty in SEOS and Geography, and beyond, at UVic, and are likely to have excellent job prospects as climate change concerns are increasingly part of government and business policy and decision making.

If I can be of any further service, or clarify anything, please don't hesitate to contact me. All the best in your deliberations about this program.

Sincerely,

Brian



Brian Starzomski, Ph.D.
Ian McTaggart-Cowan Professor & Director
School of Environmental Studies
University of Victoria
starzom@uvic.ca

January 29, 2021

Dr Adam Monahan
School of Earth and Ocean Sciences
University of Victoria

Dear Dr. Monahan,

With this letter, the School of Public Administration would like to express its support to the B.Sc. in Climate Science, developed as a collaboration between the School of Earth and Ocean Sciences and the Department of Geography. Such a program would adequately prepare undergraduate student to understand and tackle the problems of climate change. Graduates from this program would constitute interesting prospective students to join our Master in Public Administration. I can also imagine a high potential of collaboration with the Chair in Transformative Governance in Planetary Health and its lab, potentially offering opportunities for capstone projects to undergraduate students enrolled in the B.Sc. in Climate Science.

This program would give strong visibility to UVic and show that we are responsive in educating students according to the challenging situation we are starting to experience. It will respond to a need and I am sure many students will want to choose such a program.

Dr. Monahan, I wish you the best with moving this program forward and I will be happy to support your efforts in this sense if any type of collaboration from our part could contribute to making this project alive.

All the best,

Original signed by Astrid Brousselle

Astrid Brousselle
Director, School of Public Administration
University of Victoria



**University
of Victoria**

**Office of Indigenous Academic
and Community Engagement**

First Peoples House
PO Box 1700 STN CSC
Victoria, British Columbia, V8W 2Y2 Canada



Professor David Atkinson
Chair, Department of Geography
University of Victoria
via email

January 11, 2021

Re: Proposed BSc Climate Science program

Tanshi Professor Atkinson,

On behalf of Dr. Robina Thomas, Executive Director, I am writing to offer the support of the Office of Indigenous Academic and Community Engagement for the proposed BSc Climate Science program.

I am grateful for the opportunity to meet with you along with Dr. Monahan and Dr. Feddema to discuss this very exciting proposal, and have had a chance to review the updated version. As it has been designed, this program will offer students innovative opportunities to explore and understand the science of climate change and to put their learning into action in a variety of ways.

In particular, the emphasis on community-based learning and engagement through the capstone course represents a significant innovation and important opportunity to work with Indigenous communities and organizations in addressing climate change through science. Such partnerships will help train a generation of scientists not just to do research but also to engage with and explain their work to wider communities.

Hiy hiy for the opportunity to be part of this process. Best wishes for the proposal at Senate.

Sincerely,

Original signed by Robert Hancock

Robert L. A. Hancock, Ph.D.
Associate Director Academic
iaceadac@uvic.ca / (250) 472-4231

Lydia Toorenburgh
Tri-Faculty Indigenous Resurgence Coordinator
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
tfirc@uvic.ca

March 1st, 2021

RE: Proposed BSc Climate Science program

To whom it may concern,

I am writing to you today to express my support for the proposed BSc Climate Science program.

This program puts to action the three tenets of the UVic Edge branding. Our *Extraordinary Academic Environment* in large part includes the fantastic ecosystems, lands, waters, and skies surrounding our campus. Not only is this an ideal place to study climate sciences, but it is part of our duty to protect and care for our environment. The work of the faculty members who would contribute to this program already has *Vital Impact*; this program would bring together these faculty and foster further work by instructors and students alike that will address the pressing global climate crisis. Finally, this program provides opportunity to enhance *Dynamic Learning* opportunities in partnership with local organizations, Indigenous communities, as well as rich opportunities to take students off campus and onto the lands and waters. In these ways it is clear that this program is fitting within the image and values of the university.

This program also supports students. As a current UVic student, I am aware of the growing student interest in environmental justice and climate studies and solutions. This program would not only serve current students interest but also attract prospective students. These students would graduate with the knowledge and experience to make them competitive candidates for careers in a field that is increasing in demand. This academically rigours program would also well prepare students to continue into graduate studies.

As the Tri-Faculty Indigenous Resurgence Coordinator, I believe that increasing the number and the quality of relationships between the university and local Indigenous communities is essential. Through the enrichment of these relationships, we can work to fulfil our obligations to the owners of these lands and waters as well as create more opportunities for community-engaged research, coursework, and projects. Indigenous communities are disproportionately effected by climate change but also have essential environmental knowledge and therefore must be respectfully and meaningfully included in this program. Succeeding in this, this program would offer a great opportunity through which to strengthen relationships with local Indigenous communities, help to mentor students in how to respectfully work with Indigenous communities, and continue to build on the excellence in Indigenous and community-engaged research at UVic.

It is my pleasure to express my support for this program and look forward to its further development.

Sincerely,

Lydia Toorenburgh
(she/her and they/them)

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

March 1, 2021

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express support for the proposed BSc Climate Science program we recently discussed over Zoom and I have reviewed the program proposal you sent as a follow-up.

Climate change poses a challenge of growing urgency. Governments, private organizations, and individuals must not only act to minimize future change but must also adapt to those aspects of change that cannot be avoided. There is a pressing need not only to understand the science of climate change but to translate our understanding of this change into action.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. Through their exposure to foundational physical science, geographic analysis toolsets, and policy and planning ideas related to social science and engineering, students will be well placed to begin careers helping diverse organizations respond to the climate crisis. Further, the program will include Community-Engaged Learning (CEL) opportunities, and rightly so as CEL brings understanding to action, action to more effective understanding, and so the cycle goes.

I run UVic's Community-Engaged Learning Office in the Division of Learning and Teaching Support and Innovation. Based on this experience and given the community-engaged elements that will weave through the proposed BSc Climate Science, I think this program will fill significant gaps in UVic's current capacity to respond to community requests for student participation in climate science projects. Further, this program responds to students' desires for more applied and experiential learning experiences in climate science. The CEL Office will work closely with program instructors to harness relationships, learning and research that benefit society and our planet. Further, the CEL Office will support the program in scaffolding these experiences over the degree program to achieve the best impact for students and community.

The proposed program is academically rigorous and prepares students for participation in an emerging labour market, in the response to perhaps the most "wicked" problem of our time, and/or in further graduate education. I am happy to support this program.

Best regards,

Original signed by Rhianna Nagel

Rhianna Nagel
CEL Coordinator, CEL Office
Division of Learning and Teaching Support and Innovation
celc1@uvic.ca; 250-472-5667 (office); 250-335-2066 (home)

December 3, 2020

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express strong support for the proposed BSc Climate Science program here at UVic. I have reviewed the program proposal and believe it is very strong.

Climate change poses a challenge of growing urgency. Governments, private organizations, and individuals must not only act to minimize future change but must also adapt to those aspects of change that cannot be avoided. There is a pressing need not only to understand the science of climate change but to translate our understanding of this change into action.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. Through their exposure to foundational physical science, geographic analysis toolsets, and policy and planning ideas related to social science and engineering, students will be well placed to begin careers helping diverse organizations respond to the climate crisis.

I have heard from the BC provincial government and the private sector many times over the past 5 years that there is a critical need for students with this background. With the faculty expertise at UVic, we are ideally placed to make a major contribution to that need through this new BSc in Climate Science.

The proposed program is academically rigorous and prepares students either for participation in an emerging labour market or for further graduate education. I am happy to give it my unqualified support.

Best regards,

Original signed by Sybil Seitzinger

Pacific Climate Impacts Consortium
University of Victoria, 118 University House 1
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada

Francis W. Zwiers
Tel: +1 250 721 7223
E-mail: fwzwiers@uvic.ca

24 November 2020

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express my strong support for the proposed BSc Climate Science program.

Climate change poses a complex set of challenges that we will only be able to meet effectively if we have available a well-educated workforce that has a solid appreciation of their intricacies and interdependent nature. Governments, private organizations, and individuals must not only act to minimize future change, which will require transformative changes to our economy and use of resources, but must also adapt to those aspects of change that cannot be avoided. Adaptation, which will be unavoidable even with deep and immediate emissions reductions, is a complex process that occurs on multiple time scales (some decisions are once in century decisions, while in many other cases there will be opportunities to remake decisions at intervals of a few decades) and in which action to mitigate one kind of risk requires careful consideration of the impacts that mitigation of a particular risk might have on a multitude of other risks to which we are exposed. There is a pressing need not only to understand the science of climate change but to translate our understanding of this change into carefully considered actions.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. Through their exposure to foundational physical science, geographic analysis toolsets, and

policy and planning ideas related to social science and engineering, students will be well placed to begin careers helping diverse organizations respond to the climate crisis.

The need to develop this body of expertise and increase the labor pool that can work effectively in this complex area is immediate. The evidence that there is a growing need for qualified workers with educational backgrounds of the kind that the BSc would foster includes

- the growth that has taken place at user supported climate service organizations like PCIC, which now has a staff of 31, compared to 13 in 2010,
- the advent of organizations like the federal Canadian Centre for Climate Services (CCCS), which is working to increase the availability and use of climate services for adaptation planning, thereby creating demand but not necessarily the skills and capacity to meet that demand,
- the challenges that we at PCIC and organizations like the CCCS have faced in recruiting suitable staff,
- the increasing level of attention that is being paid to infrastructure design for a changing climate at both the federal and provincial level, such as via the BC Ministry of Transportation and Infrastructure Technical Circulars on climate change, which creates further demand for expertise and services, and
- the sometimes shockingly weak expertise that we encounter in consulting firms that attempt to provide climate services

The proposed program is academically rigorous and prepares students either for participation in an emerging labour market or for further graduate education. I am happy to give it my unqualified support.

Yours sincerely,

Original signed by Francis Zwiers

Francis Zwiers, PhD, FRSC
Director

18 December 2020

Professor David Atkinson
Chair, Department of Geography
University of Victoria
Victoria BC Canada V8W 2Y2
transmitted via email: datkinso@uvic.ca

Re: Proposed BSc in Climate Science

**OCEAN
NETWORKS
CANADA**

Dear David,

I am writing to support the proposed BSc Climate Science program we recently discussed over Zoom. Thank you for providing the background materials and proposal for which I have reviewed.

As you know well, climate change and its impacts pose many societal challenges, which require increased human capacity to address now and in the future. All sectors must act to limit future climate change through mitigation strategies and adapt to climate change impacts that cannot be avoided. The science of climate change remains important to advance, but it is urgent that we turn this understanding into knowledge for action.

The proposed BSc in Climate Science will provide students with a unique skill set that includes an understanding of climate science as well as the approaches and tools needed to take climate action. The proposed program is unique because it differs from traditional atmospheric and physical science programs in its emphasis on the climate system across multiple disciplines, resulting in students ready to begin climate action careers in this emerging labour market.

Earlier in my career, I taught introduction to ocean engineering and spent the first three lectures describing existing ocean and coastal climate change impacts that were currently occurring and accelerating. After completing the program, many students were appreciative of this information early in their studies because, as they learned about standard engineering practices through their course work, they were able to identify those that could be re-purposed for climate change adaptation and many focused their studies in coastal engineering. Ten years ago, students were craving this information and this desire has only grown.

With this in-depth, rigorous program, the student cohorts that graduate will be extremely well prepared for the many climate change related jobs now emerging, which will urgently be need to be filled.

You have my unequivocal support.

Sincerely yours,



Kate Moran, PhD, PEng
President and CEO

University of Victoria
Queenswood Campus
#100-2474 Arbutus Road
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Canada

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info@oceannetworks.ca

oceannetworks.ca
@ocean_networks



January 15, 2021

Graham Voss, Acting Dean Social Sciences
Peter Loock, Dean of Science
University of Victoria

Dear Mr. Voss and Mr. Loock,

Re: Proposal “B.Sc. Climate Science”

The BC Ministry of Environment and Climate Change Strategy, Climate Action Secretariat, is pleased to support the above noted proposal that is being submitted by Adam Monahan of the School of Earth and Ocean Sciences and David Atkinson of the Department of Geography.

The proposed program fills a need in the market for graduates with the ability to translate climate information, such as climate change scenarios, into actionable information and recommendations for decision-makers. The second stream of the program, focused on climate impacts and using geospatial tools for analyzing and processing climate information and making it accessible to end users, aligns with the direction of the provincial government’s increasing focus on climate adaptation and would provide valuable and needed skills within the province.

The Climate Action Secretariat would be open to hosting co-op and internship students from the proposed program. We look forward to continued collaboration with the University of Victoria, building on our strong relationships with the Pacific Climate Impacts Consortium and Pacific Institute for Climate Solutions.

Sincerely,

Original signed by Tina Neale

Tina Neale
Director, Climate Risk Management
Climate Action Secretariat

cc. Adam Monahan, University of Victoria
David Atkinson, University of Victoria



Professor David Atkinson
2020
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

November 24,

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express support for the proposed BSc Climate Science program we recently discussed over Zoom and I have reviewed the program proposal you sent as a follow-up.

There is an urgent need to build workforce capacity to address climate change – both through mitigation efforts and adaptation measures. This requires the creation of learning opportunities that support students understanding the science of climate change and developing the skills to translate that knowledge into action.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. This interdisciplinary approach is, in my estimation, exactly what is needed. The program as described in the provided outline, will provide undergraduate students with an excellent interdisciplinary foundation in physical science, geographic analysis toolsets, and policy and planning ideas related to social science and engineering.

As someone who has recently developed a social-science based Master of Arts program on Climate Action Leadership (MACAL - awaiting approval by DQAB) at Royal Roads University, I see the proposed BSc program at the University of Victoria as an important complimentary offering. Students the MACAL program and other climate change related graduate programs in Canada and elsewhere. The foundation provided in the proposed program will support students beginning careers that help diverse organizations and sectors respond to the climate crisis. This foundation also means that students will have the necessary academic credentials and foundation to support their pursuit of further education and training, should they choose to do this, in programs such as MACAL.

I believe that this kind of laddering opportunity is critical for students as they progress into climate action related careers. Furthermore, based on the background research I undertook for the MACAL program proposal, undergraduate and graduate programs focused on climate change specifically are still quite limited in Canada despite the pressing need.

I am happy to give this proposal my unqualified support.

Best regards,

Original signed by Robin Cox

Dr. Robin S. Cox

Professor Disaster & Emergency Management

Program Head – Graduate programs in Climate Action Leadership

Royal Roads University

T: 250-391-2600, X4855

Robin.cox@royalroads.ca

Re: Proposal for a new BSc program in Climate Science at UVic

Ivanochko, Tara <tivanoch@eoas.ubc.ca>

Wed 2/10/2021 5:02 PM

To: Adam Monahan <monahana@uvic.ca>;

Cc: Tortell, Philippe <ptortell@eoas.ubc.ca>; David Atkinson <datkinso@uvic.ca>; Johannes Feddema <feddema@uvic.ca>;

Thanks Adam,

I do think that this sounds like a great initiative and one that will suit students well. Thanks for your responses, I appreciate the way you are approaching this though consultation with your University supports.

All the best to you and your colleagues. I will look forward to the announcement of this new degree.

Best,
Tara

Dr. Tara Ivanochko
Director, Environmental Science
Department of Earth Ocean and Atmospheric Sciences,
Academic Director, UBC Sustainability Initiative
University of British Columbia
Traditional, Ancestral & Unceded Musqueam Territory
tivanoch@eoas.ubc.ca

On 10 Feb 2021, at 16:21, Adam Monahan <monahana@uvic.ca> wrote:

Dear Tara –

Thanks for reviewing the proposal for the BSc Climate Science program at UVic, and for your thoughtful comments. Our responses follow.

1. *The difference between the Honours and Majors programs seem minimal. You indicate:*

- *Both the Major and Honours programs consist of 60 course units.*
- *BSc Major in Climate Science. Honours program same except 499A/B, 3.0 less electives*

From this I understand that the only difference between the Honours and Majors is that the Honours students do a thesis instead of an elective course. I am more familiar with Honours programs having additional credits (at UBC this is 12 additional credits = 4 courses). If this is not the case at UVic, it should be noted that you are aligning with your institutional practice for Honours.

An Honours program at UVic is defined as “A program which involves a high level of specialization in a discipline and requires 18 or more units in that discipline at the 300 or 400 level.” Both streams of the BSc Honours program require at least 18.0 units of specified upper-level courses. Because the program is designed to be interdisciplinary, and to combine perspectives from science, social science, humanities, and engineering, not all of these courses are offered by the host academic units of the Department of Geography or the School of Earth and Ocean Sciences. Nevertheless, these courses are “in the discipline” and meet the requirements of a UVic Honours program.

2. *Throughout the proposal you assert that students will get exposure to indigenous ways of knowing and develop “Indigenous acumen” (very odd language from my perspective - consider revising), yet it is unclear to know how this will be achieved in the new courses that are proposed. Are these skills already being*

developed in existing courses? It would be helpful to indicate explicitly what courses in the degree will provide this content, exposure and skills development. Right now this seems like lip service.

3. I applaud the capstone project being applied and in collaboration with the community. It would be good to explain how you intend to support this course. Running a community based research course requires commitment and support beyond a regular class - do you have a unit on campus that will assist you? What resources will you pull on to ensure that this course will be viable when it is scaled up.

We are working with several units on campus to incorporate this component into our program. The ICAT (Indigenous Cultural Acumen Training: [ICAT Foundation Module - University of Victoria \(uvic.ca\)](#)) is an established program that provides a historical context on settler/Indigenous relationships and information about how to work with indigenous community partners. In discussion with the developers of this program we are working to create a module to be incorporated into one or more of our classes. However, we realize this cannot be a one step process, so we are also working (and coordinating across) with the UVIC Community Engaged Learning (CEL), the Tri-Faculty Indigenous Resurgence Coordinator, and the Department of Geography Map Lab which has traditionally performed a lot of pioneering work on community engagement and mapping to develop labs and course components that incorporate both CEL and Indigenous components. We see incorporating aspects of this type of education as course components (e.g. lectures jointly with representatives from communities, labs and projects that engage students with various partner organizations etc.) so they are prepared for more serious interactions by the time they get to the Capstone course. In addition, in our conversations with the Canadian Centre for Climate Services and the BC Climate Action Secretariat the potential for linkages to Indigenous and disadvantaged communities was specifically discussed as a potential for collaboration should this program be allowed to proceed. At this stage this is still an evolving process, but we believe we have the resources in place to make this work to create enduring and effective community collaborations.

Also, the description of the UBC atmospheric science specialisation is a bit out of date. In recent years the ATSC BSc majors and Honours went through a curriculum review. It is no longer focussed on training meteorologists (jobs that no longer exist) but instead on providing a solid quantitative computational degree for students interested more broadly in atmospheric science and climate. I can get an up to date summary for you from the ATSC group.

Thanks for advising us of the recent changes to the ATSC BSc program, which we reviewed on the UBC website. We have modified the description of the program at UBC accordingly.

Thanks again. If you have any other comments, please don't hesitate to let us know.

Cheers,
Adam.

From: Ivanochko, Tara <tivanoch@eoas.ubc.ca>
Sent: Wednesday, February 3, 2021 9:32 AM
To: Tortell, Philippe
Cc: Adam Monahan; David Atkinson; Johannes Feddema
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam, David and Johannes,

It was a pleasure to review your proposal for a new BSc Major and Honours program in Climate Science. I think that UVic is extremely well positioned to initiate this new degree that will be quite unique in Canada. I see some elements of this proposed major as very innovative and overall I highly support the initiative.

There are some aspects of the proposal however that are unclear to me:

1. The difference between the Honours and Majors programs seem minimal. You indicate:

- Both the Major and Honours programs consist of 60 course units.
- BSc Major in Climate Science. Honours program same except 499A/B, 3.0 less electives

From this I understand that the only difference between the Honours and Majors is that the Honours students do a thesis instead of an elective course. I am more familiar with Honours programs having additional credits (at UBC this is 12 additional credits = 4 courses). If this is not the case at UVic, it should be noted that you are aligning with your institutional practice for Honours.

2. Throughout the proposal you assert that students will get exposure to indigenous ways of knowing and develop "Indigenous acumen" (very odd language from my perspective - consider revising), yet it is unclear to know how this will be achieved in the new courses that are proposed. Are these skills already being developed in existing courses? It would be helpful to indicate explicitly what courses in the degree will provide this content, exposure and skills development. Right now this seems like lip service.

3. I applaud the capstone project being applied and in collaboration with the community. It would be good to explain how you intend to support this course. Running a community based research course requires commitment and support beyond a regular class - do you have a unit on campus that will assist you? What resources will you pull on to ensure that this course will be viable when it is scaled up.

Also, the description of the UBC atmospheric science specialisation is a bit out of date. In recent years the ATSC BSc majors and Honours went through a curriculum review. It is no longer focussed on training meteorologists (jobs that no longer exist) but instead on providing a solid quantitative computational degree for students interested more broadly in atmospheric science and climate. I can get an up to date summary for you from the ATSC group.

I would like to congratulate you in spearheading this initiative and wish you all the best.

Sincerely,
Tara

Dr. Tara Ivanochko
Director, Environmental Science
Department of Earth Ocean and Atmospheric Sciences,
Academic Director, UBC Sustainability Initiative
University of British Columbia
Traditional, Ancestral & Unceded Musqueam Territory
tivanoch@eoas.ubc.ca

On 2 Feb 2021, at 10:53, Ivanochko, Tara <tivanoch@eoas.ubc.ca> wrote:

Right - Sorry I dropped the ball on this. I'll get to it today.

Tara

On 2 Feb 2021, at 10:42, Tortell, Philippe <ptortell@eoas.ubc.ca> wrote:

Hi Adam et al.

I'm cc'ing Tara on this. I know she's been particularly busy with her duties as the new Academic Director of the University Sustainability Initiative (and also covering Acting Head duties....). But she's definitely the best person to give feedback on this.

pt

On 2021-02-01 10:00 a.m., Adam Monahan wrote:

Hi, Phil -

How's the semester coming along so far?

Have you had any feedback from Tara about the proposal for the BSc in Climate Science that UVic is putting together?

Cheers,
Adam.

From: Tortell, Philippe <ptortell@eoas.ubc.ca>
Sent: Monday, January 11, 2021 5:27 PM
To: Adam Monahan
Cc: David Atkinson
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

ok, I'll pass this on to her and ask for comments by the end of this month.

pt

On 2021-01-11 9:06 a.m., Adam Monahan wrote:

Hi, Phil -

Great, thanks! I look forward to hearing from Tara.

We have sent the proposal to the Head of GEOG at UBC, so they're in the loop. If we could have feedback by the end of January, that would be great.

Cheers,
Adam.

From: Tortell, Philippe <ptortell@eoas.ubc.ca>
Sent: Sunday, January 10, 2021 8:58 AM
To: Adam Monahan
Cc: David Atkinson
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam and David,

Thanks for sharing this, and for the opportunity to comments. I recently heard about this initiative from Sybil S. at PICS. At UBC, EOAS and Geography are working towards developing a 'climate credential' program, so we these ideas are very much top of mind. I'll pass this proposal on to my colleague Tara Ivanochko, who is leading the charge on this initiative. She was the former Dept. Associate Head overseeing the u-grad program, and she's now the academic director of the University Sustainability Initiative. So she'll be able to give you good perspective on this.

Can we share this with others (e.g. in Geography)? When do you need feedback by?

pt

On 2021-01-08 3:28 p.m., Adam Monahan wrote:

Dear Phil -

How are things going? How was your break?

The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the Atmospheric Science program offered in EOAS, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Cheers,
Adam

(on behalf of me and David Atkinson, GEOG)

--
Philippe Tortell

Professor and Head,
Dept. of Earth, Ocean and Atmospheric Sciences

Professor,
Dept. of Botany
University of British Columbia
2207 Main Mall, Vancouver
ptortell@eoas.ubc.ca, 604-822-4728

--
Philippe Tortell

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Re: Proposal for a new BSc program in Climate Science at UVic

Adam Monahan

Mon 2/1/2021 12:37 PM

To: Todd Whitcombe <Todd.Whitcombe@unbc.ca>;

Cc: David Atkinson <datkinso@uvic.ca>; Johannes Feddema <feddema@uvic.ca>;

Hi, Todd -

Great! - thanks, and sorry for not including your Atmospheric Science program in our document. That error will be corrected.

Cheers,
Adam.

From: Todd Whitcombe <Todd.Whitcombe@unbc.ca>

Sent: Monday, February 1, 2021 12:07 PM

To: Adam Monahan

Subject: RE: Proposal for a new BSc program in Climate Science at UVic

Adam,

Thanks for the reminder. I have asked around among the faculty in Environmental Science and only received one written comment. I have included it here:

“UVic is exceptionally well-positioned to offer such a degree, which will include equal participation from the Geography and Ocean & Atmospheric Sciences departments at UVic (6 faculty members each). To me, this seems like a very logical step forward for them, offering an even more comprehensive set of courses in the climate sciences.

“It is interesting though that the link to atmospheric programs they included in their document excludes UNBC. Hopefully they are indeed aware of the programs we offer in the atmospheric sciences as part of the ENSC program. They do focus much more on oceanography than we do, and have major ‘players’ on campus with ECCC’s CCCma, PCIC, PICS, and W-CIRC. On the whole it looks like a good program.”

The general sense I got from talking with the Environmental Science faculty members is they think the degree is well-structured and very suitable for the institution. It will enhance the discipline in the province.

Hope this helps and my apologies for the delay in getting back to you.

Cheers, Todd

“Be very, very careful what you put into that head, because you will never, ever get it out.” Attributed to Cardinal Wolsey by George Will

Dr. Todd Whitcombe, Chair,
Chemistry & Biochemistry and Environmental Science
University of Northern British Columbia,
3333 University Way, Prince George, B.C.
V2N 4Z9

250 960 6678

From: Adam Monahan <monahana@uvic.ca>
Sent: Monday, February 01, 2021 10:00 AM
To: Todd Whitcombe <Todd.Whitcombe@unbc.ca>
Cc: David Atkinson <datkinso@uvic.ca>; Johannes Feddema <feddema@uvic.ca>
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

CAUTION: This email is not from UNBC. Avoid links and attachments. Don't buy gift cards.

Dear Dr. Whitcombe -

I am writing to follow up on the email I sent the other week regarding the BSc Climate Science program being proposed at UVic. Would it be possible for provide us with feedback on the proposal? From my understanding of the level of consultation required by the Ministry, your feedback does not need to be extensive.

Thanks,
Adam Monahan

From: Adam Monahan
Sent: Friday, January 8, 2021 3:26 PM
To: todd.whitcombe@unbc.ca
Cc: David Atkinson
Subject: Proposal for a new BSc program in Climate Science at UVic

Dear Dr. Whitcombe,

I hope that the new year finds you well. The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the BSc in Environmental Science program offered in your department, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Sincerely,
Adam Monahan (SEOS)
David Atkinson (GEOG)

Re: Proposal for a new BSc program in Climate Science at UVic

Adam Monahan

Mon 1/11/2021 7:57 AM

To: Pratt, Geraldine <gpratt@geog.ubc.ca>; David Atkinson <datkinso@uvic.ca>;

Hi, Geraldine -

Thanks for consulting so quickly with your colleagues. I don't think there is a formal approval form - I think the email you have sent should suffice.

Thanks again,
Cheers,
Adam.

From: Pratt, Geraldine <gpratt@geog.ubc.ca>

Sent: Sunday, January 10, 2021 11:30 AM

To: Adam Monahan

Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam:

I'm sorry but I don't see an approval form attached. I have consulted with my colleagues mostly closely associated with what you are proposing and they are supportive and raise no concerns.

Geraldine

Geraldine Pratt

Head, Department of Geography

Professor, Canada Research Chair of Transnationalism and Precarious Labour

1984 West Mall, Faculty of Arts, The University of British Columbia

Vancouver, British Columbia, Canada V6T 1Z2

On the traditional, ancestral and unceded territory of the hə́n̓q̓emí̓n̓ə́ speaking Musqueam (x'məθk'əy̓əm) people

Phone 604 822 5875

gpratt@geog.ubc.ca

<https://blogs.ubc.ca/gpratt/>



From: Adam Monahan <monahana@uvic.ca>

Date: Friday, January 8, 2021 at 3:19 PM

To: "gpratt@geog.ubc.ca" <gpratt@geog.ubc.ca>

Cc: David Atkinson <datkinso@uvic.ca>

Subject: Proposal for a new BSc program in Climate Science at UVic

[CAUTION: Non-UBC Email]

Dear Dr. Pratt -

2/2/2021

Re: Proposal for a new BSc program in Climate Science at UVic - Adam Monahan

I hope that the new year finds you well. The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the Global Environmental Systems program offered in your department, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Sincerely,
Adam Monahan (SEOS)
David Atkinson (GEOG)

Re: Proposal for a new BSc program in Climate Science at UVic

Adam Monahan

Fri 2/12/2021 5:30 PM

To: Geoff Mann <geoffm@sfu.ca>;

Cc: Johannes Feddema <feddema@uvic.ca>; David Atkinson <datkinso@uvic.ca>;

Hi, Geoff -

That's great, thanks! - I think that your email is all we need for the proposal.

Best of luck with the new climate and society minor - I would be interested to hear more about it.

Cheers,
Adam.

From: Geoff Mann <geoffm@sfu.ca>

Sent: Friday, February 12, 2021 2:11 PM

To: Adam Monahan

Cc: Johannes Feddema; David Atkinson

Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam

Sorry. As you can imagine, this is a hard one to get folks to prioritize. We discussed it at a UGSC meeting last week, but I have heard nothing since. I think partly we are all feeling a little unclear on precisely what kind of feedback you might need or want from us. Presumably it is more a step to meet the demands of the province. We will soon have a climate and society minor in place here in the department (the notice of intent was very popular with the university), but it is mostly social science oriented, and it is only a minor. Your program looks good and it does not overlap with anything we offer here at the program level. If there is something more specific you need from us please let me know.

Hope all is well

Geoff

Geoff Mann

Chair, Department of Geography

Director, Centre for Global Political Economy

Simon Fraser University

X̱məθkwəy̓əm (Musqueam),

Skwxwú7mesh (Squamish),

& Səlíl̓wətaʔ (Tsleil-Waututh) territory

On February 12, 2021 at 2:06:57 PM, Adam Monahan (monahana@uvic.ca) wrote:

Hi, Geoff -

Have you had any feedback from your colleagues about the UVic Climate Science program proposal? Sorry to bug you again about this, but we're hoping to have our ducks in a row soon to start moving the proposal through the UVic system.

Cheers,
Adam.

From: Geoff Mann <geoffm@sfu.ca>
Sent: Monday, February 1, 2021 2:38 PM
To: Adam Monahan
Cc: Johannes Feddema; David Atkinson
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam

Thanks for the reminder. I sent it to some colleagues who know more about climate science, and will remind them and get back to you soon.

Take care

Geoff

Geoff Mann
Chair, Department of Geography
Director, Centre for Global Political Economy
Simon Fraser University
X'məθkwə'yəm (Musqueam),
Skwxwú7mesh (Squamish),
& Səlílwətał (Tsleil-Waututh) territory

On February 1, 2021 at 9:56:41 AM, Adam Monahan (monahana@uvic.ca) wrote:

Hi, Geoff -

I'm writing to follow up on the BSc Climate Science proposal that I sent around the other week. Have you or your colleagues had a chance to look at it?

I hope the semester is going well so far,
Cheers,
Adam.

From: Adam Monahan
Sent: Friday, January 8, 2021 3:23 PM
To: Geoff Mann
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi, Geoff -

Sorry - I forgot to attach the proposal to my email! It's been a long week - here it is.

Cheers, and thanks!

Adam.

From: Geoff Mann <geoffm@sfu.ca>
Sent: Friday, January 8, 2021 3:23 PM
To: Adam Monahan
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam

Happy to take a look. Hope all is well

Geof

Geoff Mann
Chair, Department of Geography
Director, Centre for Global Political Economy
Simon Fraser University
X'məθkwəyəm (Musqueam),
Skwxwú7mesh (Squamish),
& Səlilwətał (Tsleil-Waututh) territory

On January 8, 2021 at 3:21:47 PM, Adam Monahan (monahana@uvic.ca) wrote:

Dear Dr. Mann,

I hope that the new year finds you well. The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the Global Environmental Systems program offered in your department, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Sincerely,
Adam Monahan (SEOS)
David Atkinson (GEOG)

Stage 1 Review for New Degree Proposals

INSTITUTION: University of Victoria	PSIPS PROPOSAL #:
PROPOSED DEGREE: BSc Climate Science	

Summary Description of Degree Program: (1 page maximum)

Responding to climate change is one of the largest challenges faced by British Columbia. There is an urgent need to provide educational programs that furnish people with the skills to mitigate human-caused climate change, to adapt to the changes that cannot be avoided, and to project future changes. The purpose of the proposed program is to create a climate science focused degree that can prepare students to participate in a growing job market of people who can help translate climate information into actionable practice in the private, public, and non-governmental sectors; or to continue studies at the graduate level in related disciplines from environmental sciences, planning and engineering. UVic has long had a reputation in climate science, primarily from a research perspective, based on the research programs of individual faculty members and a wide variety of climate related research units collocated on campus (Canadian Centre for Climate Modelling and Analysis, Ocean Networks Canada, Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions, Institute for Integrated Energy Systems). However, this reputation is not clearly reflected in our academic programs. While many faculty work on and teach various aspects of climate science across a range of faculties, there is no coordinated program with a direct focus on climate science and climate impacts, mitigation and adaptation.

The proposed program will be a combined degree between the Department of Geography and the School of Earth and Ocean Sciences, each with six associated faculty members. The program will initially be built on existing resources within these two units, with the net addition of three new lower-level courses and one upper-level course. These new offerings will be covered by the existing faculty at no cost to existing programs, while addressing long standing gaps in the offerings of both units (e.g. a broadly-accessible first year course in climate science and a course on data analysis and programming with a focus on environmental datasets). The proposed degree complements the existing combined geoscience degree currently offered by SEOS and Geography.

The proposed program has two streams, each with Major and Honours degrees and a co-op option. One stream, led by SEOS, focuses on the physical climate system including atmospheric physics and chemistry and the role of the oceans in the climate system. The other stream, led by Geography, focuses on climate impacts, adaptation and mitigation, with an emphasis on using geospatial tools for synthesizing, analyzing and processing climate information and making it accessible to potential end users (such as government programs, planners, community organizations and NGOs). Although students will select a specific stream, the program is designed so students have a common foundation and will interact across the programs throughout their studies. A capstone experience will combine students from both streams in a community engaged framework. Beyond the development of technical scientific skills, emphases on quantitative, computational, and communication skills and Indigenous perspectives and ways of knowing will be integrated into courses throughout the program.

The program draws on courses from many academic units at UVic. It is structured so that new courses can easily be added as educational opportunities expand in the areas of climate science, policy, and solutions. Climate change is a multifaceted crisis involving many disciplines. The proposed program emphasizes one of these facets - the foundational science - while providing students with an introduction to other aspects of the climate change challenge, including direct experience applying and communicating this knowledge to those impacted by climate change. As such, the program complements and provides opportunities for interaction with other programs on campus addressing the climate crisis such as Human Dimensions of Climate Change, and others which may be developed in future.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

CRITERIA:

COMMENTS:

A. Mandate

Stage 1 Review for New Degree Proposals

How does the proposed program fit within the mandate of the institution?

- The 2020-21 University of Victoria mandate letter states that for BC ‘Two key priorities that will underpin lasting prosperity are advancing reconciliation with Indigenous Peoples and moving towards a low-carbon economy.’ Our program will meet both of these objectives. Our program builds on a strong conceptual framework but also includes a significant experiential training component that will focus on working with community partners to address their climate related issues. Within this context, working with Indigenous partners is a high priority, and we will be including an existing Indigenous Cultural Acumen Training (ICAT) component to our program to improve understanding of, and communication with, Indigenous and other organizations. The core of the program focuses on the climate problem and how to address it, providing our students with the tools to address these questions including how to mitigate climate change and develop low carbon economic strategies at the community level. Through our experiential capstone course (and the background from other courses leading to this capstone project) we will create a mechanism by which we can use University resources (computing and access to scientific data and platforms and student/faculty expertise) to assist disadvantaged communities to enable them to develop climate action plans and potential climate mitigation and adaptation strategies which include solutions related to developing low carbon economies and solutions to existing problems. Attaining the learning objectives of this program will provide a better prepared workforce to work in a wide range of communities and sectors of the economy to help identify climate solutions that build a low carbon future and help close the resource gap to develop such strategies across all types of communities in Canada and globally.
- In addition, the mandate mentions potential benefits of colocation with Canada’s Digital Supercluster. As part of our program, students will be exposed to working with information from some of the world’s most advanced computational modelling programs (Earth System Models), how to manage and analyze large scale datasets and how to work with geospatial data programs (Geographic Information Systems (GIS) and Remote Sensing). This training would be an excellent foundation for working with technological platforms such as Canada’s Digital Supercluster.
- The proposed program also aligns with the specific objectives of “Providing programming that meets local, regional or provincial labour market and economic needs”, “Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)”, “Increasing co-op and work-integrated learning opportunities”, and “Responding to the reskilling needs of British Columbians to support employment and career transitions”. There is growing demand – but lack of capacity - for

Stage 1 Review for New Degree Proposals

	<p>people who can work at the interface of climate science and policy/planning. The proposed program will provide students with the foundations for working in this area, including students returning to university after pursuing other careers. The co-op and capstone course components of the program will provide experiential education further improving labour market opportunities for graduates.</p>
<p>How does the proposed program support the current academic and strategic plan of the institution?</p>	<p>This program fits extremely well within the UVic strategic plan, the UVic research plan and the plans for both academic units. At the University level, the program would touch on all aspects of the University strategic priorities.</p> <ol style="list-style-type: none"> 1. <i>Cultivate an extraordinary academic environment</i> The proposed UVic program would be unlike any other offered in Canada. As we begin to experience the effects of climate change more acutely, it is becoming evident that solutions to the problems presented by climate change will differ by community and geographic location. There is a pressing need for qualified climate experts who can help communities both prepare for and mitigate climate change through a more structured approach to understanding the problem. This program will provide students with a background to effectively provide these services to the public, private, and non-governmental sectors. 2. <i>Advance research excellence and impact</i> One of the goals of the program is to encourage student co-op experiences and to have a capstone experience that will link students to community partners researching or seeking climate information. Our students will have the tools to participate in a wide variety of research activities on campus (e.g. large dataset processing and manipulation, Geographic Information Systems and remote sensing skills, fundamental understanding of climate processes etc.). By consolidating the multiple forms of expertise on campus, leveraging the expertise and capabilities of the climate research units on campus, and rationalizing the delivery of existing climate science related courses, UVic should quickly play the leading undergraduate educational role in climate science in Canada and consolidate a very strong international reputation in climate science. 3. <i>Intensify dynamic learning</i> The proposed program will have a strong community engaged learning component by having students work with community partners to assist in climate related analyses and solutions. In addition, both units in this program have extensive field school opportunities that would extend to students in this program. Additional dynamic learning opportunities are provided through such efforts as the community mapping laboratory in Geography that provides both opportunities for learning how to develop research activities with community partners and opportunities to implement these ideas with existing partnerships. 4. <i>Foster respect and reconciliation</i> It has been well documented that marginalized communities are some

Stage 1 Review for New Degree Proposals

of the most vulnerable to climate change. One tenet of climate adaptation and mitigation is that it should support the UN sustainable development goals (Intergovernmental Panel on Climate Change, 2014). By connecting students to these goals there will be an emphasis on social inequalities and how these affect specific communities globally and locally. The capstone experience links students to local communities to assist in delivering actionable climate information and solutions. Our goal is that this would focus on marginalized and Indigenous communities, allowing for another important aspect to dynamic learning as students are exposed to Indigenous knowledge and ways of thinking. This experience will provide important insights into communicating effectively and demonstrating effective solutions that fit with local beliefs and circumstances. Furthermore, we will work actively with the Tri-Faculty Resurgence Coordinator and IACE to integrate Indigenous knowledge and perspectives more broadly into the program.

5. *Promote sustainable futures*

Climate change is a central question to any sustainable futures for communities worldwide. Students in this program will be exposed to methods for linking climate information to development plans and to the UN sustainable development goals. This would potential make this program a central piece of any UVic efforts to reaching this strategic priority in an academic context.

6. *Engage locally and globally*

Climate science is inherently integrative and requires a strong global focus to understand the underlying physical processes driving climate change and the role of humans within that system. At the same time, many solutions must be local because they need to be community-specific: they depend on physical location and socioeconomic status, even as they may also depend on other communities, organizations, or levels of government. For example, sea level affects coastal communities but not inland areas, and rural and urban communities require different solutions.

Both departments have worked towards this type of collaboration and the concept of this joint program was a core recommendation arising from external reviews conducted in 2018 (GEOG) and 2020 (SEOS). In both cases reviewers were enthusiastic in their support, and the units stand to gain significant visibility as a result of this combined program. In addition, some of the proposed course additions have been identified as needs within the teaching portfolio of both units. The program will collaborate with a number of other units on campus including the departments of Civil Engineering, the School of Environmental Studies, the School of Public Administration, and the Human Dimensions of Climate Change program. Students coming from this program would be well positioned to enter the new MEng Program in Industrial Ecology, the Master's programs offered by the School of Public Administration, the Graduate Diploma in Climate

Stage 1 Review for New Degree Proposals

	<p>Action Leadership at Royal Roads, or the Master of Community Planning program at Vancouver Island University. It would also pair well with Minor programs in Ocean Science and Public Administration. The program also aims to connect and collaborate with the various climate related research units on campus (Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Canadian Centre for Climate Modelling and Analysis, Water & Climate Impacts Research Centre, Institute for Integrated Energy Systems); in the province with the BC Climate Action Secretariat (CAS); and nationally with the ECCC Canadian Center for Climate Services (CCCS). The development of this program aligns well with the objectives of the Climate and Sustainability Action Plan to broaden and deepen climate-related education offerings at UVic.</p>
<p>For applied degrees offered under the <i>College and Institute Act</i>:</p> <ul style="list-style-type: none"> Does the proposal lead to a specific occupation? Does the proposal provide a diploma exit, if appropriate? 	n/a
B. Capacity	
<p>To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?</p>	<ul style="list-style-type: none"> The Program is almost entirely built on existing course offerings. It coordinates courses and removes duplication of existing offerings in the Department of Geography and the School of Earth and Ocean Sciences to develop a strong interdisciplinary program across the faculties of Science and Social Sciences. It also makes extensive use of relevant offerings from other programs such as Human Dimensions of Climate Change, Public Administration, Civil Engineering, Environmental Studies, Economics, and Political Science (to the extent permitted by prerequisites) While we use many existing courses for the new program, some of these courses will be revised to address specific issues that are relevant to the new program. While the topic of climate is discussed in a number of courses, it is not a central focus of either the SEOS or Geography programs. This proposal will make the climate topic a central focus for both units. However, past performance of Geography and SEOS students is available as an indicator of potential program success. Both existing programs have received excellent external academic reviews in the last 3 years. In addition, the Baccalaureate Graduate Survey reports a 4 year average 93% satisfaction rate for Geography graduates and 92% for SEOS graduates. In addition, results from students with co-op opportunities related to climate topics and potential target employers of this program show a high level of employer satisfaction with outcomes.

Stage 1 Review for New Degree Proposals

<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?</p>	<ul style="list-style-type: none"> The resource needs have been assessed by the Department of Geography and the School of Earth and Ocean Sciences and UVic administrators. Based on their assessment, we do not anticipate significant new resources under the current program structure. Some new Teaching Assistant resources will be required for the laboratory components of the new courses (particularly the introductory first-year Climate Change course). The program is designed to be scalable, so a more diverse set of offerings can easily be added if more resources become available. The program also can easily incorporate new offerings from other academic units on campus (prerequisite structures permitting). The program requires no new library resources. Based on a survey of student interest that we conducted, and on our discussions with existing students, we expect an initial enrolment of about 10 students in the first year of the program. Within 5 years, we expect the program to graduate 20-40 students each year. While no substantial new resources are required to offer the program, the minimum viable steady-state enrolment is about 10 students per year. Fewer graduating students than this number over a sustained time would result in the required capstone course being impractical to offer. Consideration of the program by the Faculties of Science and Social Science, will start in the spring of 2021, with the anticipation of approval by May 2021. As no substantial new resources are required to offer the program, enrolment in the program can start in the September following approval (ideally September 2022).
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SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
<p>Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?</p>	<p>The primary focus is on social benefit, as the program is intended to develop graduates to assist communities in planning for climate related issues and develop people prepared to take on climate related research careers. Such planning will however have significant long term economic benefits at the local, provincial and national levels, both through the reduction of risk and the development of new economic activities resulting from decarbonization of the economy. The program also has a strong foundation of transferrable quantitative, computing, and communications skills that students would be able to use in a broad range of labour market settings.</p>

Stage 1 Review for New Degree Proposals

B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	The program would provide graduates who are prepared to assist communities from local to the national level with expertise in understanding of climate related topics, including the scientific understanding of the issue, how to identify climate risks and vulnerabilities, and potential climate adaptation and mitigation strategies. In addition, the program will focus on the sustainability of proposed solutions and how solutions could fit in with UN sustainable development goals, include a communications component, and develop a deeper understanding of indigenous and other perspectives. In recognition of the specific climate change challenges faced by Indigenous communities, the program will incorporate a component to educate students on Indigenous perspectives and ways of knowing.
How would the proposed program advance social goods or government priorities?	This program would provide a workforce who can assist in attaining carbon emissions reductions in the long term and to help communities and organizations in the private, public, and non-governmental sectors adapt and adjust to climate change impacts at all geographical scales. Graduates will be prepared to work in many different types of communities and economic sectors.
C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	Development of effective responses to climate change requires an understanding of the fundamental science. A work force trained to develop climate adaptation and mitigation strategies with a fundamental understanding of the climate processes involved (including uncertainties) will lead to better climate mitigation/adaptation strategies that can be applied to all sectors of the economy in both private and government settings.
How would the proposed program support economic growth and/or government economic priorities?	Graduates are ideal candidates for identifying and developing green economic solutions at the community to the national level and can help advance more sound sustainability goals for private, public, or non-governmental bodies. Graduates can also work with communities and organizations to reduce their vulnerability to climate-related risks.
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	<ul style="list-style-type: none"> The labour markets targeted include: preparation for advanced degrees in science related fields, and planning-related positions as consultants, in private industry, and in government organizations at all levels of government. In our discussions with several government organization (e.g. Canadian Centre for Climate Services and BC Climate Actions Secretariat) we already know that interns from our programs will be highly valued and that a stronger focus on climate issues is highly desirable from an employer perspective. For example, over the last four

Stage 1 Review for New Degree Proposals

	<p>years the UVic Coop program has placed 9 students in BC agencies, 14 in Environment and Climate Change Canada, 2 in Natural Resources Canada, and 4 in in Research/NGO/private sector all working on climate related topics.</p> <ul style="list-style-type: none"> The most applicable NOC codes are: 0411 Government managers – health and social policy development and program administration 2114 Meteorologists and climatologists 2255 Technical occupations in geomatics and meteorology 4161 Natural and applied science policy researchers, consultants, and program officers
Do potential employers require a degree for graduates to gain employment in the field?	In most instances a BSc or BEng degree would be a requirement and specific training is required in the analytical tools and background scientific concepts.
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	Although we do not anticipate government as the main employer, we have reached out to both the Canadian Centre for Climate Services and BC Climate Actions Secretariat about our program and both have indicated the great need for the type of program that is proposed; both also expressed interest in hosting co-op and interns and potential graduates as employees.
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	<ul style="list-style-type: none"> We have had discussions with both Canadian Centre for Climate Services and BC Climate Actions Secretariat (about our program). Both units believe there are significant opportunities for internships (they already employ several students from our programs) and believe there will be a healthy job market for students with the proposed skill sets developed in this program (as described in the attached letter of support from CAS). We will be consulting with both units about student opportunities once the program is established. We have also discussed the proposed program with the Executive Director of the Pacific Institute for Climate Solutions; the Director, President, and CEO of the Pacific Climate Impacts Consortium; and the President and CEO of Ocean Networks Canada. All expressed their enthusiasm for the program and agreed that it met both educational and labour market demand (as described in attached letters of support) We expect a wide range of potential incomes, with some graduates going on to graduate (Masters and PhD programs in planning and science). The proposed degree would fall into a Stats Canada STEM classification with overlap between specializations in physical sciences (\$ 55k for women aged 24-35; \$ 63k for men aged 24-35; data from 2015) and computer and information

Stage 1 Review for New Degree Proposals

	<p>sciences typical salaries (\$ 65k for women aged 24-35; \$ 71k for men aged 24-35) -- Source: www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016023/98-200-x2016023-eng.cfm. In addition, a review of potential entry level jobs in ca.indeed.com (access 1 Feb 2021) for our graduates without advanced degrees would include:</p> <ul style="list-style-type: none"> ○ Climate action coordinator (Sidney BC; \$37/hr) ○ Climate strategist (Calgary; \$42 to \$56/hr) ○ Environmental specialist (Montreal; \$63k-89k/yr)
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	n/a

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

CRITERIA:	COMMENTS:
A. System Context	
<p>What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.</p>	<p>The most closely related programs in British Columbia are</p> <ul style="list-style-type: none"> • BSc Atmospheric Sciences, UBC (40.0401; 40.0402; 40.0403; 40.0404; 40.0499) • BSc Geographical Sciences, UBC (40.0401; 40.0402; 45.0701) • BEnv Global Environmental Systems, SFU (40.0401; 40.0402; 45.0701) • BSc Environmental Science, UNBC (03.0104; 40.0401; 40.0402) • Minor in Atmospheric Science, UNBC (40.0401; 40.0402; 40.0499) <p>The proposed program is differentiated from these existing programs by its two-stream structure and its inclusion of fundamental physical science, data analysis, geospatial analysis, and policy/planning content. The existing programs have some but not all of these components.</p> <p>The UBC BSc in Atmospheric Sciences is similar to the Physical Climate Science stream, but with a stronger emphasis on physical science and forecasting, and much less emphasis on geospatial data/social science components. The UBC BSc in Geographical Sciences includes Climatology as one of five breadth requirements but does not offer a specific climate science program.</p>

Stage 1 Review for New Degree Proposals

	<p>The BSc in Environmental Science at UNBC has similarities to the Impacts, Adaptation, and Mitigation Stream, but covers environmental science more broadly than the focus on climate science in the proposed program. The UNBC Minor in Atmospheric Science offers students an introduction to meteorology and climate science but is not a full BSc program and does not emphasize data science/social science aspects of climate science to the extent of the proposed program.</p> <p>The BEnv in Environmental Systems from SFU is similar to the Impacts, Adaptation, and Mitigation stream of the proposed program, but places considerably less emphasis on foundational physics, chemistry, and mathematics.</p> <p>The proposed undergraduate program connects well with the MEng in Industrial Ecology at UVic, UVic Minor and Masters programs in Public Administration, the Graduate Diploma in Climate Action Leadership offered by Royal Roads University, and the Master of Community Planning program at Vancouver Island University. Graduates will also be well positioned to pursue graduate studies in atmosphere/ocean/climate science at any institution in BC offering these programs.</p>
B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	<p>We have consulted with the departments of Earth, Ocean, and Atmospheric Sciences at UBC; Geography at UBC; Geography at SFU, and Environmental Studies at UNBC (correspondence attached). Our initial oversight in failing to discuss the Atmospheric Science Minor at UNBC has been corrected. As well, an earlier version of our proposal was amended to reflect the recent revisions to the BSc Atmospheric Science program at UBC.</p> <p>We have also consulted with Robin Cox, the Program Head of the Graduate Program in Climate Action Leadership at Royal Roads University. A letter of support for our proposed program is attached.</p>
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	The proposed program is not substantially similar to any other offered in BC.
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share	It would not be practical to coordinate delivery of the core courses of the program with other academic institutions in BC at the present time. Issues of prerequisite structures and course scheduling posed a substantial

Stage 1 Review for New Degree Proposals

resources with other institutions offering related programs?	challenge in making use of existing resources within UVic; these problems would be compounded when trying to collaborate across institutions. We are interested in exploring the possibility of collaborating with other institutions for upper-level course offerings via the Western Deans' Agreement.
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STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	<ul style="list-style-type: none"> We conducted a survey of students in several first and second year Geography and Earth and Ocean Science courses, which represents a segment of students most likely to have an interest in climate science. In total 209 students responded to the survey, with most students expressing an interest in the proposed major (169 responses or 80.6% of all the responses). Analyzing only those students in the units most impacted by this proposal, including Geography (GEOG), Earth and Ocean Sciences (SEOS), Environmental Studies (ES) and 'Other Science Majors,' they demonstrate clear preferences for specific streams. As expected, of the students 'interested in the major,' Social Sciences students (GEOG and ES) prefer the Impacts, Adaptation, and Mitigation stream (58.5% and 91% respectively), and SEOS and 'Other Sciences' students have a slightly stronger/equal preference for the Physical stream relative to the IAM stream (61.5% and 50% respectively). Given these results, we are confident that a number of students will be drawn to this new program and that both streams are viable within the program. In 2020 the Pacific Institute for Climate Solutions (PICS) issued a report describing the results of a survey of UVic students regarding climate solutions engagement opportunities. One of the key findings of this report is that "There is significant need for, and interest in, the creation of further learning opportunities around climate change and climate solutions at UVic." Most of the survey respondents were undergraduate students in Social Science, Science, or Engineering. Students also emphasized interest in opportunities for "increase(d) cross-faculty collaboration (at both the student and faculty level)".
B. Benefit to Students	

Stage 1 Review for New Degree Proposals

<p>To what extent will students be able to transfer to and from other post-secondary institutions in the province?</p>	<p>Students could transfer easily into the program if they follow the prescribed core science courses in the first few years of the program. Most of the courses in the program already exist and transfer equivalences have already been established. Transfer equivalence for the new courses will be determined using the standard articulation process. While we expect some students to transfer into this program from other institutions, we do not anticipate that we will draw on any particular program nor that the transfer rates will be different than those of other B.Sc. programs.</p>
<p>What opportunities are available to program graduates for further study in the field or in professional fields?</p>	<p>Students coming from this program would be well positioned to enter a climate, meteorology or geography graduate program, the UVic MEng Program in Industrial Ecology, the Master's programs offered by the UVic School of Public Administration, the Graduate Diploma in Climate Action Leadership at Royal Roads, or the Master of Community Planning at Vancouver Island University. It would also pair well with UVic Minor programs in Ocean Science and Public Administration. The program also aims to connect and collaborate with the various climate related research units on campus (Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Canadian Centre for Climate Modelling and Analysis, Water & Climate Impacts Research Centre); in the province with the BC Climate Action Secretariat (CAS); and nationally with the ECCC Canadian Center for Climate Services (CCCS).</p>
<p>What added value will the proposed program offer graduates in terms of employment opportunities?</p>	<p>Based on our discussion with CCCS and CAS we believe there is a pent-up demand for students with the type of background we propose to provide. As the realities of climate change become more apparent, many communities and public or private sector organizations will need help to manage potential impacts and to develop mitigation and adaptation strategies. In many ways, each community and organization is unique when addressing these questions, with multiple factors that need to be considered, e.g. socio-economic structure of the community, the types of agricultural/ocean based activities, economic sector, etc. We anticipate a significant need for analysts with the type of background provided by this program for both the private sector and government.</p>

Stage 1 Review for New Degree Proposals

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer

Stage 1 Review for New Degree Proposals

letters of support, labour force projections from government, industry and professional associations, and employer surveys.

- Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.
- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

Submission Guidelines

- Provide evidence of student demand for the program, such as:
 - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
 - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.

Stage 1 Review for New Degree Proposals

- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
 - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 8, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Proposal to establish a Minor in Indigenous Community Development and Governance

Basis for Jurisdiction: Senate Committee on Planning meeting October 6, 2021
Senate meeting November 5, 2021

Strategic Relevance

The proposed Minor in Indigenous Community Development and Governance aligns with the Strategies 4.2 through 4.5 of the University's Strategic Framework to foster respect and reconciliation.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Minor in Indigenous Community Development and Governance, as described in the document “Indigenous Community Development and Governance – PSC and Minor Programs”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Background

The School of Public Administration developed and delivered the undergraduate Diploma in Indigenous Community Development and Governance Program in 2016 and 2018 to cohorts of part-time online learners who were employed fulltime in Indigenous governments and organizations throughout British Columbia. The diploma program structure and curriculum was revised in 2020 and approved by Senate at its March 2021 meeting. The ICDG minor program is created from these existing, approved Indigenous Community Development and Governance courses.

The proposed Minor in Indigenous Community Development and Governance meets the needs of UVic undergraduate students planning a future career in public service and/or working with and for Indigenous organizations. There is a need in Indigenous governments, organizations and communities to develop and train managers and administrators. In addition, public servants at the federal, provincial and municipal level require the unique knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments.

Attachment: November 5, 2021 Senate docket for the proposal to establish a Minor in Indigenous Community Development and Governance.



Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: Proposal to establish a Minor in Indigenous Community Development and Governance

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to establish a Minor in Indigenous Community Development and Governance.

The proposed minor is designed to support the critical learning of undergraduate students in other UVic programs who wish to work for and with Indigenous communities and organizations. The proposed Minor consists of six courses already offered as part of the existing Diploma program and provides opportunities for laddering into other UVic programs.

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 Minor in Indigenous Community Development and Governance, as described in the document "Indigenous Community Development and Governance Minor Program Proposal", and that approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair

Dr. Evanthia Baboula

Dr. Rustom Bhiladvala

Dr. Jo-Anne Clarke

Dr. Adam Con

Ms. Andrea Giles

Dr. Rishi Gupta

Ms. Nicole Greengoe

Dr. Robin Hicks

Dr. Cindy Holder (on leave)

Ms. Sandra Duggan (Secretary)

Dr. Lisa Kalynchuk

Dr. Valerie S. Kuehne

Dr. Michelle Lawrence

Dr. Graham McDonough

Dr. Cynthia Milton

Dr. Abdul Roudsari

Dr. Nilanjana Roy (on leave)

Ms. Ada Saab

Dr. Ralf St. Clair

Ms. Christine Todd

Dr. Jie Zhang



**Indigenous Community Development
and Governance:
Minor Program Proposal**



University of Victoria
School of Public Administration

A word from the designer of the logo, artist Dylan Thomas

The logo for the Diploma in Indigenous Community Development and Governance Program is a drum image inspired by the intricate weaving of sinew that holds the hide in place on the drum frame. The drum is universal and exists in many Indigenous cultures in BC and Canada. It is believed that the drum represents the heartbeat of our nations. The frame of the drum represents community, which is foundational for our existence as First Nations and Métis people and an important aspect of the Diploma Program. The hide that extends over the frame represents governance, which is important for community and is the focus of the Diploma Program. The sinews that provide linkage of the hide to the centre of the back of the drum represent principles of the Diploma Program and the centre-piece that holds the sinew represents culture, which is the strength of community development and capacity building.

About the artist: Dylan Thomas

Contact information: www.dylan-thomas.ca, Dylan@dylan-thomas.ca, 250-885-7975

ICDG Minor Proposal - Preface Statement (Context)

UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education. We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future.

Jamie Cassels, past President, University of Victoria

(<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Through the efficient use of external funds from federal government grants and private donors, the School of Public Administration has developed and delivered a Diploma in Indigenous Community Development and Governance (DICDG). This program meets the needs of Indigenous administrators, as well as the needs of administrators from other levels of government who require education about Indigenous governments, policies, and management practices. The School now seeks approval to expand the ICDG curriculum to a broader student community by creating a Minor and a Professional Specialization Certificate from the existing Diploma curriculum. All programs are for credit, taught online and accessible to distance learners.

The School's goals fit UVic's Strategic Framework, Indigenous Plan 2017-2022, and the Strategic Enrolment Plan. This program will support the efforts of the School and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

The School proposes to expand ICDG curriculum as follows:

- create two new undergraduate programs from existing Diploma courses, including a
 - a Minor in Indigenous Community Development and Governance (6 courses), and
 - a Professional Specialization Certificate in Indigenous Community Development and Governance (post-BA, 4 courses); and
- deliver ICDG courses as electives to undergraduate students enrolled in the School's other undergraduate programs;
- offer elective courses to students in other UVic undergraduate programs, especially those in FHSD; and
- provide ICDG 400-level courses to graduate students as electives for MPA and MA in Community Development programs.

To deliver 10 ICDG courses per year and support the Diploma, Professional Specialization Certificate, and Minor the School is seeking ongoing funding from Ministry in Fall 2021 in the amount of \$358,000 per annum. ICDG curriculum is ready to deliver, with only minor revisions and updating required. No additional funding costs are associated with the expansion to include the Professional specialization certificate and Minor program options. If Ministry funding approval for the full Diploma program is delayed, the Minor program may potentially be offered with existing faculty resources, supplemented by Indigenous sessional instructors and/or supported through external funding.

NEW UNDERGRADUATE PROGRAM TEMPLATE

Indigenous Community Development and Governance – PSC and Minor Programs

Submitted by:	Name and title	Email
Contact person	Dr. Astrid Brousselle, Director, School of Public Administration; Marlowe Morrison, Programs Manager, School of Public Administration	padirect@uvic.ca pamanager@uvic.ca
Dean or designate	Dr. Helga Hallgrímsdóttir, Dean, Faculty of Human and Social Development	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate): Susan Lewis, Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Dean, Donna Jeffery, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	October 9, 2020
Pre-consultation Robina Thomas, Associate Vice-President Indigenous; Jennifer Vornbrok, Executive Director, Community and Government Relations.	November 2, 2020
Pre-consultation with the Indigenous Advisory Academic Council	January 27, 2021
Pre-consultation with Dorothea Harris, Indigenous Initiatives Coordinator, IACE	March, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Robin Hicks, Acting Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	May 31, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning; Maureen Ryan, HSD Associate Dean Academic.	September 1, 2021
Departmental approval	

School of Public Administration Governing Community Meeting	Approved as a priority project, May 4, 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	APPROVED HSD Faculty Council – September 29, 2021

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)
Libraries	March 20, 2020
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	August 30, 2021
Indigenous Academic and Community Engagement	Fall 2020 (multiple meetings)
Completed Resource Consultations – Other: <ul style="list-style-type: none"> ○ Dr. John Borrows, Professor, UVic Faculty of Law ○ Dr. Jeff Corntassel, Associate Professor, UVic Indigenous Studies ○ Marcia Dawson, Consultant/Instructor ○ Mr. Joe Gallagher, Kwunuhmen, Coast Salish of Tla'Amin First Nation ○ Satsan Herb George, Wet'suwet'en Hereditary Chief of the Frog Clan ○ Dr. Lisa Kahaleole Hall, Program Director, UVic Indigenous Studies ○ Ms. Shawna McNabb, Administrative Officer, UVic Indigenous Governance ○ Dr. Devi Mucina, Director, UVic Indigenous Governance ○ Dr. Terry Poucette, Former Asst. Teaching Professor, School of Public Administration, ICDG program ○ Dr. Robina Thomas, Executive Director, UVic Indigenous Academic and Community Engagement ○ Ms. Dorothea Harris, UVic Indigenous Academic and Community Engagement ○ Dr. Jean-Paul Restoule, Professor and Chair, 	ICDG (all programs) Proposal Circulated to the following in February 2020: <ul style="list-style-type: none"> ○ Dr. Patricia Marck, Dean of HSD ○ Dr. Esther Sangster-Gormley, Associate Dean, HSD ○ Dr. Charlotte Loppie, Associate Dean, HSD ○ Dr. Helga Hallgrimsdóttir, A/Director, CYC ○ Dr. Andre Kushniruk, Director, HINF ○ Dr. Susan Duncan, Nursing ○ Dr. Catherine Worthington, PHSP ○ Dr. Jacquie Green, Social Work, ○ Dr. Saul Klein, Dean of Business ○ Dr. Jo-Anne Clarke, Dean, Continuing Studies ○ Dr. Ralf St. Clair, Dean of Education ○ Dr. Peter Wild, A/Dean of Engineering ○ Dr. Allana Lindgren, A/Dean, Fine Arts ○ Dr. David Capson, Dean, Graduate Studies ○ Dr. Heidi Kiiwetinepinesiik Stark, Director, Certificate in Indigenous

<p>UVic Indigenous Education</p> <ul style="list-style-type: none"> ○ Ms. Veda Weselake, Former Federal Government Executive in Residence, Public Administration ○ Tony Kuczma, Program Advisor, Business and Economics, Thompson Rivers University <p>External Consultation 2021: ICDG PSC and Minor - Notice of Intent circulated to Public Institutions:</p> <ul style="list-style-type: none"> ○ Simon Fraser University ○ University of Northern British Columbia ○ Vancouver Island University ○ Camosun College ○ Capilano University ○ Kwantlen Polytechnic University ○ Nicola Valley Institute of Technology ○ Langara College ○ North Island College ○ Thompson Rivers University ○ University of British Columbia ○ University of the Fraser Valley ○ University of Alberta ○ University of Lethbridge <p>Professional Organizations:</p> <ul style="list-style-type: none"> ○ First Nations Public Service Secretariat ○ First Nations Education Steering Committee ○ Indigenous Adult and Higher Learning Association ○ Association Aboriginal Financial Officers Association of Canada <p>Indigenous Communities, Groups, Support and Educational Organizations (500+ contacts)</p> <ul style="list-style-type: none"> ○ Vancouver Island ○ BC ○ Canada 	<p>Nationhood</p> <ul style="list-style-type: none"> ○ Dr. Chris Goto-Jones. Humanities ○ Dr. Christine O'Bonsawin, Indigenous Studies ○ Prof. Susan Breau, Dean of Law ○ Dr. Hans-Peter Loock, Dean of Engineering ○ Dr. Ann Stahl, A/Dean, Social Sciences ○ Dr. Graham Voss, Chair, Economics ○ Dr. Scott Watson, Chair, Political Science ○ Dr. Johannes Feddema, Chair, Geography <p>ICDG (new PSC/Minor programs) Proposal Circulated to the following in September 2021:</p> <ul style="list-style-type: none"> ○ Devi Mucina, Director, Indigenous Governance Program ○ Lisa Kahaleole Hall, Director, Indigenous Studies ○ Heidi Kiiwetinepinesiik Stark, Director, CIRCLE ○ Saul Klein, Dean, Gustavson School of Business ○ Scott Watson, Department Chair, Department of Political Science ○ Jo-Anne Clarke, Dean, Division of Continuing Studies ○ John Borrows, Canada Research Chair in Indigenous Law ○ Susan Breau, Dean, Faculty of Law
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Indigenous Community Development and Governance Program: Minor

<u>A. AREAS OF SPECIALIZATION AND EVIDENCE OF ADEQUATE FACULTY COMPLEMENT TO SUPPORT THE NEW PROGRAM</u>	<u>2</u>
<u>B. ADMISSION REQUIREMENTS FOR PROPOSED NEW PROGRAMS</u>	<u>4</u>
<u>C. CURRICULUM DESIGN</u>	<u>4</u>
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Indigenous Community Development and Governance – PSC and Minor Programs

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

Area of Specialization:

The Minor in Indigenous Community Development and Governance (ICDG) program focusses on critical areas of governance and administration in Indigenous settings and provide learners with the concepts, skills and tools to be future administrative leaders. Students who complete the ICDG minor will gain knowledge that will complement the content of their major program at the University of Victoria, enabling learners to prepare for future careers, whether their goal is to work for Indigenous governments, communities and organizations, or in other public service roles.

UVic Indigenous Community Development and Governance (ICDG) programs of study are unique among BC public administration programs as they are centered in Indigenous histories and perspectives, provide a space for dialogue that is relevant to Indigenous experiences and create opportunities for applied and practical learning in Indigenous contexts. The ICDG courses have been developed and are taught mainly by Indigenous people.

The School of Public Administration developed and delivered the undergraduate Diploma in Indigenous Community Development and Governance Program in 2016 and 2018 to cohorts of part-time online learners who were employed full-time in Indigenous governments and organizations throughout British Columbia. The diploma program structure and curriculum was revised in 2020 and approved by SCP in Cycle 2, for the September 2021 calendar. The ICDG minor program is created from these existing, approved ICDG courses.

However, the ICDG minor is designed to support the critical learning of undergraduate students in other UVic programs who wish to ultimately work for and with Indigenous communities and organizations.

All programs will be taught online and accessible to distance learners, and are for credit.

The need for the Programs:

The proposed Minor in Indigenous Community Development and Governance meets the needs of UVic undergraduate students planning a future career in public service and/or working with and for Indigenous organizations. There is a need in Indigenous governments, organizations and communities to develop and train managers and administrators. In addition, public servants at the federal, provincial and municipal level require the unique knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments.

The School's goal is to increase access to education related to Indigenous governance, administration and organizational management in a Canadian setting. These goals are shared by the University as demonstrated through the following UVic documents:

- Strategic Framework, 2018-2023

- Indigenous Plan 2017-2022, and
- Strategic Enrolment Management Plan.

In addition, this program will help the School of Public Administration and the University of Victoria work towards meeting the mandates of:

- Canada's Truth and Reconciliation Commission, and
- Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

UVic Strategic Framework- Foster respect and reconciliation:

- 4.2: Develop new pathways for access to higher education for Indigenous students.
- 4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.
- 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.
- 4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

UVic's Indigenous Plan 2017-2022 (p. 11).

GOALS AND ACTIONS:

Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.

- a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.....
- d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Adequate Faculty Complement Required:

To support the complete ICDG curriculum (Diploma, PSC and Minor) and enrolled students, the School will hire Indigenous faculty for two new assistant professor positions dedicated to ICDG programs, and will deliver the minimum of 10 ICDG courses per academic year. The school will also give preference to Indigenous sessional instructors in teaching ICDG courses. Expanding ICDG program options to include a PSC and Minor does not require additional faculty resources beyond those of the Diploma.

Alternatively, should Ministry funding for the Diploma program be delayed, the minor may be offered with existing faculty resources and supplemented by Indigenous sessional instructors, potentially supported through external funding.

B. Admission Requirements for proposed new programs

- **Minor** in Indigenous Community Development and Governance
 - be enrolled at UVic in an undergraduate degree program
 - have completed approximately 30 units towards their Bachelor's degree

Applications to the minor from both Indigenous and non-Indigenous learners will be welcome.

C. Curriculum design

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

All ICDG courses have been developed and approved for online delivery as a part of the existing Diploma program. Detailed course description information is provided in **Appendix 3**.

MINOR IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Minor is designed for students enrolled in a Bachelor's degree from another UVic School or Department. Six courses (9.0 units) are required:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities
 (cross-listed ADMN330 (1.5) Understanding Indigenous Governance)

Electives:

- Choice of five other 1.5 unit ICDG courses, or
- At least three other 1.5 ICDG courses, and up to two other 300 or 400-level 1.5 unit UVic courses on an Indigenous topic and approved by the School.

It is anticipated that through cooperation with other UVic Schools and Departments which offer courses on Indigenous topics, students enrolled in the ICDG minor program may opt to take other UVic courses (300 to 400-level) as electives to complete their program (with approval of the School).

ICDG COURSE TOPICS

ICDG 301 (1.5) Governance in Indigenous Communities

ICDG 302 (1.5)	Communications in Indigenous Governments and Organizations
ICDG 303 (1.5)	Lands, Resources and Economic Development
ICDG 304 (1.5)	Strategic Planning and Implementation
ICDG 305 (1.5)	Indigenous Research and Project Management
ICDG 306 (1.5)	Human Resource Management in Indigenous Organizations
ICDG 307 (1.5)	Managing Change for Effective Social and Community Development
ICDG 308 (1.5)	Financial Management in Indigenous Governments and Organizations
ICDG 400 (1.5)	Leadership in Indigenous Communities and Governments
ICDG 401 (1.5)	Capstone for Indigenous Government and Organizations
ICDG 402 (1.5)	Intergovernmental Relations: Working with Others

~Up to two 300 or 400 level courses on Indigenous topics, as approved by the School.

Transfer of Courses towards other Programs:

ICDG minor course work is intended to be considered as part of the graduation requirements for an undergraduate student's bachelor's degree program at the University of Victoria and complement their major program. However, should the student's plans change, ICDG courses can be transferred:

- Elsewhere within UVic: The ICDG minor courses can be transferred towards other UVic degree programs (depending on requirements)
- Externally: The ICDG courses can transfer towards degree programs at Thompson Rivers University

Eight Principles ICDG Programs

ICDG curriculum was originally designed with the following eight principles, based on the guidance and advice from the many Indigenous leaders the School consulted while developing this program:

1. **Inclusive**—the curriculum is inclusive of all Indigenous peoples, communities and organizations and welcomes Indigenous and non-Indigenous learners.
2. **Practical**—Courses have practical application. Indigenous communities and organizations will benefit because students will acquire tools to address their needs, priorities and aspirations.
3. **Progressive**—Students will gain knowledge and skills to help guide their communities to greater economic independence and self-determination. They will develop forward-thinking approaches to leadership, policies, management practices and results-based organizations
4. **Strengths-based**—the program focuses on the strengths of students, Indigenous communities and organizations within the context of administrative leadership, community development and governance.
5. **Innovative**—the program emphasizes innovative approaches for effective administration and governance. Students will develop skills to lead and manage in complex Indigenous environments and emerging socio-economic and technological change.
6. **Relevant**—Courses are relevant as they reflect the diversity of Indigenous people, histories, cultures and values. They relate to Indigenous contexts of community, administration and governance.
7. **Empowering**—Courses and learning materials empower students to apply their skills and knowledge within their roles as administrators and leaders of Indigenous communities and organizations.
8. **Culturally Responsive**—the program values the uniqueness and importance of Indigenous cultures and honours Indigenous ways of knowing, values, perspectives and experiences in its courses and instruction.

Does the program 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.

The program will not engage in work terms, Co-op, or developing placement opportunities. However, students enrolled in the Minor may have the option of participating in a Co-op program through the Department of their Major. In this case, the Minor in ICDG may assist them to find a Co-op placement that is relevant to not only their Major, but also the Minor in Indigenous Community Development and Governance.

It is expected that most learners enrolled in the ICDG minor program will be full-time undergraduate students and may have limited work place experience. Therefore, instructors will set the course materials in such a way that both the students with and without workplace experience can fully relate to the readings and assignments. As in any classroom setting, we anticipate that through online dialogue between students and the instructors' input, the learners with less workplace experience will have the advantage of learning from their experienced fellow students.

Opportunities for community engaged and research-enriched learning.

Students enrolled in the Minor in Indigenous Community Development and Governance will be encouraged to consider their personal work and life experiences as they relate to the course content. On campus students enrolled in the minor could also consider LE, NONET courses as part of their minor program, and once completed, they may qualify for community internships and/or community research apprenticeships, which both have a stipend attached to them.

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

The entire ICDG curriculum has been designed to be delivered via distance education. The courses all have BrightSpace websites with readings provided online, in addition to textbooks. The School of Public Administration has 40+ years of distance education experience and currently delivers other professional undergraduate and graduate programs via online delivery.

Identify the learning outcomes.

Indigenous learners in UVic undergraduate degree programs will acquire knowledge and skills in the ICDG minor program to complement and enhance the studies in their major program, and support the need to build their future administrative and leadership careers. They will enhance their qualifications by learning about management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.

The non-Indigenous learner in the ICDG minor program will learn skills to work alongside Indigenous programs, organizations and governments in their future careers, having gained a better understanding of the history and administrative systems of Indigenous governments and organizations within Canada, as well as intergovernmental relations.

Identify anticipated times to completion.

Minor in ICDG (6 courses): Students would normally enroll in the Minor in their third year of bachelor degree studies, so could complete the requirements within the remaining two years of full-time study.

The School proposes to offer ICDG courses in a schedule similar to the following example (subject to change, dependent on faculty and funding structure):

Example Schedule:

Fall	Spring	Summer
ICDG 301 Governance in Indigenous Communities	ICDG 303 Lands, Resources and Economic Development	ICDG 305 Indigenous Research and Project Management
ICDG 302 Communications in Indigenous Governments and Organizations	ICDG 304 Strategic Planning and Implementation	ICDG 306 Human Resource Management in Indigenous Organizations
ICDG 307 Managing Change for Effective Social and Community Development	ICDG 400 Leadership in Indigenous Communities and Governments	
ICDG 308 Financial Management in Indigenous Governments and Organizations	ICDG 402 Intergovernmental Relations: Working with Others	

Note: ICDG 301 will be cross-listed with ADMN 330 – Indigenous Governance in Canada, which will be offered in alternate terms, increasing opportunities for students to take this topic.

Provide the policies on student evaluation, candidacy exams, and oral examinations.

These are all undergraduate programs, so there would not be candidacy exams or oral examinations. Course learning will be based on their course readings and the instructors' course notes and interaction with the instructor and fellow students. Students' course work will be assessed on their online dialogue with their fellow students and the instructor, on written assignments (normally two to three essays over the term), online group work, and online presentations.

Plans for integration of teaching and research.

The duties of the assistant professors will involve teaching in this program and research, which will be based on their specific research interests and skills. The research will involve a variety of topics, including (for example) Indigenous governance and self-determination, Indigenous data management, governance history, sovereignty, community development, intergovernmental relations, place-based governance and environmental sustainability. It is anticipated that the faculty members' research will intersect with that of their SPA and other UVic colleagues on Indigenous governance issues in Canadian settings.

Describe any international or Indigenous opportunities or perspectives.

The entire ICDG curriculum is centered in Indigenous perspectives of governance and community development in a Canadian setting. We anticipate that faculty may choose to teach and do research on national or international issues related to Indigenous history and relations, as well as studying current and emerging trends and intergovernmental relations.

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

Enrolment:

The proposed ICDG Minor program and ICDG curriculum overall support the School of Public Administration goal of

improving opportunities for Indigenous learners. ICDG programs are applicable to future public servants in the federal, provincial and municipal governments who are enrolled in Public Administration programs and wanting to learn more about Indigenous governance. In particular, ICDG curriculum responds to the following policies and goals:

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to **provide education to public servants** on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-19 Declaration on the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nations Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Specifically, the School would like to note that with UVic's emphasis on positive relations with Indigenous students and communities, our courses would contribute to better informing UVic students of the rights and history of Indigenous people, thereby building awareness and respect. Certain courses in the curriculum would be of particular interest to a large number of UVic students, both Indigenous and non-Indigenous, to better inform them of the relationship between Indigenous people and visitors to the traditional territories of the lək'wəŋən peoples where the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose important relationships with the land continue. To this end, the School of Public Administration envisions that particular ICDG courses may require two sections to handle potential enrolment. To quote former UVic President Jamie Cassels:

...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future. (<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Student recruitment:

Students enrolled in the ICDG Minor will likely be full-time students enrolled in a UVic bachelor's program and will require six ICDG courses to fulfill their requirements. These courses would count towards their regular undergraduate program elective requirements and they would be eligible for the same funding as any other full-time students.

Students could complete ICDG courses at any point of the year (September, January, or May). We could accommodate an intake of 20 minor students per year. The only required course in the minor program, ICDG 301, is cross-listed with ADMN 330 - Indigenous Governance in Canada, which will increase the number of term and course options available every year for ICDG minor students.

The School will actively recruit current and potential UVic undergraduate students to the minor program through social media, campus advertisements and through advertisements and personal connections with Indigenous governments and non-profit organizations. In the Summer of 2021, additional consultation with Indigenous communities and organizations took place in preparation for Ministry submission, establishing relationships with a network of individuals and communities that support Indigenous post-secondary students (see **Appendix 4** for overview of consultation project).

Financial support: Indigenous students enrolled in the ICDG minor should qualify for funding support from their communities, confirmed during ongoing consultation with Indigenous communities and organizations in Summer 2021.

In addition to the students enrolled in the ICDG minor program, the courses would be available to other UVic undergraduate and graduate students as electives. As these are 300 and 400-level courses, other students should be in at least their third year of a degree program and would have access to any financial support that full-time students are entitled to receive.

Transfer credit:

The ICDG minor courses do not provide a full-time degree program, but are expected to contribute to the graduation requirements of the learners' major degree program. Based on the precedent of the previous Certificate in the Administration of Aboriginal Governments (CAAG) or what was later called the Certificate in the Administration of Indigenous Governments (CAIG), many ICDG courses could be used towards UVic bachelor degree requirements even if students do not complete the entire minor program, and depending on how much elective credit is available in various programs. In addition, should the minor student alter their plans to complete a degree at UVic, ICDG minor courses could be transferred to Thompson Rivers University bachelor's degree programs.

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

Indicate resources required for new faculty and staff appointments, space and library.

For a chart on how ICDG courses apply to Minor, Professional Specialization Certificate and other programs, see **Appendix 3**.

The School's financial and human resource requirements for ICDG programs are detailed in the following budget. Please note that funding for the ICDG minor program cannot be separated from ICDG Diploma program (revised and approved February 2021 SCP). There is no additional funding or resource requirements required to offer the minor in addition to the existing Diploma. There is sufficient general office space for clerical staff and three offices will be required for ICDG faculty and the .5 PEA Program Manager. Some of this office space will be available in the School, based on retirements.

For reference, the following budget is based on a steady state of offering 10 ICDG undergraduate courses per year with an enrolment of up to 35 students per course.

Financial and Human Resources Required:

Operating and Teaching Expenses Requested for Indigenous Community Development and Governance Programs	Steady State - Diploma, Minor, PS Certificate, electives - 10 courses per year	
Two Assistant Professors - (new positions to teach 4 courses each)	105,000	210,000
20% benefits	21,000	42,000
Sessional instructors - 2 at \$7,500	7,500	15,000
4% benefits	300	600
Program Assistant - 0.8 FTE (CUPE 951)		38,794
20% benefits		7,759
Sundry Services (course revision, multi-media development) and individualized student support		7,000
Miscellaneous (phone, photocopy, postage, supplies)		1,000
Total cost		322,153

Provided by the School (extra base funds requested)

Program Coordinator - 0.5 FTE position PEA Level to be determined		30,000
20% benefits		6,000
Total cost		36,000

F. Appendices

1. The History of the Development and Delivery of Indigenous Community Development and Governance programs
2. ICDG Course Descriptions
3. Overview of the ICDG diploma, professional specialization certificate and minor
4. Summary of ICDG Community Consultation project
5. Library Resources; Letters of support from Faculties and Departments

Appendix 1

The History of the Development and Delivery of Indigenous Community Development and Governance programs

Below you will find key background information about the current programs in Indigenous Community Development and Governance at UVic.

History:

The School of Public Administration has been offering programs in Indigenous governance and administration since 1990. SPA offered a successful 8-course credit Certificate in the Administration of Aboriginal Governance (CAAG) from 1990-98. When the Indigenous Governance Program started in 1999, the certificate program moved out of the School and was administered by IGOV. The program was re-titled to “Certificate in the Administration of Indigenous Governance” (CAIG). The IGOV program has since made their graduate programs a priority and stopped offering the certificate in 2007.

Graduates of the CAAG and CAIG programs could ladder their courses into the School’s undergraduate Diploma in Public Sector Management program (DPSM). Upon completion of four more ADMN courses, students could earn the Diploma in Public Sector Management. Courses could also be laddered into other UVic programs.

A total of 105 students completed the CAAG and CAIG programs. Twenty-five percent of these graduates went on to further studies at UVic, including 20 who completed the Diploma in Public Sector Management and a further seven who completed an undergraduate or graduate degree from UVic.

ICDG Program development and funding:

The Diploma in Indigenous Community Development and Governance (ICDG) is a program designed in collaboration with Indigenous community leaders. During 2013-14, a proposal was prepared and the Diploma in First Nations Government and Administration was approved by the UVic Board of Governors in April 2014.

Initial development funding in the amount of \$150,000 was provided by the Office of Vice-President Academic in 2014. The School applied to the then titled Department of Indian and Northern Affairs (DIAND) for a three-year grant to develop and deliver the program (one year of development funds, two years of program administration funds for the first cohort.) The grant was approved, but the Government later made funding cuts across many grants. The School’s grant was cut from three years to less than one year, which allowed only time for development. In actuality, there was far less than a year to make use of the funds: the grant of \$241,186 (about 50% of the original allocation) was received in November 2014 and had to be spent by March 31, 2015. Through the administration of a newly hired Program Coordinator, Marcia Dawson (a graduate of the School’s CAAG program) and the oversight of the Director, Evert Lindquist, twelve courses were developed and plans for delivery were implemented. The School applied for and received a further DIAND/INAC grant in 2017 for \$112,593.

The combination of the second INAC grant and other external funds ensured sufficient funding for a second cohort. The former HSD Development Officer, Lynne Milnes, applied for and received an operating grant from the Vancouver Foundation in the amount of \$225,000 over three years (2017-2020). She also

raised \$20,000 in private donations and developed a funding proposal to an anonymous donor, which resulted in a further \$50,000 in 2018-19, which was negotiated with the support of the HSD Dean and the current Development Officer, Trisha Roche.

The UVic Office of Indigenous Academic and Community Engagement (IACE) provided student funding to the School through the Government of BC Aboriginal Services Plan Fund. The School received \$15,000 in 2016, which was distributed as student awards to the first cohort during the 2016-17 academic year. In 2019, the ASP Fund provided \$10,000 for operating costs for the second cohort.

2016-2018 Diploma Program Delivery:

The School accepted two cohorts of students, in September 2016 and September 2018. Each cohort registered in two online courses per term, plus three 5-day on campus workshops in the first fall term and in two summer terms.

2020 ICDG Diploma Revision Proposal:

In 2020 The School of Public Administration submitted a proposal to revise the existing ICDG Diploma from a 12 course (17.5 unit) program to a 10 course (15 unit) program, to be administered online in a more flexible and accessible schedule for students. These changes were approved by the Senate Committee on Planning (SCP) in February 2021.

2021 Ongoing Consultation Project:

The School of Public Administration is conducting ongoing consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process serves to build relationships with key contacts, share information, validate ICDG program structure and administration, and invite feedback in anticipation of program re-launch in 2022. Consultation began in June 2021 and is expected to complete in October 2021.

Appendix 2

INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE Course Descriptions

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with specific emphasis on the communication tools necessary in Indigenous government organizations. Topics include: developing excellent written, verbal and interpersonal communication skills; technical and strategic approaches to written and verbal communication for internal and external audiences; stages of the writing process; report writing skills; composing responses, briefing notes, news releases and sensitive messages. Practices, strategies and tools necessary to engage Council, community and stakeholders using effective and inclusive communication processes.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning

ICDG 305 (1.5) Indigenous Research and Project Management

Provides skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resource Management in Indigenous Organizations

Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human

resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services - past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational initiatives. Community characteristics will be identified and their potential role/impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone Project for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the *Indian Act*, treaty negotiations, alternative partnerships, lands and resources issues.

Appendix 3

Overview of ICDG courses in Diploma, Professional Specialization Certificate and Minor programs:

	Minor in ICDG	Professional Specialization Certificate in ICDG	Electives for other Programs	Diploma in ICDG
Total courses required	6	4	Varies	10
Students' profile	Must be enrolled in a Bachelor's degree program. Could be working administrators or full-time on campus students.	Working administrators who already hold a degree	<ul style="list-style-type: none"> • DPSM, DLGM • MPA, MACD (using only ICDG 400-level) • Other UVic undergrad programs where course fits the requirements. 	<ol style="list-style-type: none"> 1. Administrators working full-time, studying part-time, and 2. Full-time students, who may be younger, with limited work experience
Course Delivery Format	Online, while taking other UVic courses	Part-time online	Online, while taking other UVic courses	Part-time(1-2 courses) or full-time (at least three courses) online
Number of courses from: <ul style="list-style-type: none"> • the existing ICDG curriculum and • other UVic programs (Note: subject to review/approval by other UVic Indigenous programs) 	1 required and 5 elective ICDG courses. <ul style="list-style-type: none"> • Electives could include 2 courses on Indigenous topics from other UVic programs. 	1 required and 3 elective ICDG courses	ICDG courses could be elective credit for other Indigenous programs at UVic (subject to review/approval with other programs.)	10, 2 required and 8 elective ICDG courses. Up to 2 electives could include Indigenous topics from other UVic programs.
Program could ladder into....	Recognized ICDG Minor as part of a 40-course UVic Bachelor's degree.	Stand alone, but could ladder into an ICDG Diploma (6 more courses) or DPSM or DLGM (7 more courses).	Courses would be elective credits towards UVic degree, diploma or certificate.	ICDG courses could ladder into a UVic or Thompson Rivers University (TRU-OL) degree program.
How ICDG courses fit into other program requirements	Students will require 34 other courses to complete a Bachelor's degree.	Could ladder into a Diploma in ICDG (requires 6 more courses) or a Diploma in Public Sector Management or Local Government Management (7 more courses)	ICDG courses would count as electives in other UVic programs.	Varied, up to 10 courses transferred to other UVic or TRU programs, depending on what is accepted by the other program

Appendix 4

UVic Indigenous Community Development and Governance (ICDG) programs Consultation Survey Summer 2021 - Indigenous Communities and Organizations

Introduction: The following is a summary of the Indigenous student and community consultation performed by the School of Public Administration, for the purpose of the proposal for Ministry support of ICDG programs.

Objective: Gain input, feedback, and recommendations from Indigenous students, communities and organizations on the existing diploma proposed professional specialization certificate and minor programs.

Context: The consultation process began in June 2021 by connecting with local Indigenous communities and national Indigenous groups and organizations to receive feedback on existing and proposed ICDG programs. Several groups were identified to consult with, including past students of the diploma program, First Nation communities on Vancouver Island, FNMI communities and groups within British Columbia, Friendship Centres across Canada and provincial Indigenous groups and organizations in BC. Where possible, an email invitation was sent along with the electronic survey to receive feedback. The invitation outlined the purpose of connecting, the proposal, and requested the recipients participation through completion of the survey. For those that we did not have email contact information available, a paper version of the invitation and survey was mailed their review. Careful effort was made for First Nation communities on Vancouver Island to receive their specific input, as they were identified as key stakeholders. Along with sending the email and/or paper mail, efforts were made to connect with Education Managers from those communities by phone to discuss the proposal in further detail. Both electronic and paper results are still being received.

Process: Input from UVic IACE and Indigenous faculty within the School of Public Administration informed who should be included in the consultation process, along with following previous efforts made by the School when they first introduced the Diploma program. In total, our consultation list contains 503 contacts from the groups outlined above. The original survey was specific to First Nation Education Managers who oversaw the federal Post-Secondary Student Support Program (PSSSP). Slight changes were made to the survey for Indigenous groups and organizations that may or may not provide funding for their students/clients. Strong efforts were made to capture the appropriate insights from the varying groups to better understand their needs.

Preliminary Results Summary (September 2021):

Group 1: Past ICDG Diploma Students and Graduates

Surveys sent: 38

Responses: 8

Group 2: BC Education Coordinators

Surveys sent: 167

Responses: 15

Group 3: Indigenous Groups and Organizations (BC)

Surveys sent: 153

Responses: 9

Group 4: National Indigenous Groups and Organizations

Surveys sent: 40

Responses: 3

Results Discussion: Overall, survey comments were supportive of ICDG programs and many indicated that the outlined programs would meet their communities' educational needs. There were some concerns raised about funding for online part-time programs from some groups (i.e., students may not be eligible for living allowance). There were also concerns raised about the admission requirements for the diploma and certificate, such as students not being able to meet the English requirement or already hold a bachelor's degree (required for professional specialization certificate program). Other concerns raised included technology access, especially for more northern or remote communities.

Stage 1 Review for New Degree Proposals

The Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as an appendix.
- Use “n/a” or “non-applicable” for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.
- Attached to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION: University of Victoria	PSIPS PROPOSAL #:
PROPOSED DEGREE: (note this proposal is not for a degree program.) <ul style="list-style-type: none">○ Minor in Indigenous Community Development and Governance (ICDG)	

Stage 1 Review for New Degree Proposals

Summary Description of Program:

The School of Public Administration has developed and delivered a Diploma in Indigenous Community Development and Governance (ICDG), designed to meet the professional development needs of working Indigenous administrators through part-time online study. This program meets the needs of current and future administrators from all levels of government who require training and education about Indigenous governments, community organizations, policies, and management practices through culturally sensitive and relevant course content.

The School is now seeking to expand the ICDG curriculum to a broader student community by adding a Minor in Indigenous Community Development and Governance program option, using existing ICDG courses. The Minor in Indigenous Community Development and Governance (ICDG) program focusses on critical areas of governance and administration in Indigenous settings and provides undergraduate learners with the concepts, skills and tools to be future administrative leaders. Students who complete the ICDG minor will gain knowledge that will complement the content of their major program at the University of Victoria, enabling learners to prepare for future careers, whether their goal is to work for Indigenous governments, communities and organizations, or in other public service roles.

In response to consultation feedback from past ICDG students, Indigenous communities and organizations and others the School has updated ICDG programs to offer the courses throughout the academic year (January, May or September). ICDG minor students may choose one or more courses per term, depending on their personal circumstances and degree program status. Students enrolled in the ICDG minor program can complete minor requirements in their third and fourth years of their degree program, depending on the requirements of their major.

ICDG programs consist of third and fourth-year university credit courses that require an average of 8 – 10 hours per week of independent study. These are paced online courses, which means weekly readings, scheduled online discussions and assignments. Existing ICDG courses include:

- [ICDG301](#) - Governance in Indigenous Communities (1.5)
- [ICDG302](#) - Communications in Indigenous Governments and Organizations (1.5)
- [ICDG303](#) - Lands, Resources, and Economic Development (1.5)
- [ICDG304](#) - Strategic Planning and Implementation (1.5)
- [ICDG305](#) - Indigenous Research and Project Management (1.5)
- [ICDG306](#) - Human Resource Management in Indigenous Organizations (1.5)
- [ICDG307](#) - Managing Change for Effective Social and Community Development (1.5)
- [ICDG308](#) - Financial Management in Indigenous Governments and Organizations (1.5)
- [ICDG400](#) - Leadership in Indigenous Communities and Governments (1.5)
- [ICDG401](#) - Capstone Project for Indigenous Governments and Organizations (1.5)
- [ICDG402](#) - Intergovernmental Relations: Working with Others (1.5)

MINOR IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Minor is designed for students enrolled in a Bachelor's degree from another UVic School or Department and should be in their third year of Study. Six courses are required:

Required:

- ICDG 301 Governance in Indigenous Communities (1.5)
(*cross-listed ADMN330 (1.5) Understanding Indigenous Governance*)

Electives:

- Choice of five other ICDG courses (1.5 units), or
- At least three other ICDG courses and up to two other 300 or 400-level UVic courses on an Indigenous topic and approved by the School.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	<ul style="list-style-type: none"> The School of Public Administration's proposed Minor in Indigenous Community Development and Governance (ICDG) program fits within: <ul style="list-style-type: none"> UVic's Strategic Framework, 2018-2023 Indigenous Plan, 2017-2022 Strategic Enrolment Management Plan The School of Public Administration strategic priorities The proposed ICDG minor program will support the efforts of the School and the University to meet the mandates of: <ul style="list-style-type: none"> Canada's Truth and Reconciliation Commission, and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People)
How does the proposed program support the current academic and strategic plan of the institution?	<p>The design and delivery of the Minor in Indigenous Community Development and Governance aligns with the following UVic goals:</p> <p>UVic Strategic Framework- Foster respect and reconciliation:</p> <p>4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.</p> <p>4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.</p> <p>4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.</p> <p>UVic's Indigenous Plan, 2017-2022 (p. 11).</p> <p>GOALS AND ACTIONS:</p> <p>Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.</p> <p>a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture</p>

Stage 1 Review for New Degree Proposals

and the impact of colonial practices on Indigenous peoples and communities....

- d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to **provide education to public servants** on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentarybusiness/legislation-debates-proceedings/41st-parliament/4th-session/bills/firstreading/gov41-1>).

The School believes that by making ICDG curriculum more available, that we can contribute to the goals of UVic, as stated by former President Jamie Cassels:

...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous

Stage 1 Review for New Degree Proposals

	<p>students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.</p> <p>As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future. (https://www.uvic.ca/home/about/about/indigenous/index.php)</p>
<p>For applied degrees offered under the <i>College and Institute Act</i>:</p> <ul style="list-style-type: none"> Does the proposal lead to a specific occupation? Does the proposal provide a diploma exit, if appropriate? 	<ul style="list-style-type: none"> The ICDG minor program will not fall under the <i>College and Institute Act</i> because it is a university credit program. However, ICDG Minor students will be full-time UVic students who will be including in their academic program six courses from the ICDG professional program. They will expect that the ICDG courses will provide education/training that will be useful in finding work upon graduation with their bachelor's degree, especially if their career plans include working with or for Indigenous organizations and First Nations governments, or in public service roles that work with and for Indigenous peoples and organizations. If a student were to discontinue their bachelor degree program having completed some or all of the ICDG minor courses, these courses could alternatively be used towards the ICDG Diploma program.
B. Capacity	
<p>To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?</p>	<ul style="list-style-type: none"> The School of Public Administration's ICDG minor courses have already been developed and delivered by Indigenous faculty and sessional instructors who are experts in the field of Indigenous governance and intergovernmental relations. The School is now in a position to recommend, based on past offerings and continuous consultation with stakeholders, the expansion of ICDG program offerings to include a new minor program option. It is anticipated that through cooperation with other Schools and Departments which offer courses on Indigenous topics, students enrolled in the ICDG minor may opt to take other UVic courses (300 to 400-level) as electives to complete their program (with approval of the School). Alternatively, the School will welcome, as enrolments allow, students from other UVic programs to enroll in ICDG courses. Course descriptions are provided in Appendix 1.

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To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?

The School's financial and human resource requirements for all ICDG programs are detailed in the following budget for reference. Please note that funding for the ICDG minor program only cannot be separated from ICDG Diploma program, but there is no additional funding or resource requirements required to offer the minor in addition to the existing Diploma.

The School identifies a need for two faculty positions, plus two sessional instructors per year, plus operating expenses, including staff. The School will prioritize hiring Indigenous faculty for these positions.

Operating and Teaching Expenses Requested for Indigenous Community Development and Governance Programs	Steady State - Diploma, Minor, PS Certificate, electives - 10 courses per year	
Two Assistant Professors - (new positions to teach 4 courses each)	105,000	210,000
20% benefits	21,000	42,000
Sessional instructors - 2 at \$7,500	7,500	15,000
4% benefits	300	600
Program Assistant - 0.8 FTE (CUPE 951)		38,794
20% benefits		7,759
Sundry Services (course revision, multi-media development) and individualized student support		7,000
Miscellaneous (phone, photocopy, postage, supplies)		1,000
Total cost		322,153

Provided by the School (extra base funds requested)

Program Coordinator - 0.5 FTE position PEA Level to be determined		30,000
20% benefits		6,000
Total cost		36,000

Stage 1 Review for New Degree Proposals

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	<p>The primary social benefit of Indigenous Community Development and Governance programming is providing education to current and future Indigenous administrators and managers to support their professional development. Indigenous students at the University of Victoria will be able to enhance the studies of their selected major program with a Minor in Indigenous Community Development and Governance, enabling them to optimize their undergraduate education and contribute to the development and governance of their own communities.</p> <p>The ICDG minor program also supports the important social benefit of providing non-Indigenous learners (potentially current and future public servants) a critical understanding of the history and current needs of Indigenous people and communities that they may serve in their workplaces. This development is a key component in supporting reconciliation between federal, provincial and municipal levels of government with the First Nations and Indigenous peoples of British Columbia.</p>
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	<p>Social, cultural, regional, community benefits:</p> <p>The School of Public Administration recognizes that there is a need in Indigenous governments, organizations and communities to develop and train managers and administrators and broaden their understanding of Indigenous leadership and administration, within their own contexts. In addition, future public servants at the federal, provincial and municipal level require specific knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments.</p> <p>The goals of the Minor in Indigenous Community Development and Governance is to provide increased access to courses related to Indigenous governance and organizational management to UVic undergraduate students.</p> <p>The ICDG minor program would contribute to better informing UVic undergraduate students of the rights and history of Indigenous people, thereby building awareness and respect. Certain courses in the curriculum would be of particular interest to a large number of UVic students, both Indigenous and non-Indigenous, to better inform them of the relationship between Indigenous people and</p>

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	<p>visitors to the traditional territories of the ləkʷəŋən peoples where the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose important relationships with the land continue.</p> <p>These goals are shared by the University as demonstrated through the following UVic documents:</p> <ul style="list-style-type: none"> • UVic's Strategic Framework, 2018-2023 • Indigenous Plan 2017-2022, and the • Strategic Enrolment Management Plan. <p>The ICDG minor program will support the efforts of the School of Public Administration and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People). This mandate stipulates the need to train current and future public servants with regard to Indigenous Governance and Community Development (https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1).</p>
<p>How would the proposed program advance social goods or government priorities?</p>	<p>Social goods:</p> <p>The Indigenous Community Development and Governance minor program and courses strive to provide Indigenous undergraduate students the opportunity to build their administrative and leadership competencies and to provide professional education that will support their ongoing and future contributions to their own governments and communities. They will enhance their degree qualification by learning about responsible management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.</p> <p>In addition, non-Indigenous students who may be current or future public servants at the federal, provincial and municipal levels, require specific knowledge and skills in order to work effectively and efficiently with and for Indigenous citizens and Indigenous governments, improving inter-governmental relations.</p> <p>The Minor in ICDG is aligned with the following Government priorities:</p> <p><u>Ministry of Advanced Education and Skills Training Service Plan 2021/2022 – 2023/24</u></p> <p>Goal 3/Objective 3.1 Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission:</p>

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	<p>Key strategies</p> <ul style="list-style-type: none"> Working with public post-secondary institutions to continue advancing systemic and cultural change fostering a public post-secondary education system that is respectful, relevant, responsive, and receptive to Indigenous learners, institutes and communities. Supporting the delivery of programs that advance self-determination and that foster partnerships to meet community needs... <p>Goal 3/Objective 3.2: Support accessible and responsive skills training and postsecondary education programs for Indigenous learners and communities</p> <p>ICDG course curriculum has been specifically designed in response to the expressed need of Indigenous communities to develop the administrative and leadership skills within their own people with flexible, accessible education programs.</p> <p><u>Ministry of Indigenous Relations and Reconciliation Service Plan 2021/22-2023/24</u></p> <p>Goal 1/ Objective 1.2: Support Indigenous communities in advancing self-determination and governance building</p> <ul style="list-style-type: none"> Support capacity development in Indigenous governments and organizations, including Indigenous public services. <p>The ICDG Minor is specifically designed to equip students with the knowledge and capacity to assume positions of administrators and managers in Indigenous governments, organizations and public services.</p>
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C. Economic Benefit

<p>What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?</p>	<p>The ICDG minor program offers education and training that will provide economic benefit to students and graduates in increasing their career and professional advancement opportunities after completion of their undergraduate degree.</p> <p>Public servants at the federal, provincial and municipal level increasingly require the knowledge and skills in order to work effectively and efficiently with and for Indigenous citizens and Indigenous governments. These specialized skills are increasingly desirable to obtaining employment in public service roles.</p> <p>Future employers of ICDG minor students may include governments, including First Nations, as well as local, provincial or federal governments or organizations that service Indigenous people and communities. These employers will benefit by gaining a better-educated, productive workforce that is equipped to meet the goals of their organizations in ways that promote truth and reconciliation with Indigenous peoples.</p>
<p>How would the proposed program support economic growth and/or government economic priorities?</p>	<p>The goal of the ICDG minor program is to provide the training and education for future administrators to provide good governance and improved intergovernmental relations for First Nations governments and Indigenous organizations with municipal, provincial and federal governments.</p> <p>Good management of people and resources is required at all levels of government. While respecting Indigenous cultures and practices, the ICDG minor program will provide relevant skills in administration, financial management, resource management, strategic planning, human resources, communications and policy-making to UVic undergraduate students.</p>
<p>What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)</p>	<p>The ICDG Minor program is designed future public sector and non-profit administrators, including line staff or managers, in both Indigenous organizations and public service roles. The employment position of graduates of the ICDG minor program will depend on the subject of their major program and a combination of ICDG education and the learner's other professional and educational experience.</p> <p>Examples of applicable high opportunity labour market categories that apply to the ICDG minor program include:</p> <ul style="list-style-type: none"> • Administrative officers (NOC 1221) (ex: Administrator, band / reserve) • Other administrative services managers (NOC 0114) (ex: Manager, records) • General office support workers (NOC 1411) (ex. Clerk, administrative / general office)

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	<ul style="list-style-type: none"> Government managers - economic analysis, policy development and program administration (NOC 0412) (ex. Director, community economic development)
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	<p>The ICDG Diploma program received two grants from Indigenous and Northern Affairs Canada, which was instrumental in developing the existing Diploma program and ICDG courses, which are used to make up the ICDG minor program.</p> <p>The primary focus of ICDG minor is to train future administrators in Indigenous governments and community organizations to provide good governance and improved intergovernmental relations. Reciprocally, the ICDG minor will also prepare future public servants at all levels of municipal, provincial and federal governments to work more respectfully and efficiently with Indigenous citizens and Indigenous governments to also support better intergovernmental relations and reconciliation mandates.</p> <p>Example - Indigenous initiatives in BC Public Service that support better understanding of Indigenous Governance:</p> <p><i>Strengthening the representation and inclusion of Indigenous employees in the BC Public Service is important to 'Where We All Belong,' our diversity and inclusion strategy. As representatives of the Crown, B.C. government employees have a responsibility to advance principles of reconciliation in a way that honours and respects the unique constitutional and legal status of First Nations, Métis and Inuit peoples.</i></p> <p><i>Reconciliation is everybody's responsibility and all ministries have been mandated to remain focused on creating opportunities for Indigenous peoples to be full partners in B.C.'s economy and providing a clear and sustainable path for everyone to work toward lasting and meaningful reconciliation. There are several corporate-wide initiatives led by the BC Public Service Agency (PSA) that support this mandate.</i></p> <p>https://www2.gov.bc.ca/gov/content/careers-myhr/about-the-bc-public-service/diversity-inclusion/indigenous-initiatives</p>
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	<p>From June to October 2021 the UVic School of Public Administration conducted consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process served to re-establish or build relationships with key contacts, share information, validate existing ICDG program structure and administration, and invite feedback on updated program options.</p> <p>Preliminary consultation results have provided support for the proposed Minor in Indigenous Community Development and</p>

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	Governance (ICDG) program in curriculum and format. Feedback on potential funding and admissions barriers to potential students has been incorporated into program schedule planning.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	N/A – does not involve a regulated profession or accreditation organization.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	<p>BC institutions, and in particular the University of Victoria, have prioritized recognizing, supporting and responding to the educational needs of Indigenous students and communities and providing cultural and spiritual recognition and support while studying at UVic. Implemented programs that specifically serve Indigenous peoples at UVic include education, language revitalization, a major and minor in Indigenous studies, social work, business and leadership, child and youth care, nursing, governance, law, sciences, and the arts. However, Indigenous people and communities have expressed the specific need for ongoing educational training program on administration of their own governments, communities and organizations.</p> <p>While, there are college and university programs that offer minor programs in Indigenous Studies throughout the province, and others that offer minor programs in public administration and public policy, the proposed ICDG minor program offers education specific to the administration of Indigenous organizations and governments. This program is unique in its subject focus and its format as a minor, offered at a third-year or higher undergraduate level. In addition, the flexible online format of ICDG courses is unique, enabling a broader range of students to access courses. Minor program students will benefit from the diverse backgrounds of fellow students in ICDG classes.</p> <p>CIP code: 44.0401 - Public administration</p> <p>Also related: 44.0000 - Human services, general 44.0201 - Community organization and advocacy 44.0501 - Public policy analysis, general 30.1202 - Cultural resource management and policy analysis</p>

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B. Consultation

To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?

From June to October 2021 the School of Public administration conducted consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process served to re-establish or build relationships with key contacts, share information, validate ICDG programs structure and administration, and invite feedback on updated program options.

As part of this consultation, 14 public post-secondary institutions (12 in BC) that offer related programs were provided updated details on all UVic ICDG programs. Public institutions were invited to provide feedback on the Minor in Indigenous Community Development program. To date, no changes or objections to the proposal have been recommended.

C. Rationale for Duplication

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<p>If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?</p>	<p>There are several college and university programs on Indigenous Studies throughout the province, and many that offer programs on public administration and public policy. However, these programs do not include content specific to the administration of Indigenous organizations and governments in the form of a minor, and/or offered at a third-year or higher level.</p> <p>In addition, the flexible online format of UVic ICDG courses is unique and enables a broader range of students to access these program options in the course of their UVic undergraduate education. ICDG Minor program students will benefit from the diverse backgrounds of fellow students in their ICDG classes.</p> <p>Other BC institutions that offer programs with content most related to the Minor in ICDG focus on administration in Indigenous organizations and governments, but none are offered in the format of a minor program:</p> <ul style="list-style-type: none"> • North Island College - Aboriginal Leadership Certificate https://calendar.nic.bc.ca/preview_program.php?catoid=3&poid=326 This part-time, first-year college certificate program is delivered online and through weekend intensive workshops. It does cover some topics that are similar to the UVic ICDG program, but is more focussed on business and leadership principles. • UNBC - First Nations Public Administration Certificate https://www2.unbc.ca/calendar/certificates/first-nations#fnpa This first-year level certificate program is interdisciplinary and offers a combination of courses in First Nations Studies and Political Science, with offerings from Business Administration and Economics to build the certificate program. Program content is not all specifically designed and delivered. • Nicola Valley Institute of Technology - Aboriginal Governance & Leadership Certificate https://www.nvit.ca/aboriginal-governance--leadership-certificate/program.aspx This first-year level program has overlapping content with the UVic ICDG programs/courses, but is offered in a blended model and in-community. Not all courses are specific to Indigenous Community Development/Governance (e.g. English/Math/Business courses). • Tulo Centre for Indigenous Economics/Thompson Rivers University https://afoa.ca/education/certifications/capa/ UVic ICDG programs can ladder into TRU Bachelor's degrees in Commerce, Business Administration or General Studies. The Tulo Centre for Indigenous Economics also offers programs that ladder into TRU degrees. The Tulo Centre is a private professional organization providing training in economics, taxation and financial to Indigenous administrators: <ul style="list-style-type: none"> ○ <i>Certificate in Aboriginal Financial Management</i> and ○ <i>Certified Aboriginal Professional Administrators Designation (CAPA)</i> (offered in collaboration with the AFOA Canada, which
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	certifies financial managers in Indigenous organizations.)
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	As part of an ongoing consultation project in 2021, 14 public post-secondary institutions (12 in BC) that offer related programs were provided updated details on UVic ICDG program options. Public institutions were invited to provide feedback on all ICDG program options, including the proposed new minor program, and/or indicate interest for potential collaboration.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	<p>Indigenous people are Canada's fastest growing demographic, with a population that grew by 42.5% between 2006 and 2016. Indigenous peoples are also the youngest population in Canada: about 44% were under the age of 25 in 2016, compared to 28% of the non-Indigenous population (source: https://www.sac-isc.gc.ca/eng/1602010609492/1602010631711).</p> <p>There is also growing awareness among settler populations of the barriers, marginalization and violence that Indigenous peoples have faced in BC and Canada, as well as a necessity for those in all levels of public service to work with and for Indigenous communities in support of reconciliation efforts.</p> <p>Taken together, these factors support a growing demand for both Indigenous and non-Indigenous undergraduate students to require Indigenous Community Development and Governance education to meet their professional goals after graduation. Indigenous communities and organizations and government agencies of all types need administrators and managers that have training and education on indigenous governments, community organizations, policies and management practices, through culturally sensitive content that centralizes Indigenous perspectives.</p> <p>This need is aligned with the calls to action of the Truth and Reconciliation Commission: #57 "We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration</p>

Stage 1 Review for New Degree Proposals

	<p>on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. “</p> <p>(Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).</p>
B. Benefit to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	<p>The six courses in the ICDG minor program will be credit offerings that will be counted within the requirements of a UVic bachelors degree program, depending on program specifications. However;</p> <ul style="list-style-type: none"> • ICDG courses can also be counted as UVic undergraduate electives for non-minor students • The School will collaborate with other UVic programs that offer Indigenous content to consider ICDG courses counting towards their major degree requirements. • Thompson Rivers University (TRU) will accept the completed ICDG courses towards their degree programs (e.g. Business and General Studies). • Other BC universities may accept these as transfer credit courses, depending on the transfer and program requirements in the receiving universities.
What opportunities are available to program graduates for further study in the field or in professional fields?	<ul style="list-style-type: none"> • ICDG minor program graduates who complete the minor as a part of their UVic bachelor's degree may pursue further studies in public administration at UVic through a variety of professional specialization certificate programs. ICDG minor program graduates who complete their bachelors degree may also be eligible to apply for future graduate studies in indigenous governance or public administration, depending on their professional goals and experience.
What added value will the proposed program offer graduates in terms of employment opportunities?	<p>The specific employment position of graduates of the ICDG minor program will depend on the subject of major study in their bachelors degree, plus a combination of ICDG education and the learner's other professional and educational experience</p> <p>However, the need for this critical education within Indigenous organizations and governments, as well as municipal, provincial and federal governments will enable ICDG minor graduates stand out in the job market after completion of their degree at UVic.</p>

Stage 1 Review for New Degree Proposals

Course Descriptions of Indigenous Community Development and Governance Curriculum

Appendix 1

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with focus on communication tools necessary in Indigenous government organizations. Topics include: developing technically and strategically sound written, verbal and interpersonal communication skills; for internal and external audiences; Indigenous relationship building and engagement; media relations; creating online/electronic content; synthesizing information and briefing notes; proposals and news releases; strategies to communicate in conflictual and sensitive situations; and how to engage leaders, community and stakeholders in self-determination and Indigenous-specific policies.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning

ICDG 305 (1.5) Indigenous Research and Project Management

Provides skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resource Management in Indigenous Organizations

Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services - past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational

Stage 1 Review for New Degree Proposals

initiatives. Community characteristics will be identified and their potential role/impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone Project for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the *Indian Act*, treaty negotiations, alternative partnerships, lands and resources issues.

Stage 1 Review for New Degree Proposals

Indigenous Community Development and Governance – ALL Program Requirements

Appendix 2

DIPLOMA IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

Students must complete 10 1.5 unit courses, including ICDG 301 and 402. With permission of the School, students may include in their eight elective choices, up to two 300 or 400-level courses (1.5 units) on Indigenous topics from other UVic courses on Indigenous topics. Total units: 15.

Required: (2)

- ICDG 301 (1.5) Governance in Indigenous Communities
- ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Electives: (8)

- ICDG 302 (1.5) Communications in Indigenous Governments and Organizations
 - ICDG 303 (1.5) Lands, Resources and Economic Development
 - ICDG 304 (1.5) Strategic Planning and Implementation
 - ICDG 305 (1.5) Indigenous Research and Project Management
 - ICDG 306 (1.5) Human Resource Management in Indigenous Organizations
 - ICDG 307 (1.5) Managing Change for Effective Social and Community Development
 - ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations
 - ICDG 400 (1.5) Leadership in Indigenous Communities and Governments
 - ICDG 401 (1.5) Capstone for Indigenous Government and Organizations
- Up to two 300 or 400 level courses on Indigenous topics, as approved by the School.

Transfer of Diploma Courses towards other Programs:

- Within UVic: The ICDG courses within the Diploma can be transferred towards other UVic degree programs (depending on requirements).
- For external transfer: The ICDG courses can transfer towards the B. of Public Administration or B. of General Studies at Thompson Rivers University.

MINOR IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Minor is designed for students enrolled in a Bachelor's degree program from another UVic School or Department. Six courses are required:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities

Electives:

- Choice of five other ICDG courses, or
- At least three other ICDG courses and up to two other 300 or 400-level UVic courses on an Indigenous topic and approved by the School.

PROFESSIONAL SPECIALIZATION CERTIFICATE IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Professional Specialization Certificate will require four courses and as per UVic Policy AC1135, will normally require that students already hold a Bachelor's degree. The completion requirements include:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities

Electives:

- three other 1.5 unit ICDG courses.

Upon completion of the PSC, students could continue their studies by laddering their four courses into the Diploma in Indigenous Community Development and Governance.

Stage 1 Review for New Degree Proposals

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
 - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

Stage 1 Review for New Degree Proposals

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

Submission Guidelines

- Provide evidence of student demand for the program, such as:
 - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
 - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
 - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

Subject areas: public administration, psychology, child & youth care

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada

Telephone: 250-472-5090

Email: jmussell@uvic.ca

DATE: March 20, 2020

TO: Astrid Brousselle
Director, School of Public Administration

FROM: Jessica Mussell, Librarian
McPherson Library

RE: Library comments on holdings related to ICDG program proposal

Thank you for the opportunity to review the proposed curriculum and delivery changes to the Indigenous Community Development and Governance (ICDG) program for the School of Public Administration. I foresee no library implications regarding these proposed changes.

As the revised model is using the content of already developed courses for the ICDG program, our holdings to support this transition are well served by our existing collection. Our collection includes a broad spectrum of public administration resources to support School programs, which is complimented by collections held for other Indigenous programs offered at UVic, such as the recently launched JID (Indigenous law) program, and the Indigenous Studies program.

Additionally, I have examined the reading lists of all ICDG courses listed in the proposal and have noted that many of the required course readings currently being used are documents coming from the Assembly of First Nations, the BC Assembly of First Nations, and various other government and organization websites, and are freely available online.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,
Jessica

From Graham M. Voss, Chair, Department of Economics, March 11, 2020

Hello Astrid,

This looks good to me. Seems a very sensible way forward.

We do have a course offering that may be of interest, but it does have pre-requisites and is not offered online – so probably not much use.

As we have a number of faculty active in indigenous-focused research, there may well be scope in future for our graduate students to consider your ICDG 400-level courses and we will bear this in mind.

Yours,
Graham

Graham M. Voss
Professor and Chair
Department of Economics
University of Victoria
Victoria BC Canada

**From Helga Kristín Hallgrímsdóttir, PhD, Acting Director of the School of Child and Youth Care,
March 5, 2020**

Dear Heather,

The Undergraduate Program Committee of CYC has reviewed the proposal to repurpose the Indigenous Community Development Program. We are particularly interested in your proposal to open up electives to other undergraduate students. CYC is currently in the process of reorganizing its curriculum, and we anticipate as a result that our students will require additional electives from other programs in order to complete their degree.

There are Indigenous students in each year in our program; many of these students intend to take up positions in community working with children and youth and that will require the kind of leadership skills that are covered by these courses and so we will be pleased to recommend these courses as electives to our CYC majors. The fact that these courses are offered via distance also addresses an important need for more electives for our distance students.

Helga

Helga Kristín Hallgrímsdóttir, PhD
Acting Director of the School of Child and Youth Care
scycdir.uvic.ca
Associate Professor, School of Public Administration
Senior Researcher, Borders in Globalization Project
Associate Fellow in the Centre for Global Studies
<http://www.uvic.ca/research/centres/globalstudies/>
University of Victoria
hkbenedi@uvic.ca

From Dr. Ralf St. Clair, Dean of Education, March 11, 2020

Hi folks,

I also strongly support this proposal, for the flexibility it offers and for the opportunity to use it to enrichen other programming across campus.

Thank you

Ralf

Dean and Professor
Faculty of Education, University of Victoria
Canada and Songhees, Esquimalt and Wsanec Territories

From: Susan Breau - Dean of Law, March 11, 2020

Dear Heather,

I am so sorry for the delay. I have no objections and in fact strongly support the proposal.
Best wishes,

Susan

Dr. Susan Breau
Dean of Law

From: Dr. Scott Watson, Chair of Political Science, February 2, 2020

Dear Astrid,

The Department of Political Science is strongly supportive of this initiative and the changes you have proposed. It compliments well the existing indigenous programming here on campus, including the interdisciplinary certificate program in Indigenous Nationhood that our unit is involved with. Two of our courses, POLI 263 and 363 might be of interest to your students, although they are only offered on campus.

If you would like a formal letter of support, I am happy to provide one.

All the best
Scott

Scott Watson
Department Chair and Associate Professor
Department of Political Science,
University of Victoria
250-853-3528
sdwatson@uvic.ca

From Dr. Allana C. Lindgren, Acting Dean of Fine Arts,

Dear Heather,

Thanks for your email.

The Faculty of Fine Arts supports your proposed changes for the Diploma in Indigenous Community Development and Governance.

As per your request below, I am forwarding a list of courses in the Faculty of Fine Arts that have Indigenous content and might be of interest to students in your Diploma, proposed Minor, or Professional Specialization Certificate. ---- (see list – next page)

Best wishes,

Allana

Dr. Allana C. Lindgren
Acting Dean
Faculty of Fine Arts
University of Victoria
T 250-721-7755
finedean@uvic.ca
<https://uvic.ca/finearts>

Faculty of Fine Arts: Courses with Indigenous Content

Academic Unit	Courses with Indigenous Content
Department of Art History and Visual Studies	<ul style="list-style-type: none"> • AHVS 284 Indigenous arts, local themes and global challenges • AHVS 382A Indigenous arts of the Arctic and Subarctic • AHVS 382B Indigenous arts of the Southwest, California and Great Basin • AHVS 382C Indigenous arts of the Plains, Plateau, Woodlands and Southeast • AHVS 383 Special topics in North American Indigenous arts • AHVS 383A Arts and Indigenous ways of knowing • AHVS 383B Indigenous arts and the internet • AHVS 384 Northwest Coast Indigenous art and Colonization • AHVS 385A Indigenous fashion in the Pacific Northwest • AHVS 385B Pacific Northwest Indigenous arts and exhibitions • AHVS 480 Seminar in contemporary North American Indigenous arts • AHVS 482 Seminar in Indigenous arts <p>Other courses that often contain material dealing with Indigenous arts:</p> <ul style="list-style-type: none"> • AHVS 268 Introduction to Canadian art and architecture • AHVS 381A Modernism and Modern art of the Pacific Northwest • AHVS 381B Contemporary art of the Pacific Northwest • AHVS 484 Seminar in the contemporary arts of the Pacific Northwest
Fine Arts	<ul style="list-style-type: none"> • FA 101 Creative Being (content varies depending on Instructor) • FA 225 Introduction to the Arts of Canada • FA 245 The Arts and Technology I (content varies depending on Instructor) • FA 300 Interdisciplinary Studies (currently taught by Indigenous Resurgence Coordinator, Lindsay Delaronde)

School of Music	<ul style="list-style-type: none"> • MUS 108 African Hand Drumming • MUS 317 Indigenous Peoples and Music • MUS 319 Music and Culture of Cuba
Department of Theatre	<ul style="list-style-type: none"> • THEA 344 Selected Topics (variable subject matter) • THEA 409 Theories of Acting from Antiquity to Today (a number of classes discussing Indigenous methods of performance creation) • THEA 414 Studies in Canadian Theatre (a number of classes dedicated to Indigenous theatre and themes throughout) • THEA 435 Applied Theatre II • THEA 535 Research Methods in Applied Theatre
Department of Visual Arts	<ul style="list-style-type: none"> • ART 222 Sculpture (currently taught by Carey Newman from an Indigenous perspective) • ART 306 Studies in Drawing, Photo, Media and Interdisciplinary Practice (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content) • ART 352 Audain Studio Seminar (course taught by the Audain Professor of Contemporary Art Practice of the Pacific Northwest; course content will vary in accord with the area of expertise of the Audain Professor) • ART 353 Visiting Artist Talk Series (currently led by Indigenous Graduate students and has had a high level of Indigenous content. Content varies depending on the artist) • ART 395 Visual Structures in the Imaginative Realm I (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content)
Department of Writing	<ul style="list-style-type: none"> • WRIT 302 Special Study in Craft: Indigenous Oral Storytelling (taught by Gregory Scofield) • WRIT 313 Recurrent Themes: Indigenous Resistance and Material Art (taught by Gregory Scofield) • WRIT 331 A Study of Narrative: Indigenous Voice and Location (currently taught Troy Sebastian) – in the future this course be assigned to WRIT 410 Special Genres Lecture • WRIT 353 Writing a Sense of Place (taught by Tim Lilburn with Research Assistant, Kevin Paul from Tsartlip Nation) • WRIT 410 Special Genres Lecture: Writing into Climate Change

From Dr. Jean-Paul Restoule, Chair, Department of Indigenous Education, March 14, 2020

Thank you for the invitation to review the proposal. The flexibility of the programming, which allows P/T as well as F/T options for students, is an exciting option. The many laddering options were another benefit of this configuration of courses. The opportunities for the courses in the ICDG to be included as electives in other campus programs holds appeal too.

I endorse and support the proposal.

Best, Jean-Paul

Jean-Paul Restoule, Ph.D. (he/him)
Chair
[Department of Indigenous Education](#)
Faculty of Education
[University of Victoria](#)
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
On Lekwungen traditional territory
T 250-721-7826 F 250-853-3943
O MAC A260

**From Dr. Catherine Worthington, Director, School of Public Health and Social Policy,
March 15, 2020**

Dear Heather and Astrid,

The School of Public Health and Social Policy (PHSP) enthusiastically supports the School of Public Administration's proposed changes to the Diploma in Indigenous Community Development and Governance.

PHSP welcomes the opportunity for inter-disciplinary / inter-professional education among our students. Many of the Diploma courses would be suitable options courses for our BA in Health and Community Service students, and courses in our Indigenous Health (INGH) area of focus would be of potential interest to the Diploma students.

Best wishes for success with the Diploma in Indigenous Community Development and Governance.

Sincerely,

Cathy



Catherine Worthington, PhD
Professor and Director - School of Public Health and Social
Policy
Faculty of Human and Social Development
Room B202, PO BOX 1700 STN CSC
[University Victoria](#), Victoria, BC Canada V8W 2Y2
worthing@uvic.ca; phspdiretor@uvic.ca
250-472-4709

*I respectfully acknowledge the Songhees, Esquimalt and
WSÁNEC peoples' territory.*

From: Tony Kuczma, Program Advisor Business and Economics, Thompson Rivers University - Open Learning Division

From: Tony Kuczma <Tkuczma@tru.ca>
Sent: May 14, 2020 10:50 AM
To: Heather Kirkham <hkirkham@uvic.ca>
Subject: RE: DICDG proposal

Heather, my apologies for taking so long to respond to you about this email but I was away last week and have been very busy this week.

I don't see a problem with these courses transferring into TRU degree programs. We are a transfer credit friendly institution so as long as the courses are university-level, credit courses we should give credit for them. If you are asking me if they will all transfer into our Bachelor of Public Administration, my answer is yes they would if we revive our First Nations Government and Administration Specialization within the Bachelor of Public Administration degree. If your proposal is accepted and you continue to offer the Diploma in Indigenous Community Development and Governance, I could put you in touch with Raymond Cox, the Associate Dean for the TRU School of Business, to discuss applying these 10 courses to a new First Nations Government and Administration Specialization within our Bachelor of Public Administration degree. Cheers.

Tony Kuczma
Program Advisor
Business and Economics
Thompson Rivers University - Open Learning Division
805 TRU Way
Kamloops BC V2C 0C8

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Department of
Political Science

University
of Victoria

Dear Dr. Brousselle,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada.

These programs complement departmental offerings in Political Science, which has a long history of offering courses in Indigenous politics at the undergraduate and graduate levels. Growing enrolment in our unit's undergraduate indigenous politics courses indicate that there is high demand, which bodes well for the proposed minor in Indigenous Community Development. I would expect many of our students would be interested in taking such a minor. Our department also participates in the Indigenous Nationhood certificate program that is geared toward graduate student training. Student demand for the IN program is also strong, and opens up potential collaboration between



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University
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the IN program and the proposed Professional Specialization Certificate. Together, these programs expand the range of Indigenous programming at Uvic, and are in alignment with the University's strategic framework, its Indigenous plan, and its strategic enrolment plan.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Scott Watson

Scott Watson

Chair, Department of Political Science

sdwatson@uvic.ca



September 21, 2021

Dr. Astrid Brousselle
Director
School of Public Administration

Dear Astrid,

Re: Indigenous Community Development and Governance programs - * New PSC and Minor - Letter of Support

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they are situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

The flexible program structure and online format makes the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. This is vital for adult learners who are often juggling work commitments as well as family responsibilities.

I appreciate the work you have put into revising and expanding these programs, and in consulting widely with colleagues and external stakeholders.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Jo-Anne Clarke

Jo-Anne Clarke
Dean, Division of Continuing Studies

Dr. Tamara Krawchenko
Assistant Professor, School of Public Administration
Faculty of Human and Social Development
University of Victoria, HSD A3326
TamaraKrawchenko@uvic.ca | 250-721-6442

16 Sept. 2021

Re: Indigenous Community Development and Governance programme

To whom it may concern,

As the academic undergraduate adviser at the School of Public Administration, I have been working with my colleagues to update our programmes to ensure that they are timely, useful and socially relevant to governance and public administration in Canada today. Understanding Indigenous governance is critical to that mandate. The Indigenous Community Development and Governance programme has fulfilled a vital role in this regard – with flexibly designed courses for Indigenous administrators. The proposed two new proposed undergraduate programs—the Minor in Indigenous Community Development and Governance the Professional Specialization Certificate in Indigenous Community Development and Governance – would allow us to expand our offerings, for which there is a great appetite among our students. Indigenous governance is vital to the practice of public administration in Canada today and there is a thirst among our students to gain greater expertise.

Since arriving at the School, I have focused on advancing knowledge of Indigenous governance in our teaching and learning. This entails staying abreast of latest research, rewriting our undergraduate course descriptions so that they include Indigenous governments/governance alongside other orders of government, ensuring that our course content is updated to address Indigenous governance in Canada today and organising talks and seminars by Indigenous scholars and leaders. My academic interests focus on understanding Indigenous economies (or *Indigenomics*, in the words of Carol Anne Hilton. As an analyst/economy at the Organisation for Economic Co-operation and Development, I managed major studies in several countries including large multi country thematic areas of research on *Linking Indigenous communities and regional development* in Sweden and Canada. This work was led by Indigenous leaders; involved community based research; entailed extensive peer review from Indigenous governments, organisations and national governments and; has directly impacted government policy with benchmark recommendations. As one outcome of this work, the OECD has created a permanent Network on Indigenous Well-being and Economic Development in order to institutionalise engagement with Indigenous leaders and organisations. I have continued to engage on this topic in a recent research collaboration with C.G. Atleo, T. Crowe and K. Shaw, K. in a chapter contribution to *Public Responses to Fossil Fuel Export: Energy Transition and the Shifting Global Energy Order* (forthcoming), Raderschall, L., Krawchenko, T., & Leblanc, L. (2020) in *Leading practices for resource benefit sharing and development for and with Indigenous communities* (OECD Working Paper) and with C. MacDonald in a forthcoming contribution on statistical frameworks and data governance in *Sámi rights and the quest for sustainability* (Routledge press).

I can attest to the strong interest of our students to increase their knowledge of Indigenous governance and administration alongside that of our faculty to support such a programme—myself included. I would argue that we cannot successfully teach public administration in Canada today without such expanded offerings.

Sincerely,

Original signed by Tamara Krawchenko

Dr. Tamara Krawchenko

September 21, 2021

To Whom It May Concern;

I am writing to support the Indigenous Community Development Program proposal in the School of Public Administration. I have a long history with this program over the years as an Indigenous curriculum developer and instructor. No other program has combined Indigenous scholarship and applied practices in governance as authentically, purposefully, and strategically to serve Indigenous communities to develop their administrative and leadership capacity. The community shapes the program's unique strength; it brings together – Indigenous and non-Indigenous scholars, practitioners, and learners committed to shaping and serving government excellence.

The current proposal is an innovation in specialized Indigenous-led programming in the school. Because of the novel approach to its development that has championed Indigenous perspectives, firmly rooted in Indigenous realities and concerns - it is a critical program offering not only for Indigenous professionals, but for non-Indigenous people seeking to understand and reconcile their understanding and approaches to working with and for Indigenous communities.

The program content serves as a critical body of scholarship that reinforces the need and a plan forward in indigenous reconciliation. The curriculum includes Indigenous research and scholarship and cases that illuminate the strengths and opportunities that Indigenous people encounter in governance and in leading and administering these governments. For non-Indigenous scholars, the program illuminates the histories, rights, and concerns of Indigenous people. It equips non-indigenous practitioners in collaborating and providing service to Indigenous communities in a deeply reflective, thoughtful, deliberately humble, and culturally respectful way. The program offers the opportunity for non-Indigenous learners to commit to understanding Indigenous worldviews and deepening their relationships with Indigenous people.

The program is aligned with the goals of Indigenous scholarship in that it encourages resistance to the norms of governance practice and encourages emancipation for Indigenous Nations as an imperative. The theme woven throughout seeks justice for Indigenous people and deliberate acts of reconciliation through culturally safe, collaborative, and inclusive practices. Through these courses, learners will understand the need to balance perspectives to positively encourage change in the ways governments work with each other and in a way that will create space for and validate Indigenous worldviews. Thus,

this program builds on the health and wellness of Indigenous people and their respective communities moving forward.

The program is informed by the framework of Indigenous rights and laws and the values that underpin them – with the understanding that Indigenous people are rights holders and not stakeholders in most aspects of government. Approaching the programming from a rights-based lens increases the capacity to respect, fulfill, and protect these rights and Indigenous rights holders in protecting and defending their needs. The impact of this program approached from a rights-based lens emphasizes the centrality of power relations and the core principles of participation, accountability, and non-discrimination.

Many Indigenous communities are exhausted with research, consultation, and data extraction that do not use the results to act in ways that benefit communities and strengthen capacity. This program is based on good relations and a commitment to directly addressing local Indigenous (provincial) needs. Applied courses include planning for implementation that provides reciprocal learning and develops localized skill, capacity, and understanding with Indigenous people.

These factors genuinely demonstrate that this program is an exemplary model that will make a tremendous and measurable impact in strengthening Indigenous governments and in the ability for other governments to build robust, respectful, and effective relationships.

Ha'Wa,

Dr. Susanne Thiessen (SahSen)

*Assistant Professor, Indigenous Community Development
School of Public Administration
University of Victoria*





Gustavson
School of Business
University of Victoria

University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2

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September 17, 2021

Re: ICDG Programs

Dear Astrid,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. (ICDG) This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they are situated.

ICDG programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the ICDG program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the ICDG courses accessible to students across British Columbia and Canada.

The ICDG programs complement the non-degree offerings that the Gustavson School delivers in indigenous communities in the areas of entrepreneurship and leadership. We are interested in exploring ways that we can connect our non-degree activities in this area with more formal academic qualifications.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Saul Klein

Saul Klein, Dean

September 16, 2021

School of Public Administration
Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

Dear Dr. Brousselle,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. As the Dean of the Faculty of Law that launched the world's first indigenous law degree we are very interested in exploring opportunities for collaboration with these important new programs.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Susan Breau

Dr Susan Breau
Professor of Law
Dean of the Faculty of Law
University of Victoria





Faculty of Law
Murray & Anne Fraser Bldg Room 108 PO Box 1700 STN CSC Victoria BC V8W
2Y2 Canada

T 250-721-8150 | F 250-721-6390 | uvic.ca/law

September 22, 2021

School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

Dear Dr. Brousselle,

This letter is to indicate my support for the Indigenous Community Development and Governance programs, both the existing Diploma and newly proposed Professional Specialization Certificate and Minor. Thank you for the opportunity to review your proposal.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. The flexible program structure and online format make Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. Expansion of program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

This program complements my role as the Canadian Research Chair in Indigenous Law at the University of Victoria. My research supports students and communities in the resurgence of Indigenous law. Furthermore, I teach in the Faculty of Law's Indigenous Law Degree (JID) and Common Law Degree (JD) which is the first joint of its kind in the world. I teach Indigenous Constitutionalism using Canadian and Anishinaabe law and my colleagues teach transsystemically using Cree/Criminal Law, Gitksan/Property Law, Tsilqhot'in/Contracts Law, Salish/Torts Law, as well as other subjects which compare and contrast Indigenous law with Administrative Law, Business Associations, Family Law etc. The Indigenous Community Development Government Programs in Diploma and Professional Specialization Certificate will lead to important collaborations between the work on my CRC Chair, the Law School and school of Public Administration.

I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by John Borrows

John Borrows

B.A., M.A., J.D., LL.M., Ph.D., LL.D. (Hons.), F.R.S.C., O.C.
Professor & Canada Research Chair in Indigenous Law,
University of Victoria

School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

sept.-21, 2021

Sanibonani Dr. Brousselle,

It is a real delight to write this letter as an indication of my support for the Indigenous Community Development and Governance programs, both the existing Diploma and newly proposed Professional Specialization Certificate and Minor. Thank you for the opportunity to review your proposal.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. The flexible program structure and online format make Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. Expansion of program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

There is a potential path way for these students to continue studies and hopefully end up taking Graduate School in our program. Our PhD graduate students also teach in your existing Diploma, which has strengthened our share vision of supporting Indigenous community in their resurgence work. I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sala Kahle

Original signed by Devi Mucina



Devi Mucina, PhD
Director, Indigenous Governance Program

Faculty of Human & Social Development
University of Victoria
T 250-721-8098

Author: [Ubuntu Relational Love](#) Decolonizing Black Masculinities

From: Deanna Reder <deanna_reder@sfu.ca>
Sent: September 23, 2021 12:01 PM
To: Marlowe Morrison, Public Admin Program Manager <pamanager@uvic.ca>
Cc: Shagufta Saddiq (INDG Chair's Secretary) <indg_sec@sfu.ca>
Subject: Re: UVic ICDG program consultation

Dear Marlowe Morrison,

After consulting with our Undergraduate Curriculum Chair, Dr. Kicia⁷ Joyce Schneider, and with area expert Dr. Natahnee Winder, the Department of Indigenous Studies is pleased to support this proposal. Dr. Schneider is an expert in Indigenous Pedagogy and Dr. Winder is cross-listed with the Simon Fraser University School for Public Policy. They both appreciated the comprehensive nature of your proposed programming.

As Chair of the Department of Indigenous Studies I am excited to see this option developing at your university. Please accept this email as an enthusiastic endorsement of your proposal. Let me know if there is anything else I might do to help you in your application.

All the best,
Deanna Reder

Deanna Reder, Ph.D. (she/her/hers)
Associate Professor
Chair, **Department of Indigenous Studies (INDG)**
Co-Chair, Indigenous Voices Awards, 2017-present

Simon Fraser University
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Burnaby, BC Canada V5A 1S6
thr@sfu.ca
778-782-8192
<http://www.sfu.ca/people/reder/>
<http://thepeopleandthetext.ca>



Simon Fraser University is located on the Unceded Coast Salish Territories of the x^wməθk^wəyəm (Musqueam), Səlilwəta[?]/Selilwutlh (Tsleil-Waututh), Kwikwitlem (Coquitlam), and Skwxwú7mesh Úxwumixw (Squamish) Peoples



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 8, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance

Basis for Jurisdiction: Senate Committee on Planning meeting October 6, 2021
Senate meeting November 5, 2021

Strategic Relevance

The proposed Professional Specialization Certificate in Indigenous Community Development and Governance aligns with the Strategies 4.2 through 4.5 of the University's Strategic Framework to foster respect and reconciliation.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance, as described in the document “Indigenous Community Development and Governance – Professional Specialization Certificate”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Background

The School of Public Administration developed and delivered the undergraduate Diploma in Indigenous Community Development and Governance program in 2016 and 2018 to cohorts of part-time online learners who were employed fulltime in Indigenous governments and organizations throughout British Columbia. The diploma program structure and curriculum was revised in 2020 and approved by Senate at its March 2021 meeting. The proposed Indigenous Community Development and Governance Professional Specialization Certificate is created from these existing, approved Indigenous Community Development and Governance courses. However, the professional specialization certificate is designed to serve an audience of working professionals who require specific knowledge about Indigenous communities and governance to enhance existing education and support their career development

The proposed expansion of Indigenous Community Development and Governance program options to include a four-course professional specialization certificate meets the growing need for post-secondary students to access flexible, specialized training that enhances their experience and education through shorter-term credentials, or ‘micro-credentials’. There is also need in Indigenous governments, organizations and communities to develop and train managers and administrators. In addition, public servants at the federal, provincial and municipal level require the unique knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments. The professional specialization certificate creates an opportunity for learners who already have a bachelor’s degree to meet this need, gaining the necessary specialized education in a short amount of time.

Attachment: November 5, 2021 Senate docket for the proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance.



Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance**

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance.

The proposed certificate utilizes existing courses to train working professionals with a bachelor's degree, to work efficiently and effectively with Indigenous citizens and Indigenous governments. The course offerings allow opportunities for laddering into the Diploma in Indigenous Community Development and Governance, other UVic programs, and towards degree programs at Thompson Rivers University.

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 Professional Specialization Certificate in Indigenous Community Development and Governance, as described in the document "Indigenous Community Development and Governance: Professional Specialization Certificate Proposal", and that approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthis Baboula
Dr. Rustom Bhiladvala
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Rishi Gupta
Ms. Nicole Greengoe
Dr. Robin Hicks
Dr. Cindy Holder (on leave)
Ms. Sandra Duggan (Secretary)

Dr. Lisa Kalynchuk
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy (on leave)
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang



**Indigenous Community Development
and Governance:
Professional Specialization Certificate
Proposal**



University of Victoria
School of Public Administration

A word from the designer of the logo, artist Dylan Thomas

The logo for the Diploma in Indigenous Community Development and Governance Program is a drum image inspired by the intricate weaving of sinew that holds the hide in place on the drum frame. The drum is universal and exists in many Indigenous cultures in BC and Canada. It is believed that the drum represents the heartbeat of our nations. The frame of the drum represents community, which is foundational for our existence as First Nations and Métis people and an important aspect of the Diploma Program. The hide that extends over the frame represents governance, which is important for community and is the focus of the Diploma Program. The sinews that provide linkage of the hide to the centre of the back of the drum represent principles of the Diploma Program and the centre-piece that holds the sinew represents culture, which is the strength of community development and capacity building.

About the artist: Dylan Thomas

Contact information: www.dylan-thomas.ca, Dylan@dylan-thomas.ca, 250-885-7975

ICDG Professional Specialization Certificate - Preface Statement (Context)

UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education. We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future.

Jamie Cassels, past President, University of Victoria

(<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Through the efficient use of external funds from federal government grants and private donors, the School of Public Administration has developed and delivered a Diploma in Indigenous Community Development and Governance (DICDG). This program meets the needs of Indigenous administrators, as well as the needs of administrators from other levels of government who require education about Indigenous governments, policies, and management practices. The School now seeks approval to expand the ICDG curriculum to a broader student community by creating a Minor and a Professional Specialization Certificate from the existing Diploma curriculum. All programs are for credit, taught online and will be accessible to distance learners.

The School's goals fit UVic's Strategic Framework, Indigenous Plan 2017-2022, and the Strategic Enrolment Plan. This program will support the efforts of the School and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

The School proposes to expand ICDG curriculum as follows:

- create two new undergraduate programs from existing Diploma courses, including a
 - a Minor in Indigenous Community Development and Governance (6 courses), and
 - a Professional specialization certificate in Indigenous Community Development and Governance (post-BA, 4 courses); and
- deliver ICDG courses as electives to undergraduate students enrolled in the School's other undergraduate programs;
- offer elective courses to students in other UVic undergraduate programs, especially those in FHSD; and
- provide ICDG 400-level courses to graduate students as electives for MPA and MA in Community Development programs.

To deliver 10 ICDG courses per year and support the Diploma, Professional Specialization Certificate, and Minor the School is seeking ongoing funding from Ministry in Fall 2021 in the amount of \$358,000 per annum. ICDG curriculum is ready to deliver, with only minor revisions and updating required. No additional funding costs are associated with the expansion to include the Professional Specialization Certificate and Minor program options. If Ministry funding approval for the full Diploma program is delayed, the professional specialization certificate may be offered with existing faculty resources, supplemented by Indigenous sessional instructors and/or supported through external funding.

NEW UNDERGRADUATE PROGRAM TEMPLATE

Indigenous Community Development and Governance – Professional Specialization Certificate

Submitted by:	Name and title	Email
Contact person	Dr. Astrid Brousselle, Director, School of Public Administration; Marlowe Morrison, Programs Manager, School of Public Administration	padirect@uvic.ca pamanager@uvic.ca
Dean or designate	Dr. Helga Hallgrímsdóttir, Dean, Faculty of Human and Social Development	hdsdean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate): Susan Lewis, Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Dean, Donna Jeffery, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	October 9, 2020
Pre-consultation Robina Thomas, Associate Vice-President Indigenous; Jennifer Vornbrok, Executive Director, Community and Government Relations.	November 2, 2020
Pre-consultation with the Indigenous Advisory Academic Council	January 27, 2021
Pre-consultation with Dorothea Harris, Indigenous Initiatives Coordinator, IACE	March, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Robin Hicks, Acting Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	May 31, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning; Maureen Ryan, HSD Associate Dean Academic	September 1, 2021
Departmental approval	

School of Public Administration Governing Community Meeting	Approved as a priority project, May 4, 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	APPROVED HSD Faculty Council – September 29, 2021

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)
Libraries	March 20, 2020
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	August 30, 2021
Indigenous Academic and Community Engagement	Fall 2020 (multiple meetings)
Completed Resource Consultations – Other: <ul style="list-style-type: none"> ○ Dr. John Borrows, Professor, UVic Faculty of Law ○ Dr. Jeff Corntassel, Associate Professor, UVic Indigenous Studies ○ Marcia Dawson, Consultant/Instructor ○ Mr. Joe Gallagher, Kwunuhmen, Coast Salish of Tla'Amin First Nation ○ Satsan Herb George, Wet'suwet'en Hereditary Chief of the Frog Clan ○ Dr. Lisa Kahaleole Hall, Program Director, UVic Indigenous Studies ○ Ms. Shawna McNabb, Administrative Officer, UVic Indigenous Governance ○ Dr. Devi Mucina, Director, UVic Indigenous Governance ○ Dr. Terry Poucette, Former Asst. Teaching Professor, School of Public Administration, ICDG program ○ Dr. Robina Thomas, Executive Director, UVic Indigenous Academic and Community Engagement ○ Ms. Dorothea Harris, UVic Indigenous Academic and Community Engagement ○ Dr. Jean-Paul Restoule, Professor and Chair, UVic Indigenous Education 	ICDG (all programs) Proposal Circulated to the following in February 2020: <ul style="list-style-type: none"> ○ Dr. Patricia Marck, Dean of HSD ○ Dr. Esther Sangster-Gormley, Associate Dean, HSD ○ Dr. Charlotte Loppie, Associate Dean, HSD ○ Dr. Helga Hallgrimsdóttir, A/Director, CYC ○ Dr. Andre Kushniruk, Director, HINF ○ Dr. Susan Duncan, Nursing ○ Dr. Catherine Worthington, PHSP ○ Dr. Jacquie Green, Social Work, ○ Dr. Saul Klein, Dean of Business ○ Dr. Jo-Anne Clarke, Dean, Continuing Studies ○ Dr. Ralf St. Clair, Dean of Education ○ Dr. Peter Wild, A/Dean of Engineering ○ Dr. Allana Lindgren, A/Dean, Fine Arts ○ Dr. David Capson, Dean, Graduate Studies ○ Dr. Heidi Kiiwetinepinesiiik Stark, Director, Certificate in Indigenous Nationhood

<ul style="list-style-type: none"> ○ Ms. Veda Weselake, Former Federal Government Executive in Residence, Public Administration ○ Tony Kuczma, Program Advisor, Business and Economics, Thompson Rivers University <p>External Consultation 2021: ICDG PSC and Minor - Notice of Intent circulated to Public Institutions:</p> <ul style="list-style-type: none"> ○ Simon Fraser University ○ University of Northern British Columbia ○ Vancouver Island University ○ Camosun College ○ Capilano University ○ Kwantlen Polytechnic University ○ Nicola Valley Institute of Technology ○ Langara College ○ North Island College ○ Thompson Rivers University ○ University of British Columbia ○ University of the Fraser Valley ○ University of Alberta ○ University of Lethbridge <p>Professional Organizations:</p> <ul style="list-style-type: none"> ○ First Nations Public Service Secretariat ○ First Nations Education Steering Committee ○ Indigenous Adult and Higher Learning Association ○ Association Aboriginal Financial Officers Association of Canada <p>Indigenous Communities, Groups, Support and Educational Organizations (400+ contacts)</p> <ul style="list-style-type: none"> ○ Vancouver Island ○ BC ○ Canada 	<ul style="list-style-type: none"> ○ Dr. Chris Goto-Jones. Humanities ○ Dr. Christine O'Bonsawin, Indigenous Studies ○ Prof. Susan Breau, Dean of Law ○ Dr. Hans-Peter Loock, Dean of Engineering ○ Dr. Ann Stahl, A/Dean, Social Sciences ○ Dr. Graham Voss, Chair, Economics ○ Dr. Scott Watson, Chair, Political Science ○ Dr. Johannes Feddema, Chair, Geography <p>ICDG (new PSC/Minor programs) Proposal Circulated to the following in September 2021:</p> <ul style="list-style-type: none"> ○ Devi Mucina, Director, Indigenous Governance Program ○ Lisa Kahaleole Hall, Director, Indigenous Studies ○ Heidi Kiiwetinepinesiiik Stark, Director, CIRCLE ○ Saul Klein, Dean, Gustavson School of Business ○ Scott Watson, Department Chair, Department of Political Science ○ Jo-Anne Clarke, Dean, Division of Continuing Studies ○ John Borrows, Canada Research Chair in Indigenous Law <p>Susan Breau, Dean, Faculty of Law</p>
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Indigenous Community Development and Governance Program: Professional Specialization Certificate

<i>A. AREAS OF SPECIALIZATION AND EVIDENCE OF ADEQUATE FACULTY COMPLEMENT TO SUPPORT THE NEW PROGRAM</i>	<i>2</i>
<i>B. ADMISSION REQUIREMENTS FOR PROPOSED NEW PROGRAMS</i>	<i>4</i>
<i>C. CURRICULUM DESIGN</i>	<i>4</i>
<i>D. ENROLMENT PLAN FOR THE LENGTH OF THE DEGREE AND STUDENT FINANCIAL SUPPORT PLAN</i>	<i>7</i>
<i>E. RESOURCE REQUIREMENTS (INCLUDE A TABLE OF PROGRAM REVENUE AND EXPENDITURES)</i>	<i>9</i>
<i>F. APPENDICES</i>	<i>11</i>

Indigenous Community Development and Governance – Professional Specialization Certificate

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

Area of Specialization:

The Professional Specialization Certificate in Indigenous Community Development and Governance enables learners to focus on critical areas of governance and administration in Indigenous settings, and will provide working professionals who already have a bachelor's degree with the concepts, skills and tools to be administrative leaders or to gain knowledge to advance reconciliation with Indigenous people in their respective careers.

UVic Indigenous Community Development and Governance (ICDG) programs of study are unique among BC public administration programs as they are centred in Indigenous histories and perspectives, provide a space for dialogue that is relevant to Indigenous experiences and create opportunities for applied and practical learning in Indigenous contexts. The ICDG courses were developed and are taught mainly by Indigenous people.

The School of Public Administration developed and delivered the undergraduate Diploma in Indigenous Community Development and Governance Program in 2016 and 2018 to cohorts of part-time online learners who were employed full-time in Indigenous governments and organizations throughout British Columbia. The diploma program structure and curriculum was revised in 2020 and approved by SCP in Cycle 2, for the September 2021 calendar. The proposed ICDG professional specialization certificate program is created from these existing, approved ICDG courses. However, the professional specialization certificate is designed to serve an audience of working professionals who require specific knowledge about Indigenous communities and governance to enhance existing education and support their career development

The need for the Programs:

The proposed expansion of ICDG program options to include a four-course professional specialization certificate meets the growing need for post-secondary students to access flexible, specialized training that enhances their experience and education through shorter-term credentials, or 'micro-credentials'. There is also need in Indigenous governments, organizations and communities to develop and train managers and administrators. In addition, public servants at the federal, provincial and municipal level require the unique knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments. The professional specialization certificate creates an opportunity for learners who already have a bachelor's degree to meet this need, gaining the necessary specialized education in a short amount of time.

The School's ultimate goal is to increase access to education related to Indigenous governance, administration and organizational management in a Canadian setting. These goals are shared by the University as demonstrated through the following UVic documents:

- Strategic Framework, 2018-2023

- Indigenous Plan 2017-2022, and
- Strategic Enrolment Management Plan, 2019.

In addition, this program will help the School of Public Administration and the University of Victoria work towards meeting the mandates of:

- Canada's Truth and Reconciliation Commission, and
- Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

UVic Strategic Framework- Foster respect and reconciliation:

- 4.2: Develop new pathways for access to higher education for Indigenous students.
- 4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.
- 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.
- 4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

UVic's Indigenous Plan 2017-2022 (p. 11).

GOALS AND ACTIONS:

Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.

- a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.....
- d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Adequate Faculty Complement Required:

To support the complete ICDG curriculum (Diploma, PSC and Minor) and enrolled students, the School will hire Indigenous faculty for two new assistant professor positions dedicated to ICDG programs, and will deliver the minimum of 10 ICDG courses per academic year. The school will also give preference to Indigenous sessional instructors in teaching ICDG courses. Expanding ICDG program options to include a PSC and Minor does not require additional faculty resources beyond those of the Diploma.

Alternatively, should Ministry funding for the Diploma program be delayed, the professional specialization certificate may be offered with existing faculty resources and supplemented by Indigenous sessional instructors supported through external funding.

B. Admission Requirements for proposed new programs

Professional specialization certificate in Indigenous Community Development and Governance

- a bachelor's degree from a recognized post-secondary institution,
- letter of intent and resume,
- two years' experience working in Indigenous governments or organizations. Experience in other levels of government and/or the non-profit sector may be considered.

Applications from both Indigenous and non-Indigenous learners will be welcome.

C. Curriculum design

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

All ICDG courses have been developed and approved for online delivery as a part of the existing Diploma program. Detailed course description information is provided in **Appendix 3**.

PROFESSIONAL SPECIALIZATION CERTIFICATE IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The professional specialization certificate (PSC) will require four courses (6.0 units) and as per UVic Policy AC1135, will normally require that students already hold a Bachelor's degree. The completion requirements include:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities
(cross-listed ADMN330 (1.5) Understanding Indigenous Governance)

Electives:

- three other 1.5 unit ICDG courses.

Principles of the ICDG Curriculum

The ICDG curriculum was originally designed with the following eight principles, based on the guidance and advice from the many Indigenous leaders the School consulted while developing the original diploma program:

Eight Principles of the Program

1. **Inclusive**—The curriculum is inclusive of all Indigenous peoples, communities and organizations and welcomes Indigenous and non-Indigenous learners.
2. **Practical**—Courses have practical application. Indigenous communities and organizations will benefit because students will acquire tools to address their needs, priorities and aspirations.
3. **Progressive**—Students will gain knowledge and skills to help guide their communities to greater economic independence and self-determination. They will develop forward-thinking approaches to leadership, policies, management practices and results-based organizations
4. **Strengths-based**—The program focuses on the strengths of students, Indigenous communities and organizations within the context of administrative leadership, community development and governance.
5. **Innovative**—The program emphasizes innovative approaches for effective administration and governance. Students will develop skills to lead and manage in complex Indigenous environments and emerging socio-economic and technological change.
6. **Relevant**—Courses are relevant as they reflect the diversity of Indigenous people, histories, cultures and values. They relate to Indigenous contexts of community, administration and governance.
7. **Empowering**—Courses and learning materials empower students to apply their skills and knowledge within their roles as administrators and leaders of Indigenous communities and organizations.
8. **Culturally Responsive**—The program values the uniqueness and importance of Indigenous cultures and honours Indigenous ways of knowing, values, perspectives and experiences in its courses and instruction.

ICDG COURSE TOPICS

ICDG 301 (1.5) Governance in Indigenous Communities
ICDG 302 (1.5) Communications in Indigenous Governments and Organizations
ICDG 303 (1.5) Lands, Resources and Economic Development
ICDG 304 (1.5) Strategic Planning and Implementation
ICDG 305 (1.5) Indigenous Research and Project Management
ICDG 306 (1.5) Human Resource Management in Indigenous Organizations
ICDG 307 (1.5) Managing Change for Effective Social and Community Development
ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations
ICDG 400 (1.5) Leadership in Indigenous Communities and Governments
ICDG 401 (1.5) Capstone for Indigenous Government and Organizations
ICDG 402 (1.5) Intergovernmental Relations: Working with Others
Up to two 300 or 400 level courses on Indigenous topics, as approved by the School.

Transfer/laddering of PSC ICDG Courses towards other Programs:

- Upon completion of the PSC, students could continue their studies by laddering their four courses into the Diploma in Indigenous Community Development and Governance.
- Within UVic: The ICDG courses can be transferred towards other UVic degree programs (depending on requirements).
- For external transfer: The ICDG courses can transfer towards degree programs at Thompson Rivers University.

Does the program 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.

It is expected that most learners who are enrolled in the professional specialization certificate will be part-time students who work full-time in or with Indigenous governments and organizations. Therefore, they will be able to draw on their own workplace experience when doing assignments, participating in online discussions, or completing the readings.

However, other students in the ICDG courses may have a variety of backgrounds, therefore course instructors will set the course materials in such a way that both the students with and without workplace experience can fully relate to the readings and assignments. As in any classroom setting, we anticipate that through online dialogue between students and the instructors' input, the diversity of learners' professional, educational and lived experiences will benefit the classroom environment and promote learning from one another's differing perspectives. The program will not engage in work terms, Co-op, or developing placement opportunities.

Through the ICDG professional specialization certificate program, the School of Public Administration will provide short-term, part-time professional development to currently employed administrators.

Opportunities for community engaged and research-enriched learning.

Students enrolled in the Professional specialization certificate in ICDG will have their own workplaces and community involvement to draw on for their course work.

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

The entire ICDG curriculum has been designed to be delivered via distance education. ICDG courses all have BrightSpace websites with readings provided online, in addition to textbooks. The School of Public Administration has 40+ years of distance education experience and currently delivers other professional undergraduate and graduate programs via online delivery.

Identify the learning outcomes.

Indigenous learners who already have a bachelor's degree will acquire the knowledge and skills they need to build their administrative and leadership careers. They will enhance their existing qualifications by learning about management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.

The non-Indigenous learners will also enhance existing education and build essential skills and competencies to work alongside Indigenous programs and governments, having gained a better understanding of the history and administrative systems of Indigenous governments and organizations within Canada, as well as intergovernmental relations.

Identify anticipated times to completion.

Professional Specialization Certificate in Indigenous Community Development and Governance (4 courses):

Students who work full-time could complete the PSC within one year or less by studying part-time.

The School proposes to offer ICDG courses in a schedule similar to the following (subject to change, dependent on

faculty and funding):

Example schedule:

Fall	Spring	Summer
ICDG 301 Governance in Indigenous Communities	ICDG 303 Lands, Resources and Economic Development	ICDG 305 Indigenous Research and Project Management
ICDG 302 Communications in Indigenous Governments and Organizations	ICDG 304 Strategic Planning and Implementation	ICDG 306 Human Resource Management in Indigenous Organizations
ICDG 307 Managing Change for Effective Social and Community Development	ICDG 400 Leadership in Indigenous Communities and Governments	
ICDG 308 Financial Management in Indigenous Governments and Organizations	ICDG 402 Intergovernmental Relations: Working with Others	

Note: ICDG 301 will be cross-listed with ADMN 330 – Indigenous Governance in Canada, which will be offered in alternate terms, increasing opportunities for students to take this topic.

Provide the policies on student evaluation, candidacy exams, and oral examinations.

This is an undergraduate program, so there would not be candidacy exams or oral examinations. Course learning will be based on their course readings and the instructors' course notes and interaction with the instructor and fellow students. Students' course work will be assessed on their online dialogue with their fellow students and the instructor, on written assignments (normally two to three essays over the term), online group work, and online presentations.

Plans for integration of teaching and research.

The duties of the ICDG assistant professors will involve teaching in this program and research, which will be based on their specific research interests and skills. The research will involve a variety of topics, including (for example) Indigenous governance and self-determination, Indigenous data management, governance history, sovereignty, community development, intergovernmental relations, place-based governance and environmental sustainability. It is anticipated that the faculty members' research will intersect with that of their School of Public Administration and other UVic colleagues on Indigenous governance issues in Canadian settings.

Describe any international or Indigenous opportunities or perspectives.

The entire ICDG curriculum is centred in Indigenous perspectives of governance and community development in a Canadian setting. We anticipate that faculty may choose to teach and do research on national or international issues related to Indigenous history and relations, as well as studying current and emerging trends and intergovernmental relations.

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

Enrolment:

Through the proposed ICDG professional specialization certificate and ICDG curriculum overall, the School of Public Administration is working towards improving opportunities for Indigenous learners working as administrators in their

communities or for Indigenous governments and organizations. ICDG programs are applicable to current and future public servants in the federal, provincial and municipal governments who are enrolled in Public Administration programs and wanting to learn more about Indigenous governance. In particular, this curriculum responds to the following policies and goals:

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to **provide education to public servants** on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-19 Declaration on the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nations Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Specifically, the School would like to note that with UVic's emphasis on positive relations with Indigenous students and communities, ICDG courses would contribute to better informing UVic students of the rights and history of Indigenous people, thereby building awareness and respect. Certain courses in the curriculum would be of particular interest to a large number of UVic students, both Indigenous and non-Indigenous, to better inform them of the relationship between Indigenous people and visitors to the traditional territories of the lək'wəŋən peoples, where the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose important relationships with the land continue. To this end, the School of Public Administration could envision that particular ICDG courses may require two sections to handle potential enrolment. To quote former UVic President Jamie Cassels:

...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future. (<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Student recruitment:

The Professional Specialization Certificate in Indigenous Community Development and Governance program will primarily be taken by students working full-time who are enrolled on a part-time basis.

The School of Public Administration will be seeking currently employed students who are seeking part-time studies and

a professional credential. Students could enroll at any point of the year (September, January, or May). We could accommodate an intake of approximately 10 professional specialization certificate students per year. The only required course in the professional specialization certificate program, ICDG 301, is cross-listed with ADMN 330 - Indigenous Governance in Canada, which will increase the number of term and course options available each year for students. ICDG courses will also serve the ICDG Minor and Diploma programs and online enrollment in our undergraduate classes is capped to 35.

The School will actively recruit professional specialization certificate students through social media and through advertisements and personal connections with Indigenous governments and non-profit organizations. In the Summer of 2021, extensive consultation with Indigenous communities and organizations occurred, establishing relationships with a network of individuals and communities that support Indigenous post-secondary students (see Appendix 4 for brief overview of consultation project).

The School will also work with UVic alumni services to increase awareness of the professional specialization certificate among UVic alumni. In addition, the school will also use social media, advertisements and email networks in the BC public service to promote the ICDG professional specialization certificate to potential students seeking professional development.

Financial support: Indigenous students enrolled in the ICDG professional specialization certificate should qualify for funding support from communities that support part-time studies, confirmed during ongoing consultation with Indigenous communities and organizations in Summer 2021. In addition, employed students in the professional specialization certificate program may seek reimbursement from their employer towards their professional development. Alternatively, by taking just one or two courses at a time, students could self-fund their studies.

Transfer credit:

Students in the ICDG professional specialization certificate program will already have a bachelor's degree so will likely not be seeking transfer credit to a bachelor's degree program, unless they are seeking a second bachelor's degree.

However, ICDG courses can be transferred to Thompson Rivers University bachelor's degree programs, should a student change their plans. In addition, based on the precedent of the previous Certificate in the Administration of Aboriginal Governments (CAAG) or what was later called the Certificate in the Administration of Indigenous Governments (CAIG), many of the ICDG courses could also be transferred towards Bachelor degree requirements at UVic, depending on how much elective credit is available in the various programs.

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

Indicate resources required for new faculty and staff appointments, space and library.

For a chart on how ICDG courses apply to Minor, Professional specialization certificate and other programs, see **Appendix 3.**

The School's financial and human resource requirements are detailed in the following budget. Please note that funding for the ICDG professional specialization certificate cannot be separated from ICDG Diploma program (revised and approved February 2021 SCP). There is no additional funding required to offer the ICDG professional specialization certificate in addition to the Diploma. There is sufficient general office space for clerical staff and three offices will be required for ICDG faculty and the .5 PEA Program Manager. Some of this office space will be available in the School, based on retirements.

For reference, the following budget is based on a steady state of offering 10 ICDG courses per year with an enrolment of up to 35 students per course.

Financial and Human Resources Required:

Operating and Teaching Expenses Requested for Indigenous Community Development and Governance Programs	Steady State - Diploma, Minor, PS Certificate, electives - 10 courses per year	
Two Assistant Professors - (new positions to teach 4 courses each)	105,000	210,000
20% benefits	21,000	42,000
Sessional instructors - 2 at \$7,500	7,500	15,000
4% benefits	300	600
Program Assistant - 0.8 FTE (CUPE 951)		38,794
20% benefits		7,759
Sundry Services (course revision, multi-media development) and individualized student support		7,000
Miscellaneous (phone, photocopy, postage, supplies)		1,000
Total cost		322,153

Provided by the School (extra base funds requested)

Program Coordinator - 0.5 FTE position PEA Level to be determined		30,000
20% benefits		6,000
Total cost		36,000

F. Appendices

1. The History of the Development and Delivery of Indigenous Community Development and Governance programs
2. ICDG Course Descriptions
3. Overview of the ICDG diploma, professional specialization certificate and minor
4. Summary of ICDG Community Consultation project
5. Library Resources; Letters of support from Faculties and Departments

Appendix 1

The History of the Development and Delivery of Indigenous Community Development and Governance programs

Below you will find key background information about the current programs in Indigenous Community Development and Governance at UVic.

History:

The School of Public Administration has been offering programs in Indigenous governance and administration since 1990. The School offered a successful 8-course credit Certificate in the Administration of Aboriginal Governance (CAAG) from 1990-98. When the Indigenous Governance Program started in 1999, the certificate program moved out of the School and was administered by IGOV. The program was re-titled to “Certificate in the Administration of Indigenous Governance” (CAIG). The IGOV program has since made their graduate programs a priority and stopped offering the certificate in 2007.

Graduates of the CAAG and CAIG programs could ladder their courses into the School’s undergraduate Diploma in Public Sector Management program (DPSM). Upon completion of four more ADMN courses, students could earn the Diploma in Public Sector Management. Courses could also be laddered into other UVic programs.

A total of 105 students completed the CAAG and CAIG programs. Twenty-five percent of these graduates went on to further studies at UVic, including 20 who completed the Diploma in Public Sector Management and a further seven who completed an undergraduate or graduate degree from UVic.

ICDG Program development and funding:

The Diploma in Indigenous Community Development and Governance (ICDG) is a program designed in collaboration with Indigenous community leaders. During 2013-14, a proposal was prepared and the Diploma in First Nations Government and Administration was approved by the UVic Board of Governors in April 2014.

Initial development funding in the amount of \$150,000 was provided by the Office of Vice-President Academic in 2014. The School applied to the then titled Department of Indian and Northern Affairs (DIAND) for a three-year grant to develop and deliver the program (one year of development funds, two years of program administration funds for the first cohort.) The grant was approved, but the Government later made funding cuts across many grants. The School’s grant was cut from three years to less than one year, which allowed only time for development. In actuality, there was far less than a year to make use of the funds: the grant of \$241,186 (about 50% of the original allocation) was received in November 2014 and had to be spent by March 31, 2015. Through the administration of a newly hired Program Coordinator, Marcia Dawson (a graduate of the School’s CAAG program) and the oversight of the Director, Evert Lindquist, twelve courses were developed and plans for delivery were implemented. The School applied for and received a further DIAND/INAC grant in 2017 for \$112,593.

The combination of the second INAC grant and other external funds ensured sufficient funding for a second cohort. The former HSD Development Officer, Lynne Milnes, applied for and received an operating

grant from the Vancouver Foundation in the amount of \$225,000 over three years (2017-2020). She also raised \$20,000 in private donations and developed a funding proposal to an anonymous donor, which resulted in a further \$50,000 in 2018-19, which was negotiated with the support of the HSD Dean and the current Development Officer, Trisha Roche.

The UVic Office of Indigenous Academic and Community Engagement (IACE) provided student funding to the School through the Government of BC Aboriginal Services Plan Fund. The School received \$15,000 in 2016, which was distributed as student awards to the first cohort during the 2016-17 academic year. In 2019, the ASP Fund provided \$10,000 for operating costs for the second cohort.

2016-2018 Diploma Program Delivery:

The School accepted two cohorts of students, in September 2016 and September 2018. Each cohort registered in two online courses per term, plus three 5-day on campus workshops in the first fall term and in two summer terms.

2020 ICDG Diploma Revision Proposal:

In 2020 The School of Public Administration submitted a proposal to revise the existing ICDG Diploma from a 12 course (17.5 unit) program to a 10 course (15 unit) program, to be administered online in a more flexible and accessible schedule for students. These changes were approved by the Senate Committee on Planning (SCP) in February 2021.

2021 Ongoing Consultation Project:

The School of Public Administration is conducting ongoing consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process serves to build relationships with key contacts, share information, validate ICDG program structure and administration, and invite feedback in anticipation of program re-launch in 2022. Consultation began in June 2021 and is expected to complete in October 2021.

Appendix 2

INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE Course Descriptions

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with specific emphasis on the communication tools necessary in Indigenous government organizations. Topics include: developing excellent written, verbal and interpersonal communication skills; technical and strategic approaches to written and verbal communication for internal and external audiences; stages of the writing process; report writing skills; composing responses, briefing notes, news releases and sensitive messages. Practices, strategies and tools necessary to engage Council, community and stakeholders using effective and inclusive communication processes.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning

ICDG 305 (1.5) Indigenous Research and Project Management

Provides skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resource Management in Indigenous Organizations

Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human

resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services - past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational initiatives. Community characteristics will be identified and their potential role/impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone Project for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the *Indian Act*, treaty negotiations, alternative partnerships, lands and resources issues.

Appendix 3

Overview of ICDG courses in Diploma, Professional Specialization Certificate and Minor programs:

	Minor in ICDG	Professional specialization certificate in ICDG	Electives for other Programs	Diploma in ICDG
Total courses required	6	4	Varies	10
Students' profile	Must be enrolled in a Bachelor's degree program. Could be working administrators or full-time on campus students.	Working administrators who already hold a degree	<ul style="list-style-type: none"> • DPSM, DLGM • MPA, MACD (using only ICDG 400-level) • Other UVic undergrad programs where course fits the requirements. 	<ol style="list-style-type: none"> 1. Administrators working full-time, studying part-time, and 2. Full-time students, who may be younger, with limited work experience
Course Delivery Format	Online, while taking other UVic courses	Part-time online	Online, while taking other UVic courses	Part-time(1-2 courses) or full-time (at least three courses) online
Number of courses from: <ul style="list-style-type: none"> • the existing ICDG curriculum and • other UVic programs (Note: subject to review/approval by other UVic Indigenous programs) 	1 required and 5 elective ICDG courses. <ul style="list-style-type: none"> • Electives could include 2 courses on Indigenous topics from other UVic programs. 	1 required and 3 elective ICDG courses	ICDG courses could be elective credit for other Indigenous programs at UVic (subject to review/approval with other programs.)	10, 2 required and 8 elective ICDG courses. Up to 2 electives could include Indigenous topics from other UVic programs.
Program could ladder into....	Recognized ICDG Minor as part of a 40-course UVic Bachelor's degree.	Stand alone, but could ladder into an ICDG Diploma (6 more courses) or DPSM or DLGM (7 more courses).	Courses would be elective credits towards UVic degree, diploma or certificate.	ICDG courses could ladder into a UVic or Thompson Rivers University (TRU-OL) degree program.
How ICDG courses fit into other program requirements	Students will require 34 other courses to complete a Bachelor's degree.	Could ladder into a Diploma in ICDG (requires 6 more courses) or a Diploma in Public Sector Management or Local Government Management (7 more courses)	ICDG courses would count as electives in other UVic programs.	Varied, up to 10 courses transferred to other UVic or TRU programs, depending on what is accepted by the other program

Appendix 4

UVic Indigenous Community Development and Governance (ICDG) programs Consultation Survey Summer 2021 - Indigenous Communities and Organizations

Introduction: The following is a summary of the Indigenous student and community consultation performed by the School of Public Administration, for the purpose of the proposal for Ministry support of ICDG programs.

Objective: Gain input, feedback, and recommendations from Indigenous students, communities and organizations on the existing diploma proposed professional specialization certificate and minor programs.

Context: The consultation process began in June 2021 by connecting with local Indigenous communities and national Indigenous groups and organizations to receive feedback on existing and proposed ICDG programs. Several groups were identified to consult with, including past students of the diploma program, First Nation communities on Vancouver Island, FNMI communities and groups within British Columbia, Friendship Centres across Canada and provincial Indigenous groups and organizations in BC. Where possible, an email invitation was sent along with the electronic survey to receive feedback. The invitation outlined the purpose of connecting, the proposal, and requested the recipients participation through completion of the survey. For those that we did not have email contact information available, a paper version of the invitation and survey was mailed their review. Careful effort was made for First Nation communities on Vancouver Island to receive their specific input, as they were identified as key stakeholders. Along with sending the email and/or paper mail, efforts were made to connect with Education Managers from those communities by phone to discuss the proposal in further detail. Both electronic and paper results are still being received.

Process: Input from UVic IACE and Indigenous faculty within the School of Public Administration informed who should be included in the consultation process, along with following previous efforts made by the School when they first introduced the Diploma program. In total, our consultation list contains 503 contacts from the groups outlined above. The original survey was specific to First Nation Education Managers who oversaw the federal Post-Secondary Student Support Program (PSSSP). Slight changes were made to the survey for Indigenous groups and organizations that may or may not provide funding for their students/clients. Strong efforts were made to capture the appropriate insights from the varying groups to better understand their needs.

Preliminary Results Summary (September 2021):

Group 1: Past ICDG Diploma Students and Graduates

Surveys sent: 38

Responses: 8

Group 2: BC Education Coordinators

Surveys sent: 167

Responses: 15

Group 3: Indigenous Groups and Organizations (BC)

Surveys sent: 153

Responses: 9

Group 4: National Indigenous Groups and Organizations

Surveys sent: 40

Responses: 3

Results Discussion: Overall, survey comments were supportive of ICDG programs and many indicated that the outlined programs would meet their communities' educational needs. There were some concerns raised about funding for online part-time programs from some groups (i.e., students may not be eligible for living allowance). There were also concerns raised about the admission requirements for the diploma and certificate, such as students not being able to meet the English requirement or already hold a bachelor's degree (required for professional specialization certificate program). Other concerns raised included technology access, especially for more northern or remote communities.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

November 8, 2021

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Proposal to discontinue the Combined Major in Hispanic and Italian Studies

Basis for Jurisdiction: Senate Committee on Planning meeting October 6, 2021
Senate meeting November 5, 2021

Strategic Relevance

The proposal to discontinue the Combined Major in Hispanic and Italian Studies aligns with Strategy 3.5 of the Strategic Framework to develop and evolve high-quality academic programs that align with UVic strengths and directions; are responsive to student interest and social need; provide students with meaningful opportunities to engage with issues from diverse perspectives; and are financially sustainable.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Combined Major in Hispanic and Italian Studies, as described in the document "Discontinuance of the Combined Major in Hispanic and Italian Studies", effective immediately.

Background

Since its inception in 2009, student interest in the Combined Major in Hispanic and Italian Studies has been limited with only three graduates. With the canceled Italian Major and the faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major, suggests efforts would be best placed elsewhere.

There are currently no students registered in the program. As a Department of Hispanic and Italian Studies program only, no other departments or faculties will be affected by the discontinuation.

Attachment: November 5, 2021 Senate docket for the proposal to discontinue the Combined Major in Hispanic and Italian Studies.



Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Combined Major in Hispanic and Italian Studies**

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to discontinue the Combined Major in Hispanic and Italian Studies.

The Combined Major in Hispanic and Italian Studies has had only three graduates since its inception in 2009. That, combined with the discontinuation of the Italian Major in March 2020, has led to the decision to discontinue the program. There are currently no students enrolled in the program.

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 Combined Major in Hispanic and Italian Studies, as described in the document "Discontinuance of the Combined Major in Hispanic and Italian Studies".

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Lisa Kalynchuk
Dr. Evanthia Baboula	Dr. Valerie S. Kuehne
Dr. Rustom Bhiladvala	Dr. Michelle Lawrence
Dr. Jo-Anne Clarke	Dr. Graham McDonough
Dr. Adam Con	Dr. Cynthia Milton
Ms. Andrea Giles	Dr. Abdul Roudsari
Dr. Rishi Gupta	Dr. Nilanjana Roy (on leave)
Ms. Nicole Greengoe	Ms. Ada Saab
Dr. Robin Hicks	Dr. Ralf St. Clair
Dr. Cindy Holder (on leave)	Ms. Christine Todd
Ms. Sandra Duggan (Secretary)	Dr. Jie Zhang



**STANDARD TEMPLATE FOR THE DISCONTINUATION OF A PROGRAM –
UNDERGRADUATE**

Discontinuance of the Combined Major in Hispanic and Italian Studies

Submitted by:	Name and title	Email
Contact person	Jill Walshaw, Acting Chair, Hispanic & Italian Studies	hispchair@uvic.ca
Dean or designate	Annalee Lepp, Dean, Faculty of Humanities	deanhums@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 4, 2021
Departmental approval	January 25, 2021
Faculty Curriculum Committee approval	Next meeting: Tuesday Sept. 28
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	Tuesday Sept. 14

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)
Libraries	received 10 Sept
Executive Director, Co-operative Education and Career Services	received 10 Sept
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	sent 10 Sept
Indigenous Academic and Community Engagement	received 10 Sept



PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

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

Discontinuation of the Combined Hispanic Studies / Italian
Studies Major Program.
Department of Hispanic and Italian Studies
Faculty of Humanities

Anticipated implementation date of
change

May 2022

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

Jill Walshaw, Acting Chair, Hispanic & Italian Studies
(250) 721-7412
hispchair@uvic.ca

A. History and context of the program indicating rationale and impact of the program discontinuation

Provide a rationale for discontinuing the program and describe the impact on students. How does the proposed discontinuation align with unit/Faculty/UVIC strategic plans and priorities?

Student interest in the Combined Major has been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been canceled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major.

There are currently no students registered in the program. Therefore, there will be little perceived impact on students.

Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

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

There is extremely limited impact on current policies. As student interest in the program was limited, it is anticipated that HISP/ITAL students will simply continue to enroll in other programs within the department.

C. Indicate what impact the discontinuation will have on resources such as faculty, staff appointments, and space.

While we regret the cancellation of any program, the limited size of this one means that there is no perceived impact on faculty, staff appointments, or space.

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

There are no departments or faculties that participated in or will be affected by the discontinuation. This was a program internal to the Department of Hispanic and Italian Studies.

However, out of courtesy, all units in the Faculty were consulted to let them know of our intention to discontinue the program. We received two responses expressing understanding and acceptance, if regret at the demise of Italian Studies.

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Pablo Restrepo Gautier - Chair of Hispanic and Italian Studies
Sent: Friday, March 5, 2021 10:11 AM
To: Robin Hicks, Acting Associate Vice-President Academic Planning; Lisa Surridge - Humanities Associate Dean, Academic
Cc: Annalee Lepp - Acting Dean of Humanities; Susan Corner, Director, Academic Advising and International Student Services; Nicole Greengoe, Registrar; Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Subject: RE: Suspension of program

Thank you, Robin.

Pablo.

Pablo Restrepo Gautier, PhD
Associate Professor and Chair
Department of Hispanic and Italian Studies
University of Victoria
Tel.: 1-250-721-7411
Fax: 1-250-721-6608

<http://www.uvic.ca/humanities/hispanicitalian/facultystaff/restrepo-gautier.php>

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From: Robin Hicks, Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Sent: March 4, 2021 3:28 PM
To: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Cc: Annalee Lepp - Acting Dean of Humanities <deanhums@uvic.ca>; Pablo Restrepo Gautier - Chair of Hispanic and Italian Studies <hispchair@uvic.ca>; Susan Corner, Director, Academic Advising and International Student Services <diradva@uvic.ca>; Nicole Greengoe, Registrar <registrar@uvic.ca>; Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>
Subject: RE: Suspension of program

Hi all – very sorry for my slow response to this.

I approve the Suspension of Hispanic and Italian Studies Combined Major as outlined in your memo. If you need any assistance or guidance for the discontinuation process please let me know.

I am copying Nicole Greengoe (Registrar) and Susan Corner (Director, tri-Faculty Academic Advising and ISS) on this communication as this decision may have impact for their units.

Cheers,
Robin



Dr. Robin G. Hicks *he/him/his*

Acting Associate Vice-President Academic Planning
Professor of Chemistry
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia
V8V 2Y2 Canada
+1-250-853-3761

www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php

I acknowledge with respect the Lkwungen Peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

Sent: February 19, 2021 10:15 AM

To: Robin Hicks, Acting Associate Vice-President Academic Planning <avpap@uvic.ca>

Cc: Annalee Lepp - Acting Dean of Humanities <deanhums@uvic.ca>; Pablo Restrepo Gautier - Chair of Hispanic and Italian Studies <hispchair@uvic.ca>

Subject: Suspension of program

Dear Robin: I am forwarding from Annalee a request to suspend the combined major in Hispanic and Italian in anticipation of the program's cancellation.

If you need further information, we are happy to provide it.

Thanks--Lisa.



Dr. Lisa Surridge | she/her
Associate Dean Academic
Faculty of Humanities
University of Victoria
Office: Cle C309
T 250-721-7246

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Andrea Giles
Sent: Friday, September 10, 2021 3:09 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Cc: Allison Benner - Acting Associate Director, Optional and Professional Programs
Subject: RE: Consultation re: Program Cancellation

Follow Up Flag: Follow up
Flag Status: Flagged

Hello Jill,

Thank you for the email consultation. I appreciate it. It's sad to see programs wane – I sit on the Senate Academic Planning committee and recall the changes to the Italian Major program.

As you move forward with your planning, our Humanities and Fine Arts Co-op program will still be available as an option for your students. I have copied Allison Benner, our Associate Director of our Optional and Professional Co-op programs, as she has oversight of our Humanities and Fine Arts Co-op program to ensure that our staff are aware of the upcoming change.

I wish you and your department the best of luck as you plan for the future.

Regards,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

[University of Victoria](#)
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: September 10, 2021 2:31 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear Andrea,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too

small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,
Jill Walshaw

=====
Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: dirmedi
Sent: Wednesday, September 8, 2021 8:53 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: Re: Consultation re: Program Cancellation

Dear Jill, thank you for letting me know. I am deeply saddened as an Italianist but I totally understand. Wishing you the best, Catherine

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Date: Wednesday, September 8, 2021 at 6:44 PM
To: Beatriz de Alba-Koch <albakoch@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Colin Macleod - Philosophy Chair <philchr@uvic.ca>, "Director, Religious Studies" <dirrels@uvic.ca>, dirmedi <dirmedi@uvic.ca>, Erin Kelly - ATWP Director <atwpdir@uvic.ca>, European Studies Director <eusdir@uvic.ca>, "Hélène Cazes, Chair" <chairfran@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Jason Colby - Chair of History <histchr@uvic.ca>, Martha McGinnis - Chair of Linguistics <lingchair@uvic.ca>, Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>, Martin Adam <mtadam@uvic.ca>, Michael Nowlin – Chair of English <englchr@uvic.ca>, Richard as PAAS Chair <paaschair@uvic.ca>, Richard Fox <rpfox@uvic.ca>, Thea Cacchioni – Chair of Gender Studies <gndrchair@uvic.ca>
Cc: Carolynn Broeke - Hispanic & Italian Studies <spanit@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear All,

It was nice to see you all today and to be part of the Chairs and Directors meeting. Many of you I know personally and for those I didn't know, it was great to put a face to a name.

I'm writing to let you know, in the spirit of consultation, that the Hispanic and Italian Studies department voted in January to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program, and to the best of my knowledge, there is no overlap or collaboration with any of your units.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before Faculty Council next Tuesday, Sept 14th.

Many thanks,
Jill

=====

Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Erin Kelly - ATWP Director
Sent: Wednesday, September 8, 2021 6:53 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: Re: Consultation re: Program Cancellation

Dear Jill,

Thanks for consulting. I know of no reasons why the plans for program cancellation shouldn't go forward, but I will certainly bow to the expertise and perspectives of others who might know more.

Yours, Erin

P.S. Good to see you today, too.

Erin E. Kelly, Director
Academic and Technical Writing Program (ATWP)
Faculty of Humanities
University of Victoria

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Date: Wednesday, September 8, 2021 at 6:44 PM
To: Beatriz de Alba-Koch <albakoch@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Colin Macleod - Philosophy Chair <philchr@uvic.ca>, "Director, Religious Studies" <dirrels@uvic.ca>, dirmedi <dirmedi@uvic.ca>, Erin Kelly - ATWP Director <atwpdir@uvic.ca>, European Studies Director <eusdir@uvic.ca>, "Hélène Cazes, Chair" <chairfran@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Jason Colby - Chair of History <histchr@uvic.ca>, Martha McGinnis - Chair of Linguistics <lingchair@uvic.ca>, Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>, Martin Adam <mtadam@uvic.ca>, Michael Nowlin - Chair of English <englchr@uvic.ca>, Richard as PAAS Chair <paaschair@uvic.ca>, Richard Fox <rpfox@uvic.ca>, Thea Cacchioni - Chair of Gender Studies <gndrchair@uvic.ca>
Cc: Carolynn Broeke - Hispanic & Italian Studies <spanit@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear All,

It was nice to see you all today and to be part of the Chairs and Directors meeting. Many of you I know personally and for those I didn't know, it was great to put a face to a name.

I'm writing to let you know, in the spirit of consultation, that the Hispanic and Italian Studies department voted in January to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major.

Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program, and to the best of my knowledge, there is no overlap or collaboration with any of your units.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before Faculty Council next Tuesday, Sept 14th.

Many thanks,
Jill

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Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Mary McCue - IACE Office Administrator
Sent: Friday, September 10, 2021 2:43 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: RE: Consultation re: Program Cancellation

Hi Jill,
Ok, well that clarifies a bit!

I will make sure that the Associate Director, Academic, Rob Hancock, is informed. He'll be able to share with whomever else should be looped in.

Take good care,
Mary

Mary McCue, Office Administrator and Assistant to the Executive Directors
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |
Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

I acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: September 10, 2021 2:41 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Subject: RE: Consultation re: Program Cancellation

Hello Mary,

Thanks for your message. The form that I have indicates that I must consult the IACE office, among other units. This is the first of these that I have done, but Lisa Surridge explained to me that IACE needs to know that they have "one less program to serve" - ?

I'm glad you enjoyed taking Italian; we do still offer Italian language courses, and I'm hoping to grow that program back to the Certificate level.

All the best,
Jill

=====
Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413

hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

From: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Sent: Friday, September 10, 2021 2:38 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Subject: RE: Consultation re: Program Cancellation

Hi Jill,
I think you have sent this to the wrong person. Our office does not work with Hispanic and Italian Studies or the combined program of Spanish/Italian, though reading the email was certainly sad. One of my favourite undergraduate classes was Italian☺

I'm not sure who you are hoping to reach, but I'm quite sure that it's not me.

Best of luck,
Mary

Mary McCue, Office Administrator and Assistant to the Executive Directors
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |
Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

I acknowledge and respect the lək'wəṇən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.

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From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: September 10, 2021 2:27 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Subject: Consultation re: Program Cancellation

Hello,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,

Jill Walshaw

=====

Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Tad Suzuki
Sent: Friday, September 10, 2021 3:53 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: RE: Consultation re: Program Cancellation

Hi Jill,

Thank you for your detailed account on what's going on in the Combined Major program and a bit of update on the Italian program. It's quite unfortunate that the Italian major is being cancelled. Do you think book purchases in Italian studies are going to diminish in numbers now on? We at the Library are holding on to the same level of monograph budget thus far.

Thanks. Tad

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: Friday, September 10, 2021 2:30 PM
To: Tad Suzuki <suzukit@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear Tad,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program. As far as library acquisitions go, the Spanish program is continuing alive and well, and any reduction to acquisitions in Italian would have been related more to the cancellation of the Italian major than of this combined major program. That said, we are hoping to revive the Certificate program in Italian, at least – stay tuned!

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,
Jill Walshaw

=====
Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447

Tel.: 250.721.7413

hispchair@uvic.ca

<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Sent: Friday, September 10, 2021 2:25 PM
To: OREG SCP Consultation
Subject: Consultation re: Program Cancellation

Hello,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,
Jill Walshaw

=====
Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
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hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 8, 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: November 23, 2021

Subject: 2020/21 Annual Report on the Status of External Reviews

Strategic Relevance

Under policy AC1145, the Provost reports annually to the Senate Committee on Planning, Senate, and the Board of Governors on the status of external reviews.

UVic's external review process aligns with Strategy 3.5 of the University's Strategic Framework to develop and evolve high-quality academic programs that align with UVic strengths and directions; are responsive to student interest and social need; provide students with meaningful opportunities to engage with issues from diverse perspectives; and are financially sustainable.

Background

UVic's external review process assists academic units in evaluating the quality of their programs and provides for internal and external accountability of academic programs. In 2020/21 the University continued its implementation of recommendations from the fall 2018 Quality Assurance Process Audit (QAOA) conducted by the Degree Quality Assessment Board (DQAB).

Due to the impacts of COVID-19, in-person site visits were not scheduled for fall 2020. Reviews were postponed in acknowledgement of the significant impact that COVID-19 has had on unit capacity to undertake reviews. The changes implemented to the AC1145 policy and associated procedures in October 2020 are more flexible and allowed for remote site visits. Due to the lack of site visits in fall 2020, the 2020/21 site visits have been spread out over 2021 to accommodate unit workload capacity. Site visits are conducted via Zoom and materials shared through each unit's Connect sub-site.

Attachment: November 5, 2021 Senate docket for the 2020/21 Annual Report on the Status of External Reviews.

memo

Date: August 6, 2021
To: Senate
From: Dr. Valerie Kuehne, Vice-President Academic and Provost
Re: **2020/21 Annual Report on the Status of External Reviews**

Under policy AC1145, the Provost reports annually to the Senate Committee on Planning, Senate, and the Board of Governors on the status of external reviews.

UVic's external review process assists academic units in evaluating the quality of their programs and provides for internal and external accountability of academic programs. In 2020/21 the University continued its implementation of recommendations from the fall 2018 Quality Assurance Process Audit (QAOA) conducted by the Degree Quality Assessment Board (DQAB). The assessors' report including recommendations is available [here](#).

Recommendations from the audit led to a broader review of the university's APR policy and associated procedures, AC1145. During Fall 2019 and Spring 2020, consultations on proposed changes to the APR policy and associated procedures, AC1145 were held, and were approved at the October 2, 2020 meeting of Senate.

During spring 2020, VPAC held consultations with a working group of chairs, directors and support staff to review opportunities to improve communication and administration of external reviews. One of the outcomes of these consultations was the recommendation to create a Connect site to increase ease of communication and document sharing. The site was created in fall 2020, and has significantly improved efficiency while reducing paper waste.

In response to the integration of former Interdisciplinary Studies units into faculties, VPAC also created Interdisciplinary resources including [INTD External Review Guidelines](#), [INTD Review Committee Guidelines](#), and an [INTD sample Itinerary template](#) in fall 2020, at the request of Interdisciplinary unit leaders. These documents pair with the existing policy and procedures to guide INTD units through the parts of the self-study and site visit relevant to their unit.

Scheduling of Reviews

The following is a summary of academic units that underwent site visits during the 2020/21 academic year, and academic units up for review in 2021/22. Executive summaries of the assessors' reports may be found on the Quality Assurance website, <https://www.uvic.ca/vpacademic/resources/howto/quality-assurance/>

Due to the impacts of COVID-19, in-person site visits were not scheduled for fall 2020. Reviews were postponed in acknowledgement of the significant impact that COVID-19 has had on unit capacity to undertake reviews. The changes implemented to the AC1145 policy and associated procedures in October 2020 are more flexible and allowed for remote site visits. Due to the lack of site visits in fall 2020, the 2020/21 site visits have been spread out over 2021 to accommodate unit workload capacity. Site visits are conducted via Zoom and materials shared through each unit's Connect sub-site.

Reviews Conducted in 2020/21	Schedule of Reviews to Initiate in 2021/22
Cultural, Social and Political Thought Program	Pacific and Asian Studies
European Studies Program	Indigenous Nationhood (Graduate Certificate) – Interdisciplinary Program
Department of Greek and Roman Studies	Global Development Studies (Minor) – Interdisciplinary Program
Department of Hispanic and Italian Studies	Neuroscience program
Human Dimensions of Climate Change Program	Environmental Studies
Medieval Studies Program	Faculty of Law – <i>delayed from 2020/21</i>
Social Justice Studies Program	Social Dimensions of Health Program – <i>delayed from 2020/21</i>
Department of Theatre	Technology and Society Program – <i>delayed from 2020/21</i>
Department of Visual Arts	Department of Mechanical Engineering – <i>delayed from 2020/21</i>
	Department of Electrical and Computer Engineering – <i>delayed from 2020/21</i>



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

November 08, 2021

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE

From: ACTING VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: STATUS REPORT ON CAPITAL PROJECTS

Basis for Jurisdiction: Committee's Terms of Reference



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: November 01, 2021

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

PROJECT:	STUDENT HOUSING & DINING
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Project No: 16-02265
Project Consultants: Perkins + Will Architects
Construction Manager: EllisDon-Kinetic

BUDGET STATUS:	Approved Budget April 2020 (in millions)	Forecasted Costs October 2021 (in millions)
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Consulting – C1	\$21.1	\$21.4
Construction – C2	\$194.3	\$194.7
Completion – C3	\$5.7	\$6.7
Contingency – C4	\$4.0	\$2.3
Sub-Total	\$225.1	\$225.1
GST (1.65%)	<u>\$3.7</u>	<u>\$3.7</u>
TOTAL PROJECT COST	\$228.8	\$228.8

- Total commitments to date are \$219.1M or 95.7% of the approved Budget of \$228.8M.

SCHEDULE STATUS:	Original Schedule January 2019	Actual / Forecasted October 2021
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Tender Package 02 – Modular Food Services Facility

Decommission	October 2022	<i>December 2022</i>
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Tender Package 04 – Construction Building One (398 beds, Dining)

Tender	February 2020 & July 2020	May 2020 & July 2021
Construction - Structure	July 2021	July 2021
Construction – Building Envelope	May 2022	<i>May 2022</i>
Construction – Interiors	May 2022	<i>June 2022</i>
Construction – Operations	August 2022	<i>August 2022</i>

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

Construction - Structure	December 2021	<i>April 2022</i>
Construction – Interiors	October 2022	<i>December 2022</i>
Construction – Building Envelope	January 2023	January 2023
Construction – Operations	February 2023	<i>April 2023</i>

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, procurement and material lead times, site coordination, design coordination, occupancy related changes driven by AHJ's or COVID-19 impacts have potential to impact Building One's opening date of August 31, 2022. For Building Two, the same major schedule risks could push the occupancy beyond the contracted date and leave the University susceptible to delay claims from the construction manager or their sub-trades.

PROJECT:	NATIONAL CENTRE FOR INDIGENOUS LAWS
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Project No: 19-04343
Project Consultants: Two Row Architect
General Contractor: TBD

BUDGET STATUS:	Approved Budget March 2020 (in millions)	Forecasted Costs October 2021 (in millions)
Consulting – C1	\$2.8	\$2.8
Construction – C2	\$18.6	\$20.3
Completion – C3	\$2.55	\$2.8
Contingency – C4	\$0	\$0.8
Sub-Total	\$23.5	\$26.7
GST (1.65%)	\$0.4	\$0.45
Escalation	\$2.8	\$0 ¹
TOTAL PROJECT COSTS	\$27.15	\$27.15**

- **Current estimated costs are \$5.5M to \$7.5M higher than the budget. Per September Board, a budget increase will be requested in the new year once the current review is complete Construction Manager is now in place.
- Renovation and Renewals to the existing building, funded through the Ministry's Major Maintenance and Rehabilitation Program, are not included in this Board report. Funding of \$1.0M has been approved for planning and design work in 2021/22.
- Total commitments to date of \$1.82M in A+E consulting fees for the National Centre for Indigenous Laws addition.

SCHEDULE STATUS:	Original Schedule February 2020	Actual / Forecasted August 2021
Consultant Selection	May 2020	June 2020
Schematic Design	October 2020	February 2021
Design Development	March 2021	September 2021
Construction Documents	September 2021	April 2022
Tender	November 2021	May 2022
Construction Phase	March 2023	July 2022
Commissioning and Warranty	May 2023	May 2024
Fit-up and Move In	July 2023	July 2024
Operation	August 2023	August 2024

Major Risks:

- Construction cost may exceed Approved Budget.
- Building Renewals scope has been defined and impacts to budget and schedule to be determined.
- COVID-19 may have impacts on schedule.
- Current market supply and demand challenges may impact schedule and cost.

¹ Escalation is included in the C4 forecast

PROJECT:	ENGINEERING EXPANSION PROJECT
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Project No: 19-04507
Project Consultants: Dialog Architecture/Engineering
General Contractor: TBD

BUDGET STATUS:	Approved Budget November 2019 (in millions)	Forecasted Costs October 2021 (in millions)
Consulting – C1	\$6.6	\$7.3
Construction – C2	\$69.0	\$71.3
Completion – C3	\$8.4	\$5.5
Contingency – C4	<u>\$4.2</u>	<u>\$4.1</u>
Sub-Total	\$88.2	\$88.2
GST (1.65%)	<u>\$1.4</u>	<u>\$1.4</u>
TOTAL PROJECT COSTS	\$89.6	\$89.6

- Currently at 50% Construction Document (CD) phase.
- Value Engineering process underway to adjust for overage based on cost estimate.
- Provincial Commitment of \$64.8M; UVic to provide \$24.8M through internal/fundraising.

SCHEDULE STATUS:	Original Schedule November 2019	Actual / Forecasted October 2021
Consultant Selection	October 2019	November 2019
Schematic Design	May 2020	June 2020
Design Development	September 2020	May 2021
Construction Documents	May 2021	March 2022
Tender	July 2021	May 2022
Construction Complete	December 2023	September 2024
Commissioning	December 2023	September 2024
Fit-up and Move In	December 2023	September 2024
Operation	January 2024	September 2024

Major Risks:

- *Academic year: impact of construction on teaching and research.*



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 08, 2021

To: OPERATIONS AND FACILITIES COMMITTEE

From: Acting Vice-President Finance and Operations

cc: President and Vice-Chancellor

A handwritten signature in black ink, appearing to be 'K. S. S.', located to the right of the 'From' and 'cc' fields.

Meeting Date: November 23, 2021

Subject: Due Diligence Report – Facilities Management

Basis for Jurisdiction:

University Act Section 27(2)(y)

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

Strategic Relevance:

Strategy 5.5 –

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

Previous Consultation:

Report provided annually to the Operations and Facilities Committee.

Attachment: Facilities Management Due Diligence Report 2021

Obligation to Report	Fulfillment of Obligation
Elevating Devices Safety	<ol style="list-style-type: none"> 1. In accordance with the provision of the Safety Standards Act, the University of Victoria currently operates and maintains 73 elevating devices at the Gordon Head Campus. 2. Regular inspections are conducted by a Provincial Inspector. 3. All units are regularly serviced by workers qualified under the Act. Several contracted service providers. 4. Each unit has an installation number assigned by, and registered with, Technical Safety B.C. Individual Certificates for each elevating device are on file and renewed on an annual basis. 5. A complete detailed listing of elevating devices including location, Certificate Number, and all inspection reports, is maintained by and available upon request from UVic FMGT.
Heritage Conservation Act	<ol style="list-style-type: none"> 1. There is one building on Campus that has been designated as Municipal Heritage Site. There are no National or Provincial Heritage Sites on Campus. <p>The Corporation of the District of Saanich in their <i>"Saanich Heritage Structures: An Inventory"</i> dated 1991, lists nine (9) University buildings as having heritage significance:</p> <ul style="list-style-type: none"> • <i>Huts A, B, E, Q, and R. They are all of the huts that remain from the "Gordon Head Army Camp", Department of National Defence 1940.</i> • <i>Y Hut – the Maritime Naval / Communications Centre Building is located off of McCoy Road.</i> • <i>Hamsterley Farm Water Tower located at 2489 Sinclair Road received heritage designation in 2012.</i>

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

Obligation to Report	Fulfillment of Obligation
Safety Standards Act	<ol style="list-style-type: none"> 1. UVic staff, qualified under the Act, operate and maintain: <ol style="list-style-type: none"> a. 3 interconnected hot water, heating boilers with a combined registry capacity of 28 MW. The boilers are located in the District Energy Plant. b. 28 hot water, and 4 high pressure steam, stand-alone boilers with a combined registered capacity of 518.93 horsepower located in 15 buildings. c. 218 registered pressure vessels; including an ammonia refrigeration plant serving the Ice Arena of the Ian Stewart Complex. 2. 24 hours per day, 7 days per week, qualified staffing is in place to meet the requirement of the Act.
Power Engineers and Boiler & Pressure Vessel Safety Act	<ol style="list-style-type: none"> 1. All boilers and pressure vessels bear installation numbers assigned by, and registered with Technical Safety B.C. <ol style="list-style-type: none"> a. Individual Certificates are renewed annually and are posted near the locations of the boilers or pressure vessels. 2. Apex Steel and Gas is the contractor responsible for boiler maintenance on campus. They hold a Contractor A license.
	<ol style="list-style-type: none"> 3. The Risk Assessment Certificate for the Ian Stewart Complex Ammonia Refrigeration Plant was issued in 2018 (No. 35630). The certificate for the District Energy Plant was issued in 2020 (No. BP415-BPOP). These are reviewed annually. 4. A list of all boilers and pressure vessels indicating location, Certificate Number, and Safety Manuals, is available from UVic FMGT upon request.



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 12, 2021

To: Operations and Facilities Committee

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

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

cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: 2021/22 Enrolment Analysis Report

Basis for Jurisdiction: University Act, s 27(1) and s 27(2)(r)
Strategic Framework, Strategy 1.1
Strategic Enrolment Management Plan

Strategic Relevance: The annual Enrolment Analysis Report demonstrates how successful we are at meeting the university's Strategic Framework objective to attract and support outstanding students from diverse regions and backgrounds.

More specifically, it aligns with the goals of UVic's Strategic Enrolment Management (SEM) Plan, which launched in April 2019 and continues to guide UVic's recruitment and retention efforts. Our SEM goals include recruiting the best undergraduate students, diversifying our international undergraduate student population by geographic location and program of study, increasing our enrolment of Indigenous students, and increasing under-represented populations. We also aim to increase the proportion of graduate students, especially in research programs.

Previous Consultation: Enrolment projections for the 2021/22 academic year were approved by Senate on February 5, 2021 and then approved by the Board of Governors on March 30, 2021. This sets the overall recruitment and retention parameters for the university, aligned with the Strategic Framework and SEM Plan. At their November 5, 2021 meeting, the Executive Director, Academic Resource Planning presented an enrolment update to Senate as part of the Provost's report.

Background: This annual report describes UVic's enrolment projections for the current academic year and contains information about the enrolment size and composition of the university's student population, including undergraduates and graduates, and domestic and international students. Trends in applications, admissions and new registrations are also included.

In addition to providing historical context, the report highlights initiatives underway to support future healthy enrolments at UVic. This year, as with last, the report also includes information about how the COVID-19 pandemic has impacted enrolment, both at UVic and in the context of the larger post-secondary environment.

Summary:

UVic is well positioned to deliver on our enrolment goals, including those outlined in our SEM Plan. Despite the challenges associated with the COVID-19 pandemic, UVic has maintained stable enrolment and has a healthy enrolment and outlook. Once again, we expect to achieve both our internal enrolment targets and the targets set by the BC Ministry of Advanced Education and Skills Training (MAEST). UVic's overall projected enrolment of 19,640 FTE exceeds our target of 18,468 by 1,172.

This fall, we saw a record number of domestic applicants and registrants, and this is our largest first-year class to date. We also awarded a record number of entrance scholarships, which reflects the increased number of applications and acceptances from high-achieving high school students, including those whose entering averages were over 90%. We have also prioritized bursaries to improve access for under-represented populations and students with increased financial need during the pandemic.

International undergraduate enrolment is down about 50 FTE from last year, which was down 80 FTE from the previous year as a result of the pandemic. Offering more than 100 additional online courses than in pre-pandemic years helped to mitigate a loss of international students, as travel and study permit challenges continued throughout spring and summer 2021. UVic currently enrolls students from 127 countries.

Planned Further Action: We continue to actively monitor enrolment levels throughout the academic terms and respond as needed to support student recruitment, retention and success.

Attachment: 2021/22 Enrolment Analysis Report



2021/22 ENROLMENT ANALYSIS REPORT

November 2021



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Summary and strategic context

Our institutional plans, including our Strategic Framework and Strategic Enrolment Management (SEM) Plan, are positioning UVic to attract, support and develop a diverse community of talented students.

The SEM Plan, launched in April 2019, continues to guide our recruitment and retention efforts. Our commitments include recruiting the best undergraduate students, diversifying our international undergraduate student population by geographic location and program of study, and increasing our enrolment of Indigenous students and others from under-represented populations. We also aim to increase the proportion of graduate students, especially in research programs.

As with previous years, we expect to achieve both our internal enrolment targets and the targets set by the BC Ministry of Advanced Education and Skills Training (MAEST). UVic's overall enrolment is up over the previous year, and is our highest enrolment to date.

Our annualized student full-time equivalent (FTE) enrolment for the 2021/22 academic year is expected to be 19,640—an increase of 279 FTEs from last year. Our 2021 fall term headcount is projected at 22,620, with 19,406 undergraduate students and 3,214 graduate students.

Of particular note, we continue to increase the number of students who identify as Indigenous. As outlined in the SEM Plan, we are committed to doubling Indigenous enrolment across all faculties by 2029, so that Indigenous students comprise at least 10% of the overall student population at UVic. Applications, new admissions and retention rates have all been increasing. We can contribute our growth to our K-12 pathway and community outreach programs, academic programs of interest to Indigenous learners, and culturally appropriate supports for Indigenous students. Representation is also an important factor for any diversity goal, and we've increased the number of Indigenous faculty and staff through initiatives like the Indigenous Recruitment Support Fund, as well as through significant efforts by units, faculty, librarians, staff and community leaders.

Impact of COVID-19 on enrolment

The COVID-19 pandemic has impacted the provincial and national post-secondary landscape, especially in terms of international enrolment. There were increased challenges for international students living outside of Canada that continued throughout 2021, including delays in obtaining study permits, travel restrictions and federal quarantine rules.

In BC, 16 out of 25 post-secondary institutions are under their funded enrolment target this year, and in particular colleges and teaching universities. UVic is well above its target and, as previously noted, is experiencing our highest enrolment to date—up almost 2.5% for headcounts this fall compared to last, which was already our highest enrolment to date.

As per the SEM Plan, we continue to increase the percentage of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%. Applications and registrations for first-year entry into UVic increased significantly this year, including among high school students with entering averages of over 90%. Although some academic programs at UVic have a limited

number of seats and use additional selection criteria, most programs at the university accept every student who has reached pre-determined admission cut-offs. As such, this was the largest first-year class we have experienced at UVic to date—up 13% from last year. We also awarded a record number of entrance scholarships, which reflects the increased number of applications and acceptances from high-achieving high school students.

Offering more than 100 additional online courses than in pre-pandemic years helped to mitigate the loss of international students, though international undergraduate enrolment is down about 50 FTE from last year, which was down 80 FTE from the previous year. Courses with large international enrolments were prioritized for online delivery, and included popular first- and second-year courses as well as courses that satisfied the academic and technical writing requirement. While our enrolments are above our notional target, the reduction of 130 FTE over two years presents a loss of tuition revenue and our ability to make budget allocations.

The university continues to invest in resources and supports for students to ensure robust recruitment and retention rates, including as we navigate the pandemic and apply learnings going forward. For example, ahead of Winter Session 2021/22, we invested in additional teaching assistants and sessionals for online courses, increased resources to support students with disabilities, added new teaching and learning technologies, enhanced classroom infrastructure to enable lecture recording and hybrid course delivery, and increased scholarship and bursary funding for students. We also revised the successful New Student Connect program, which is a peer-to-peer student mentorship program that originally launched in 2020. All students continue to have access to remote, 24/7 counselling and wellness services.

Annualized student FTEs

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

An annualized FTE measures course activity over a 12-month period, beginning with the Summer Session. For an undergraduate, this is the sum of the FTEs for the summer, fall and spring terms. For a graduate student, the annualized FTE is the sum of the three FTEs divided by 3.

MAEST sets enrolment targets for UVic based on annualized FTEs, and UVic's Board of Governors approves our enrolment levels to help meet those targets. UVic's grant funding, like other post-secondary institutions in BC, is provided by MAEST based on our domestic enrolment targets. This represents our "MAEST-funded target" and an annual "Institutional Accountability Plan and Report" is submitted through UVic's Board of Governors to MAEST every summer that demonstrates how well we have met those targets.

UVic sets a higher internal target for enrolments for the purpose of its own academic and budget planning, which takes into account undergraduate international students (who are not funded by government and pay full international tuition). International graduate students are included

along with domestic students in the MAEST graduate targets—out of a 2021/22 annualized total of 2,762 FTE, 998 were international.

As demonstrated in the table below, our overall annualized enrolment of 19,640 FTE exceeds our target of 18,468 by 1,172. We expect to exceed our MAEST target by 771 FTE in 2021/22, which comprises domestic undergraduates and all graduates. We expect to exceed our internal undergraduate international student target by 401 FTE.

Annualized FTE target comparison

	2021/22 projection	2021/22 target	FTE difference	% difference
Domestic undergraduates	14,427	14,083	344	2.4%
International undergraduates*	2,451	2,050	401	16.4%
Total undergraduates	16,878	16,133	745	4.4%
Total graduates	2,762	2,335	427	15.5%
Total students	19,640	18,468	1,172	6.0%

*University of Victoria internal enrolment level

Over the past decade, our greatest enrolment growth has been in international students, as shown in the table below. This population has also been significantly affected by the pandemic as Canada has restricted inbound and outbound travel and implemented strict quarantine rules. Immigration services, including those related to study permits, were largely shut down since March 2020, and many did not open in time for UVic's September intake. Home countries also limited outbound travel, and Visa application and biometric centres around the world reduced capacity or closed entirely.

Annualized student FTEs over time

	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021/22 forecast	10-yr % chg
Undergrad domestic	13,677	13,697	13,608	13,689	14,011	13,902	14,064	13,972	14,239	14,427	2.5%
Undergrad international	1,049	1,368	1,773	2,083	2,179	2,270	2,333	2,573	2,492	2,451	226.4%
All undergrads	14,726	15,065	15,381	15,772	16,190	16,172	16,397	16,545	16,731	16,878	13.8%
All grads	2,847	2,952	2,986	3,002	2,911	2,865	2,732	2,688	2,630	2,762	3.1%
All students	17,573	18,017	18,367	18,774	19,101	19,037	19,129	19,233	19,361	19,640	12.2%

It's worth noting that each Faculty at UVic has undergraduate and graduate enrolment targets and is resourced to meet those targets. Deans subsequently set enrolment expectations within their Faculties. There is no mechanical formula for per-student funding in the Faculties since costs and resources vary substantially depending on several factors, including the nature of the pedagogy, services, technologies, research equipment and related personnel, labour market differences by discipline, the success of the Faculty in generating additional resources, and economies of scale.

Headcounts

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

While headcount enrolment at UVic has increased by more than 4% over the last seven years, enrolments within most Faculties have been fairly stable and within a range related to their enrolment targets. The greatest headcount growth has been in the Faculty of Engineering and Computer Science (+29.5%), followed by Law (+22.6%). The largest decrease has been in Human and Social Development (-20.1%), where enrolments in nursing are highly dependent on partnership agreements with other institutions.

During the pandemic, there was impressive growth in the Faculties of Social Science and Science, as well as notable growth in the Peter B. Gustavson School of Business.

Graduate enrolment is up 7% over last year, both for domestic and international, although recruiting and retaining graduate students was particularly challenging last year because of uncertainties related to the pandemic. As per our SEM Plan, we'll continue to implement tactics and initiatives to grow our number of graduate students, and support them through to graduation.

Fall student headcounts

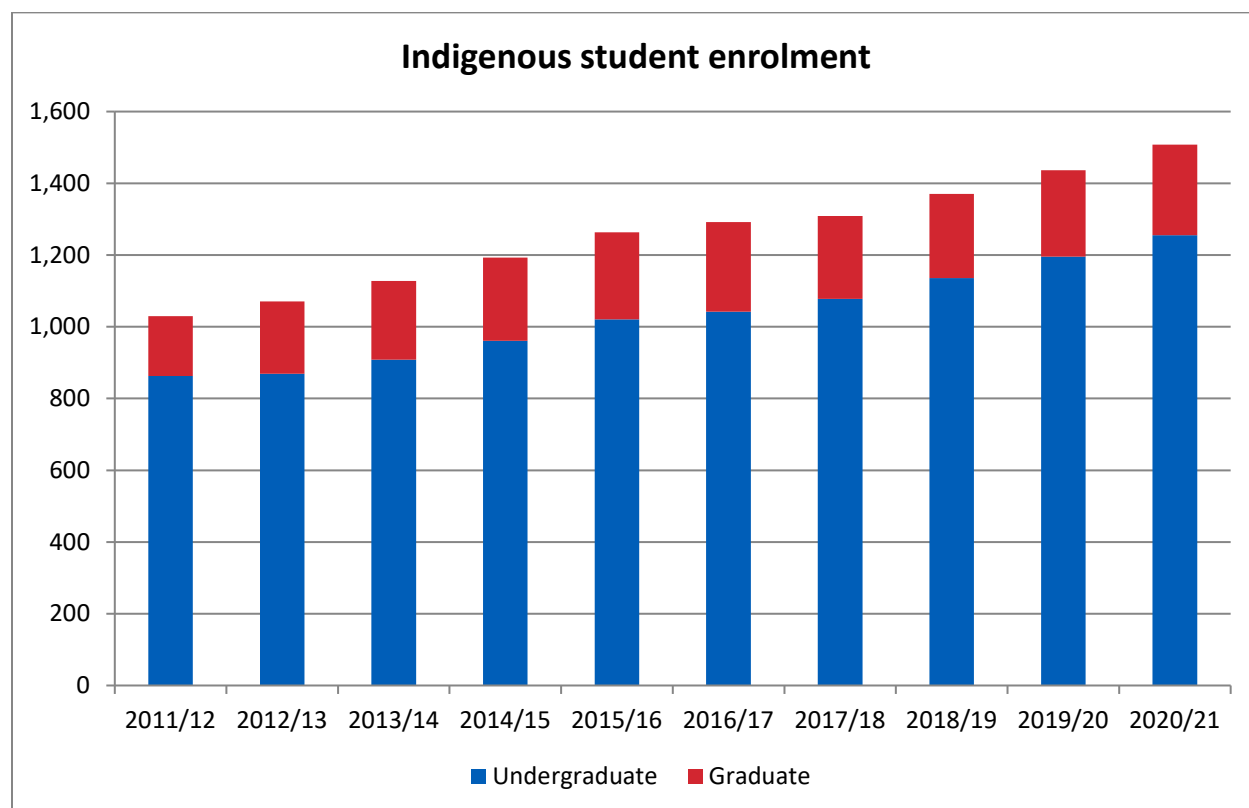
Faculty	2015	2016	2017	2018	2019	2020	2021	7-yr % chg
Education	1,097	1,031	1,023	1,027	981	943	942	-14.1%
Engineering & Computer Science	2,443	2,703	2,926	3,017	3,111	3,122	3,163	29.5%
Fine Arts	1,154	1,125	1,090	1,078	1,123	1,189	1,146	-0.7%
Human & Social Development	1,510	1,534	1,452	1,345	1,368	1,281	1,206	-20.1%
Humanities	1,987	2,002	1,912	1,804	1,845	1,861	1,741	-12.4%
Law	358	382	382	411	397	396	439	22.6%
Science	2,945	2,931	2,897	3,007	2,971	3,026	3,193	8.4%
Social Sciences	5,348	5,394	5,439	5,512	5,691	5,917	6,080	13.7%
Medical Sciences*	132	99	95	97	125	127	130	-1.5%
PB Gustavson Schl of Business	1,173	1,188	1,201	1,256	1,268	1,193	1,366	16.5%
Total undergraduates	18,147	18,389	18,417	18,554	18,880	19,055	19,406	6.9%
Total graduates	3,446	3,307	3,281	3,173	3,140	3,008	3,214	-6.7%
Total students	21,593	21,696	21,698	21,727	22,020	22,063	22,620	4.8%

*Enrolments in the Division of Medical Sciences represents students enrolled in UBC's Faculty of Medicine

Indigenous enrolment

Since 2011/12, Indigenous student enrolment has grown from 1,030 to 1,508—an increase of 45%. As part of the SEM Plan, we are committed to doubling Indigenous enrolment across all faculties by 2029, where Indigenous students comprise at least 10% of the overall student population at UVic.

Currently, Indigenous students comprise about 6% of the overall student population. Because Indigenous students may self-identify at any point in their education, there is some uncertainty as to actual enrolment numbers, which may be higher than indicated.



Indigenous students by faculty

Faculty	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	7-yr % chg
Education	92	116	96	75	115	124	129	37.2%
Engineering & Computer Science	78	97	101	116	119	115	109	38.0%
Fine Arts	79	76	62	64	74	80	83	3.8%
Human & Social Development	145	141	162	166	186	178	191	29.9%
Humanities	140	153	141	171	126	164	173	21.0%
Law	22	28	34	37	49	51	55	150.0%
Science	116	124	119	132	152	144	148	25.4%
Social Sciences	250	244	285	273	273	272	320	26.5%
Medical Sciences	6	7	9	11	10	13	15	150.0%
PB Gustavson Schl of Business	19	22	21	19	20	30	32	68.4%
Total undergraduates	947	1,008	1,030	1,064	1,124	1,171	1,255	30.6%
Total graduates	230	241	249	230	233	237	252	9.1%
University total	1,177	1,249	1,279	1,294	1,357	1,408	1,508	26.4%

Sources of new students (domestic and international)

UVic sets enrolment targets every year for our new incoming classes to ensure overall enrolment levels are met and we achieve goals associated with new and growing programs (e.g., the recent engineering and computer science expansion) as well as our SEM Plan goals (e.g., growing Indigenous enrolments, diversifying international enrolments, etc.). The applications and admissions cycle requires us to set enrolment targets and admission cut-offs to meet those enrolment levels.

Following several years of larger first-year entry classes, smaller new-entry classes were required to maintain our overall enrolment level. In recent years, this has been achieved by increasing the recruitment of high-achieving students and increasing admissions cut-offs for entry. This year, and as previously mentioned, the number of applicants as well as the overall size of the incoming class for 2020/21 increased substantially over last year. This is our largest first-year class at UVic to date—up 13% from last year.

As a destination university, new students come to UVic from across the province, Canada and from around the world. About 77% of our students come from outside of the Greater Victoria Area—one of the highest of any Canadian university west of Quebec. In terms of geographic distribution, the greatest number of undergraduate registrants has consistently been from Vancouver Island, while the next largest group has been from the Lower Mainland. This year, we have seen increased registrants from across Canada and outside of Canada, possibly due to the relatively positive COVID-19 environment on Vancouver Island, and UVic's measured return to in-person education following a year of predominantly online learning.

Fall undergraduate applicants, admits and registrants

	2017	2018	2019	2020	2021	5-yr % chg
Total applicants	14,871	15,576	15,982	15,443	16,680	12.2%
Total admits	10,249	10,038	10,657	10,757	12,147	18.5%
Vancouver Island	1,332	1,469	1,381	1,482	1,387	4.1%
Lower Mainland	846	921	1,001	1,142	1,202	42.1%
Rest Southern BC	427	377	449	454	525	31.3%
Other BC	181	191	208	170	198	-4.8%
Rest of Canada	745	698	688	707	894	20.0%
Outside Canada	827	786	761	371	611	-26.1%
Total registrants	4,358	4,442	4,488	4,326	4,817	10.5%

The largest group of new undergraduate students are from high schools. Colleges continue to play a significant role due to strong partnerships and pathway agreements.

Undergraduate registrants by previous institution type

	2017	2018	2019	2020	2021	5-yr % chg
BC high schools	1,970	2,030	2,140	2,240	2,633	25.2%
BC colleges	565	654	654	710	503	-12.3%
Total BC	2,786	2,958	3,039	3,248	3,136	19.2%
All high school	2,784	2,823	2,920	2,913	3,612	22.9%
All post-secondary	1,574	1,619	1,568	1,413	1,201	-31.1%
Total registrants	4,358	4,442	4,488	4,326	4,813	9.5%

UVic currently has students from 127 countries. After Canada, the primary country of origin is China, with the United States a distant second. As part of SEM, we are committed to diversifying the international undergraduate student population by country.

As a result of diversification efforts thus far, the proportion of students from China has declined in the past five years—from 50% to 38% of the overall international student population. In the same timeframe, we have seen an increase in students from India, Iran, Vietnam, Nigeria, Germany, South Korea and Bangladesh, among other countries.

International headcounts by country

Country	Headcount	% of total
China	1,635	37.6%
United States	423	9.7%
India	394	9.1%
Iran	271	6.2%
Vietnam	90	2.1%
Nigeria	90	2.1%
Germany	89	2.0%
South Korea	82	1.9%
Bangladesh	73	1.7%
Brazil	68	1.6%
Other	1,138	26.1%
Total	4,353	

Challenges, strategies and new initiatives

Since January 2020, UVic has been actively planning for and responding to the COVID-19 pandemic. This fall, we are back to face-to-face education, following a year of predominantly online teaching, learning and services.

Throughout the pandemic, we made important investments in supports and technologies to transform our learning and teaching environment. Heading into fall term 2021, we updated over 90% of our centrally bookable classrooms with audio-visual recording capabilities, so that instructors can live record lectures should they wish to do so. We also outfitted two classrooms with enhanced hybrid technologies so instructors can teach a course online and in-person simultaneously. We will continue to make investments in new technologies that further UVic's academic mission, support instructors, and enhance the student learning experience.

Building on our expertise pre-pandemic and applying learnings from the past year-and-a-half, we are exploring the future of course and program delivery at UVic.

Since 2014/15, there has been a demographic trough of 18 to 24 year olds in the province of BC, which is expected to continue into 2022. With fewer students in this incoming cohort, there is increased competition among post-secondary institutions. Of BC's 25 public post-secondary institutions, 16 are under their funded enrolment target. UVic, like the other major research universities, is above target, and our programs remain in high demand.

One way institutions are attracting high-quality students is through competitive entrance scholarship programs. UVic annually reviews the size and scope of our scholarship programs to ensure we are competitive and successful in attracting and retaining the best students. This year, we gave out a record number of entrance scholarships. We also continue to significantly increase bursaries to improve access for under-represented populations and students with financial need, including to support students impacted by the pandemic.

As part of our ongoing enrolment goals, we are expanding and strengthening our academic programming. For example, we are in the final year of our provincially funded engineering and computer science expansion, which includes 500 new student spaces, new faculty positions and student supports. Work continues on the UVic Health Initiative, which aims to enhance the quality and raise the profile of health-related research and academic programs. We are also working with government to help meet primary health care needs in the province, which includes potentially expanding programs like our nurse practitioner, speciality nursing, and/or our health information sciences programs, as well as developing new collaborative programs.

To invigorate economic recovery in the province, we are collaborating with government, industry, and partner institutions to develop new micro-credentials to meet the needs of a changing economy and workforce.

UVic continues to be a global leader in creating opportunities for Indigenous students and advancing truth and reconciliation. In recent years, to support recruitment and retention, we have increased one-to-one support and culturally relevant co-op opportunities for Indigenous students; created new and expanded existing pathway opportunities for Indigenous students, including the Indigenous Youth 3C Challenge and Indigenous Student Mini-University; expanded scholarships and bursaries for Indigenous students; and substantially increased community partnerships. We continue to work on decolonization efforts, including through academic and non-academic programming.

Conclusion

The COVID-19 pandemic has impacted enrolment both positively and negatively. One on hand, international undergraduate enrolment is once again modestly down this year. On the other, we have seen a record number of domestic applicants and registrants, and this is our largest first-year class to date. Overall, UVic has a healthy enrolment and outlook. Once again we will achieve our MAEST and internal enrolment targets and are well positioned to deliver on our enrolment goals, including those outlined in our SEM Plan.

To continue to be successful, the university will need to focus on and resource quality in our academic programs; ensure our outreach activities and pathways resonate in the post-secondary market; offer competitive scholarship and bursary programs aligned with our SEM Plan goals; maximize retention and research opportunities for all students; and ensure that key university supports and services are responsive to students' needs in an ever-changing and complex environment.




University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 12, 2021

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Report on Student Financial Aid 2020/21

Basis for Jurisdiction: Strategic Framework (strategies 1.1 and 4.3)
Strategic Enrolment Management Plan

Strategic Relevance: The Report on Student Financial Aid 2020/21 provides information on UVic's longstanding commitment to recruit and retain outstanding students from diverse backgrounds and removing barriers to admission, retention and success through financial aid programs.

Offering competitive and supportive financial programs such as scholarships and bursaries helps UVic to attract, support and develop a diverse community of talented students through enhanced resources and programs. Targeted scholarships and bursaries enhances our Strategic Framework and Strategic Enrolment Management Plan goals of increasing the number and success of Indigenous students, as well as other under-represented groups who experience barriers to education.

Further, the work study program provides dynamic learning opportunities to many of our students, including those who have demonstrated financial need.

Previous Consultation: The Senate Committee on Awards releases an annual report to Senate outlining total scholarships awarded to undergraduate students.

Background: This annual report provides an overview of the types and levels of financial assistance available to undergraduate students and need-based funding received by graduate students. This includes scholarships, bursaries, awards and work study funding administered by the Office of Student Awards and Financial Aid. Merit-based awards for graduate students are administered by the Faculty of Graduate Students and are not included in this report.

Summary: The timeframe for this year's report is May 1, 2020 to April 30, 2021. It is important to note that all awards were administered during the ongoing COVID-19 pandemic, which began in March 2020 and resulted in significant changes to post-secondary institutions across Canada, including offering the majority of academic programs and services online. In spring 2020, UVic launched the temporary COVID-19 Emergency Bursary to support students who were financially impacted by the pandemic; funds from this program spanned both 2019/20 and 2020/21.

In 2020/21, undergraduate and graduate students received more than \$47 million in financial aid from a variety of sources, including operating budget, carry-over (i.e. unspent funds from prior years), sponsored research funds, annual donor funds and endowed sources of funding.

UVic awarded approximately \$12.9 million in entrance and in-course scholarships to 3,925 full-time undergraduate students—a record both in terms of funding awarded and total recipients.

Additionally, 2,236 undergraduate students received bursaries and awards valued at more than \$4.7 million, and 530 graduate students received bursaries and awards valued at \$913,541. This is the highest number of bursary and award recipients to date. Notably, we were able to meet 100% of the total assessed unmet need of undergraduates and graduate recipients in 2020/21, which included providing bursary funding to 621 international students.

Planned Further Action: None.

Attachment(s): Report on Student Financial Aid 2020/21

Report on Student Financial Aid

2020/21



University
of Victoria



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Summary of student financial aid funding

This report details funding for undergraduate scholarships, undergraduate and graduate bursaries and awards and the work study program administered by the Office of Student Awards and Financial Aid (SAFA)¹. Merit-based awards for graduate students are administered by the Faculty of Graduate Studies and are not included in this report.

Over the past six years, the commitment of additional funding from various sources (base budget, carry-over, annual donor funds and endowed sources) has made it possible to increase both the value and number of undergraduate scholarships as well as undergraduate and graduate bursaries. While there has been slight fluctuations year-to-year due to planned use of carry-over funds, the overall trend has been robust support for all forms of financial aid. The COVID-19 pandemic, in particular, has had a significant impact on our supports to students this year.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Scholarships	\$ 8,863,835	\$ 8,424,656	\$ 8,111,205	\$ 8,888,680	\$ 9,186,152	\$ 12,870,136
Bursaries and Awards	\$ 4,110,174	\$ 3,967,071	\$ 4,708,338	\$ 4,147,739	\$ 5,896,917	\$ 5,640,417
Work Study	\$ 661,929	\$ 652,027	\$ 640,990	\$ 747,967	\$ 906,128	\$ 643,366
Total	\$ 13,635,938	\$ 13,043,754	\$ 13,460,533	\$ 13,784,386	\$ 15,989,197	\$ 19,153,919

The following table from UVic's audited financial statements includes all types of student financial aid received by undergraduate and graduate students expended from general operating, specific purpose, and sponsored research funds.

All gross expenditures for scholarships, fellowships & bursaries

2014/15	\$ 37,440,000
2015/16	\$ 37,157,000
2016/17	\$ 35,873,000
2017/18	\$ 36,358,000
2018/19	\$ 36,092,000
2019/20	\$ 40,908,000
2020/21	\$ 47,154,000

Undergraduate scholarship program

UVic offers one-time and renewable entrance and in-course scholarships in support of the recruitment and retention of high-achieving students.

In 2020/21, 3,925 undergraduate students received 4,896 entrance and in-course scholarships totalling more than \$12.8 million from base budget, carry-over, annual donor and endowed

¹SAFA administers bursaries and work-study for both undergraduate and graduate students, and the dollar values for these types of aids include funding awarded to graduate students.

sources of funding. This represents a 40% increase in the total dollar value of scholarships awarded in the previous year; reasons for this increase are outlined later in this report. Scholarships are awarded to undergraduate students in two categories: entrance and in-course. The majority of entrance scholarships are offered based on the admission average of the applicant. There are also entrance scholarships awarded with consideration given to admission average, volunteer commitment, athleticism, leadership, or other criteria specified in the terms of reference for each award, including equity-seeking groups and those who experience barriers.

The majority of in-course scholarships are adjudicated based on grades in a minimum of 12 units of UVic courses in the previous two terms of study while others are awarded based on departmental nomination. There are also in-course scholarships awarded on the basis of specific criteria, as well as grades.

The following table compares all undergraduate scholarships awarded in 2019/20 and 2020/21:

Summary of Entrance Scholarships			
	May 2019 - Apr 2020	May 2020 - Apr 2021	Change from 2019-20 to 2020-21
Number of scholarships	2,083	2,981	↑ 898
Number of recipients	1,862	2,560	↑ 698
Value of scholarships	\$5,129,924	\$8,488,382	↑ \$3,358,458
Average award per recipient	\$2,755	\$3,316	↑ \$561
Summary of In-Course Scholarships			
	May 2019 - Apr 2020	May 2020 - Apr 2021	Change from 2019-20 to 2020-21
Number of scholarships	1,800	1,915	↑ 115
Number of recipients	1,238	1,365	↑ 127
Value of scholarships	\$4,056,228	\$4,381,754	↑ \$325,526
Average award per recipient	\$3,276	\$3,210	↓ -\$66

Entrance scholarships

The largest category of entrance scholarships is automatic scholarships awarded based on admission average only. To be considered for this scholarship category in 2020/21, prospective students were required to self-report their grade 12 marks by March 31, 2020.

Students entering with a self-reported admission average of 85% or higher were offered entrance scholarships with values ranging from \$2,000 to \$7,000. The scholarship offer letter to students advised that the award would be granted upon confirmation of final grades in August and registration in a full course load in the 2020/21 Winter Session. The number and total value of offers made each year varies depending on the admission average of each student in the entering class.

The following table details a comparison of all automatic entrance scholarships offered and accepted in 2019/20 and 2020/21:

Admission average required to qualify	Value	2019-20 # Offered	2019-20 # Accepted	2019-20 \$ Awarded	Value	2020-21 # Offered	2020-21 # Accepted	2020-21 \$ Awarded	Change in # accepted from 2019-20 to 2020-21	Change in \$ awarded from 2019-20 to 2020-21
Renewable										
98.00 - 100%	\$6,500	72	28	\$ 182,000	\$7,000	179	92	\$ 644,000	↑ 64	\$↑ 462,000
96.00 - 97.99%	\$5,000	264	95	\$ 475,000	\$6,000	397	190	\$ 1,140,000	↑ 95	\$↑ 665,000
96.00 - 97.99% (2020/21 *special external limit)					\$2,500	2	2	\$ 5,000	n/a	n/a
96.00 - 97.99 (2020/21 *special external limit)					\$5,000	7	7	\$ 35,000	n/a	n/a
Total Renewable		336	123	\$ 657,000		585	291	\$ 1,824,000	↑ 168	\$↑ 1,167,000
Non-Renewable										
94.00 - 95.99%	\$3,000	540	129	\$ 387,000	\$3,500	688	199	\$ 696,500	↑ 70	\$↑ 309,500
94.00 - 95.99% (deferred from 2019/20)					\$3,000	3	3	\$ 9,000	n/a	n/a
90.00 - 93.99%	\$2,500	1,519	422	\$ 1,055,000	\$3,000	1,936	585	\$ 1,755,000	↑ 163	\$↑ 700,000
90.00 - 93.99% (deferred from 2019/20)					\$2,500	17	17	\$ 42,500		
85.00 - 89.99%	\$2,000	2,277	692	\$ 1,384,000	\$2,000	2,373	758	\$ 1,516,000	↑ 66	\$↑ 132,000
Base Budget Other	varies	8	8	\$ 8,359	varies	23	23	\$ 36,945		
Total Non-Renewable		4,344	1,251	\$ 2,834,359		5,040	1,585	\$ 4,055,945	↑ 334	\$↑ 1,221,586
Totals		4,680	1,374	\$ 3,491,359		5,625	1,876	\$ 5,879,945	↑ 502	\$↑ 2,388,586

**A small number of external scholarship providers specify a dollar limit on the additional scholarship funding a student can receive from other sources. Scholarship recipients generally notify SAFA of these limits after receiving an entrance scholarship offer from UVic. If the student continues to receive funding from the external provider throughout their program, SAFA adjusts any scholarship offers from UVic to ensure students' external funds are not limited.*

Automatic entrance scholarships:

- In 2020/21, 1,876 automatic renewable and non-renewable entrance scholarships were accepted, with a total value of \$5,879,945.
- There was a 37% increase in the total number of scholarship recipients.
- The average value of entrance scholarships was \$3,134.

Automatic renewable entrance scholarships:

- There were 585 offers of renewable entrance scholarships made to eligible applicants in 2020/21, and 291 of those were accepted.
- The entering averages required to qualify for the \$24,000 and \$28,000 renewable entrance scholarships were:
 - 98.00–100% \$28,000 payable at \$7,000 per year for four years
 - 96.00–97.99% \$24,000 payable at \$6,000 per year for four years

In-course scholarships

Undergraduate students who attend UVic in the regular Winter Session are eligible for a number of awards made available through contributions from corporate and individual donors as well as from the university operating budget. The comparison of these in-course scholarships includes the following:

- In 2020/21, 1,365 students who demonstrated academic excellence in their previous year of study at UVic received in-course scholarships with a total value of more than \$4.3 million.
- This is a 10% increase in the number of in-course scholarship recipients compared to the previous year.
- There was a \$325,526 increase in the total value from the previous year.
- The summary of in-course scholarships includes renewals of entrance scholarships for 323 students with a total value of more than \$1.8 million.
- This represents a 20% increase in both the number of scholarship renewals and the total value of renewals.
- In 2019/20, the average in-course scholarship value was \$3,276 and decreased slightly to \$3,210 for 2020/21, representing a 2% decrease from the previous year.

Competitiveness of UVic's entrance scholarship program

With 77% of UVic students coming from outside the south Vancouver Island region, attendance at our university can result in high costs for students who relocate here to study.

The following chart shows UVic's comparative and competitive position in 2020/21:

Automatic Entrance Scholarship Comparators 2020-21			
School		Amount	Admission Average
UVic	UVic Excellence	\$7,000 x 4 years	98% - 100% (IB 40+)
	UVic Excellence	\$6,000 x 4 years	96% - 97.99% (IB 38-39)
	President's Entrance	\$3,500	94% - 95.99% (IB 32-37)
	UVic Entrance	\$3,000	90% - 93.99%
	UVic Entrance	\$2,000	85% - 89.99%
	UVic Transfer Scholarship	\$2,500	7.5/9.0
Guelph	University of Guelph Entrance Scholarship	\$3,000	90%+
	University of Guelph Entrance Scholarship	\$2,000	85% - 89.99%
Queen's	Senator Frank Carrel Merit Scholarship	\$5,000 x 4 years	94% + (IB 38+)
	Principal's Scholarship	\$4,000	95% + (IB 39+)
	Excellence Scholarship	\$1,500	90% - 94.99% (IB 36-38)
SFU	International Summit Transfer Entrance Scholarship	\$3,500	3.70/4.0
	Ken Caple Transfer Entrance Scholarship	\$3,500	3.70/4.0
	University Transfer Entrance Scholarship	\$3,000	Awarded to the top five applicants transferring from a Canadian University and admitted directly to any faculty.
U of Calgary	President's Admission Scholarships	\$5,000	95%+
	University of Calgary International Baccalaureate Diploma Entrance Scholarship	\$2,000	IB 35+
UBC	Automatic Entrance Scholarships	\$0	None offered

There were significant enhancements to UVic's automatic entrance scholarship values from 2019/20 to 2020/21.

In September 2019, SAFA reviewed the entrance scholarship program and proposed enhancements and new initiatives in support of Goal 1 of UVic's Strategic Enrolment Management (SEM) Plan, which launched in April 2019:

Goal 1: By 2024, strengthen the entering domestic undergraduate class by:

- a. increasing the % of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%;*
- b. increasing the % of admitted students with an entering average of at least 90% who choose to register at UVic from 37% to 45%; and*
- c. enhancing and developing initiatives that increase the representation of under-represented populations, including but not limited to students with lived experience in care and low socio-economic status.*

Strategy 2: Re-align and enhance our entrance scholarship and needs-based financial aid programs to provide incentives for students in targeted groups a, b and/or c above.

Tactic 2: Increase the number of entering students with admission averages of 90% or higher by enhancing the competitiveness of our entrance scholarship program in support of Goal 1 b.

That proposal was adopted and, commencing with the incoming class of 2020, applicants with an entering average of 90% or higher were offered scholarships with higher values. In addition, new scholarships were created to increase the participation of under-represented groups of students in the Faculty of Engineering and Computer Science to advance our diversity goals.

The impact of the following enhanced scholarship values and new scholarships for students in engineering and computer science has been significant.

Entrance scholarships 2020/21

Increased values of renewable and non-renewable scholarships were as follows:

Entrance scholarships based on admission average

Renewable Entrance Scholarships:

98.00 to 100% \$7,000 x 4 = \$28,000 (previous value \$6500)

96.00 to 97.99% \$6,000 x 4 = \$24,000 (previous value \$5000)

Non-Renewable Entrance Scholarships:

94.00 to 95.99% \$3,500 (previous value \$3,000)

90.00 to 93.99% \$3,000 (previous value \$2,500)

85.00 to 89.99% \$2,000 (no change)

University/College Transfer Scholarships:

GPA 7.5 to 9.0 \$2,500 (no change)

Scholarships for Indigenous Students Entering the Faculty of Engineering and Computer Science			
Admission average range	Value	Number of students	Accepted \$
98.00-100%	\$ 6,000	0	\$ -
96.00 - 97.99%	\$ 5,500	1	\$ 5,500
94.00 - 95.99%	\$ 5,000	0	\$ -
90.00 - 93.99%	\$ 4,500	4	\$ 18,000
85.00 - 89.99%	\$ 4,000	0	\$ -
8.26 - 9.00	\$ 6,000	0	\$ -
8.01 - 8.25	\$ 5,500	0	\$ -
7.76 - 8.00	\$ 5,000	2	\$ 10,000
7.50 - 7.75	\$ 4,500	0	
TOTAL		7	\$ 33,500

Scholarships for Women Students Entering the Faculty of Engineering and Computer Science			
Admission average range	Value	Number of students	Accepted \$
98.00-100%	\$ 3,000	3	\$ 9,000
96.00 - 97.99%	\$ 2,500	17	\$ 42,500
94.00 - 95.99%	\$ 2,000	13	\$ 26,000
90.00 - 93.99%	\$ 1,500	23	\$ 34,500
85.00 - 89.99%	\$ 1,000	11	\$ 11,000
8.26 - 9.00	\$ 3,000		
8.01 - 8.25	\$ 2,500	5	\$ 12,500
7.76 - 8.00	\$ 2,000		\$ -
7.50 - 7.75	\$ 1,500		
TOTAL		72	\$ 135,500

Bursary and awards program

UVic's bursary program helps remove financial barriers and supports the retention and success of a diverse student population. As one of the major funding tools in the university's financial assistance strategy, bursaries reduce the gap between total financial need and available resources when primary resources are insufficient.

Students who have applied and qualify for government student assistance, and whose financial need exceeds the maximum government aid available, are eligible to apply for bursary funding. While the majority of bursary funds require applicants to also receive government student assistance, there are need-based awards that do not. For example, bursaries for international students, students with lived experience in care, childcare bursary applicants and the LE,NO~~NET~~ bursary program do not require recipients to participate in the government student assistance program to be eligible.

Students submit bursary applications that SAFA staff assess to determine eligibility. Basic educational expenses recognized by the provincial student assistance authority are included in the assessment of financial need. These costs include tuition and mandatory fees, books and supplies, accommodation, food, transportation, personal expenses and/or childcare costs, if applicable. For 2020/21, the living allowance used to assess financial need was enhanced to reflect the higher cost of living in the Greater Victoria region. The costs not covered by other sources, or unmet need, are calculated by deducting student, parental or spousal contributions and government aid from the allowable costs detailed above. Bursaries are made available to cover a percentage of the applicant's unmet need.

Students who do not qualify for government student assistance due to extenuating circumstances or who experience an unforeseen financial crisis are also eligible to apply for bursary funding. These students meet with a Financial Aid Officer to discuss their financial situation, and bursary funding may be approved on a discretionary basis. Using the principles adopted with the allocation of international bursaries, SAFA will continue to work with students to explore all options available, including bursaries, to assist with financial need.

In 2020/21:

- 1,630 undergraduate students received bursaries valued at \$3,599,742 and 606 undergraduate students received awards² with a total value of \$1,127,161.
- 524 graduate students received bursaries valued at \$907,041 and 6 graduate students received awards with a value of \$6,500.
- Included in the totals above, 621 undergraduate and graduate international students received bursaries valued at \$633,501.

Bursaries are awarded throughout the academic year with the majority of funding awarded on the basis of Summer Session and Winter Session online applications. See [Appendix A](#) and [Appendix B](#) for a breakdown of bursaries and awards allocated to undergraduate and graduate students who applied online in 2020/21.

The allocation formula used to distribute bursary funding ensures a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily composed of students with dependents. For 2020/21, the bursary program was able to meet 100% of the total assessed unmet need of undergraduate and graduate recipients.

The following table provides the total value of bursaries and awards received by domestic and international undergraduate and graduate students from 2014/15 to 2020/21, which has grown both in terms of recipients and value:

² Awards are historically a hybrid of a scholarship and a bursary made available to students primarily on the basis of financial need, satisfactory academic standing and other eligibility criteria, including varsity athleticism.

Year	Number of Bursary and Award Recipients	\$ Value of Bursaries and Awards
2020/21	2766	\$ 5,640,417
2019/20	2336	\$ 5,896,917
2018/19	1480	\$ 4,147,739
2017/18	1468	\$ 4,708,338
2016/17	1503	\$ 3,697,071
2015/16	1394	\$ 4,110,175
2014/15	1414	\$ 4,585,880

Work study program

The work study program creates valuable experiential learning opportunities for students to engage in research and other activities as part of their program. The program, which runs during the Winter Session only, provides work experience for currently registered undergraduate and graduate students (both domestic and international) who require financial assistance.

Students are not required to receive government student assistance to participate in the work study program but must demonstrate financial need according to a standardized needs assessment.

In 2020/21:

- The program had a budget of \$695,000.
- The hourly rate of pay was a minimum of \$15.50 per hour (up from \$14.50 in 2019/20).
- 940 students were eligible to participate in the program.
- 404 students (335 domestic and 69 international) were hired into 365 positions.
- Participants earned \$643,366 for an average of \$1,592 per student.

Funding for Indigenous students

UVic is committed to increasing the recruitment, retention and success of Indigenous students across all faculties.

The following table shows the types of funding received by undergraduate scholarship recipients—as well as undergraduate and graduate bursary, award and work study funding recipients—who have self-identified as Indigenous.

Funding Received by Indigenous Students				
	2019-20		2020-21	
	# of Recipients	\$ Value	# of Recipients	\$ Value
Scholarships (Undergraduate only)	120	\$ 333,199	116	\$ 444,842
Bursaries	109	\$ 223,831	139	\$ 370,910
Awards	14	\$ 18,884	10	\$ 17,937
Work Study	28	\$ 50,994	7	\$ 13,749
Total funding awarded		\$ 626,908		\$ 847,438

Funding for students with lived experience in care

In 2014/15, UVic created the University of Victoria Youth in Care Award. Originally the award covered up to eight terms of funding or completion of a first degree, whichever came first, of actual tuition costs excluding mandatory fees. Entering, in-course and transfer students who met the eligibility criteria and who were registered in their first undergraduate degree were eligible to apply.

In 2017/18, the terms of reference for the award were amended to complement the new BC Provincial Tuition Waiver Program announced by the BC Ministry of Advanced Education and Skills Training in September of that year. The UVic award now covers the actual tuition costs and mandatory fees for all terms of study required for completion of a first undergraduate degree for students previously in care in BC for at least one year but who do not meet the Provincial Tuition Waiver Program age or number of years in care criterion. In addition, donor-provided funds support book costs and living expenses.

Additional information about support for students with lived experience in care in BC:

- UVic's Youth in Care Award has no age limit and the minimum amount of time in care to qualify for the award is 12 months. Time in care must have been in the province of BC.
- The BC Provincial Tuition Waiver Program is available to students 19-26 years of age and who have been in care in BC for a minimum of 24 months.
- In 2020/21, 48 students received the UVic award (compared to 46 recipients in 2019/20), totaling \$223,405. Of these students, 32 also qualified for the BC waiver.
- 13 UVic students with lived experience in care graduated in the spring of 2021.

Government student assistance

Federal loan and grant programs continue to play a significant role in meeting the financial needs of students.

In response to the global pandemic, the Canada Student Financial Assistance Program (CSFA) increased the Canada student loan weekly maximums for students with and without dependents and doubled the value of all Canada student grants for their 2020/21 program year. This additional government assistance had the impact of reducing the demand on our bursary program in 2020/21.

In 2020/21, 5,154 undergraduate and graduate students received \$76.5 million in funding through all Canadian federal and provincial/territorial student assistance programs. More than \$26.1 million of that total was awarded as non-repayable grant funding.

By comparison, 5,339 students received \$55.6 million in government student assistance in the 2019/20 program year with \$10.5 million of that total awarded as non-repayable grant funding.

In addition to Canadian government student assistance, 60 students received Direct Loans from the US Department of Education totalling more than \$764,000 USD.

Plan for further action

Economic changes have impacted participation in post-secondary studies, applications for government assistance, and the demand on the UVic bursary program. UVic will continue to review trends in government student assistance and the impact on demand for post-secondary programs. We will, where possible and as they align with our enrolment goals, adjust our financial aid programs to meet the needs of students.

As a result of the COVID-19 pandemic, we saw an unprecedented demand on the automatic entrance scholarship program in 2020/21, as demonstrated in this report. We are also anticipating a significantly increased demand in 2021/22, as this is our largest entering class to date and includes an increased number of high school students with high entering averages. To ensure financial sustainability of the entrance scholarship program, values will need to be lowered for the fall term 2022 incoming class. We plan to offer a modified automatic entrance scholarship program to recruit students who are well prepared to succeed academically, while also focusing additional resources on supporting under-represented student populations.

The SEM Plan includes initiatives designed to ensure that UVic is well positioned to meet our provincially funded enrolment targets as well as our internal objectives regarding academic quality and entering averages, and our commitment to supporting student success. The university has made significant short-term investments in student financial aid over the last six years, and future budget priorities will continue to reflect our ongoing goal of enhancing quality at the undergraduate level and increasing support for under-represented groups of students.

Appendix A: Undergraduate bursary program

Undergraduate Bursary Program May 2020 to April 2021						
Range of Awards	Number of Recipients	Total Assessed Need of applicants	Average Assessed Need	Total Bursary Awarded	Average Bursary Awarded	Total Remaining Unmet Need
Over \$10,000	43	\$ 656,670	15,271	\$ 656,670	15,271	-
\$9,001-10,000	16	\$ 149,918	9,370	\$ 149,918	9,370	-
\$8,001- 9,000	20	\$ 168,191	8,410	\$ 168,191	8,410	-
\$7,001-8,000	30	\$ 222,246	7,408	\$ 222,246	7,408	-
\$6,001-7,000	39	\$ 250,685	6,428	\$ 250,685	6,428	-
\$5,001-6,000	59	\$ 320,963	5,440	\$ 320,963	5,440	-
\$4,001-5,000	54	\$ 242,322	4,487	\$ 242,322	4,487	-
\$3,001-4,000	96	\$ 331,178	3,450	\$ 331,178	3,450	-
\$2,001-3,000	157	\$ 401,500	2,557	\$ 401,500	2,557	-
\$1,001-2,000	162	\$ 235,391	1,453	\$ 235,391	1,453	-
\$401-1,000	373	\$ 212,624	570	\$ 212,624	570	-
\$0 - \$400	255	\$ 94,056	369	\$ 94,056	369	-
Totals	1,304	\$ 3,285,743		\$ 3,285,743		\$ -

Appendix B: Graduate bursary program

Graduate Bursary Program May 2020 - April 2021						
Range of Awards	Number of Recipients	Total Assessed Need of applicants	Average Assessed Need	Total Bursary Awarded	Average Bursary Awarded	Total Remaining Unmet Need
Over \$10,000	15	215,295	14,353	215,295	14,353	-
\$9,001-10,000	1	9,718	9,718	9,718	9,718	-
\$8,001- 9,000	3	25,607	8,536	25,607	8,536	-
\$7,001-8,000	7	51,893	7,413	51,893	7,413	-
\$6,001-7,000	7	44,853	6,408	44,853	6,408	-
\$5,001-6,000	3	17,472	5,824	17,472	5,824	-
\$4,001-5,000	9	38,459	4,273	38,459	4,273	-
\$3,001-4,000	7	23,960	3,423	23,960	3,423	-
\$2,001-3,000	16	40,305	2,519	40,305	2,519	-
\$1,001-2,000	26	42,393	1,631	42,393	1,631	-
\$401-1,000	84	57,707	687	57,707	687	-
\$1-400	51	19,850	389	19,850	389	-
Totals	229	\$ 587,512		\$ 587,512		\$ -



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 12, 2021

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: November 23, 2021

Subject: Equity and Human Rights Annual Report

Basis for Jurisdiction: University Act, s. 27
British Columbia Sexual Violence and Misconduct Policy Act
University Policies, GV0205 & GV0245
Board Procedures, s.8

Background:

The purpose of the Equity and Human Rights (EQHR) annual report is to inform the Board of Governors and university community of the annual activities of EQHR to advance the mandate of the office and implement university policies. The report also responds to the legislative requirement that the university president of a post-secondary institution report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy

(Sexual Violence and Misconduct Policy Act, section 6.2).

Summary:

This 2020-2021 Equity and Human Rights (EQHR) annual report provides an overview of the period August 2020 through August 2021. It highlights the work and direction of the office's effort in partnerships and planning, equity action and initiatives, proactive education and training, case resolution and policy implementation.

EQHR provides a leadership and coordinating function, building and fostering partnerships across the university community, with campus groups and constituencies, with senior leaders, and liaising with experts and groups on and off campus. In this way we are harnessing the expertise of our small team and embedding principles in every corner of the campus.

Highlights support of these goals includes:

- Strengthened strategic partnerships with university leadership and university community stakeholders. Examples of formalized relationships include a dual reporting position with the Vice President Research and Innovation and the partnership between the EQHR Executive Director and the Vice Provost.
- Initiated development of an institutional Equity Action Plan (EAP), building on the expiring Employment Equity Plan (2015-2022) the EAP process will engage equity centred design to co-create a meaningful action plan with the university community.
- The development of an updated institutional anti-racism framework design, building on the success of the 2017-2020 anti-racism education strategy.
- Continued advancement of equity data collection and use including goal setting and reporting on UVic representation including the creation of a position focused specifically on identifying data and systems that are needed to make it possible to set diversity goals for each stage of the recruitment, hiring, retention and advancement process and enable reports on progress towards representation goals.
- Offered 54 training sessions, for individuals, search committees and units on how to reduce biases and create more inclusive processes to support effective, fair hiring.
- Developed and launched an online asynchronous course build on feedback from multiple faculty and administrators, including targeted consultation with Indigenous faculty. The course is available on Brightspace and is required for all faculty members who sit on ARPT committees.
- Launched the community engagement, equity, diversity and inclusion and anti-racism project where we will partner with the regional community on shared goals of advancing EDI and anti-racism and building a safe and supportive regional

community.

- Over the course of the year, an increased number of courses, workshops and presentations were delivered including “anti-racism awareness’ (105 workshops), “equity, diversity, inclusion in the workplace/classroom” (54 workshops; 37 presentations), “enhancing conflict competencies” (5 courses).
- Significant uptake in the anti-racism education training designed around three intersectional modules to meet people where they are at: Awareness, Intervener, and Change-Maker with over 2,625 community members trained.
- In addition to continuing to collaborate on the student-focused “Tools for Change”, EQHR piloted and began delivering a program from Graduate Students called Professional and Social Competency Training. The program covers not only sexualized violence education and prevention messaging, but also how to end discrimination and harassment and create a diverse, equitable and inclusive environment.
- Launched an Alcohol and Consent Campaign, in print and through social media. The campaign directs students to a new website with content designed to raise awareness about how communication and consent are impacted by the consumption of alcohol.
- Successfully hosted the annual 5 Days of Action in partnership with the university community.

Policy response

- 151 individuals visited EQHR expressing concerns of varying natures under the Discrimination and Harassment policy with 73 proceeding through an informal or formal resolution process.
- Investigated 2 formal complaints under the Discrimination and Harassment policy.
- 25 Disclosures under the Sexualized Violence Prevention and Response policy.
- 0 Formal Reports under the Sexualized Violence Prevention and Response policy.

We will continue to build on the successes and learn from the challenges of 2020-2021. For 2021-2022 we have identified the following high-level priorities:

- Continue to build the UVic Equity Action Plan
- Finalize the proposal to develop an institutional anti-racism framework
- Build upon and broaden the reach of education and training programs
- Continue to strengthen strategic partnerships
- Advance, build and strengthen equity data collection and analysis

- Advance the policy review process
- Strengthen the use of all forms of alternative dispute resolution
- Develop new and creative communications strategies for embedding equity, diversity, and inclusion

Introduction

This annual report (August, 2020 – August, 2021) provides a high-level overview of the initiatives, priorities, and ongoing response work undertaken by Equity and Human Rights (EQHR) over the 2020-2021 period.

COVID19

EQHR's work continues to be impacted by conditions related to COVID19. After a year spent learning how to transition all our services—consultations, informal and formal case management, workshops and events—to virtual service, we have now had to re-learn how to offer the same services through a hybrid model that can accommodate both in-person and online services. Navigating the varying requirements of a dual-delivery approach, and understanding how to make decisions in light of ongoing and changing public health guidelines, continues to require time and creativity by the team.

Partnerships and Planning

Partnerships

Building an environment on a foundation of equity, diversity, inclusion, and freedom from sexualized violence, discrimination, and harassment takes the entire university community. EQHR provides a leadership and coordinating function, building and fostering partnerships across the university community, with campus groups and constituencies, and with senior leaders, and liaising with experts and groups on and off campus. We harness the expertise of our team to embed these principles into every corner of the campus. The Executive Director, EQHR meets regularly with UVic's senior executive, President and Vice-Presidents, and sets short and long-term priorities for projects and programs. In all of the initiatives, projects and programs highlighted in this report, a senior leader, President, Vice-President, or Associate Vice-President, is a key university partner and stakeholder working to advance and embed the initiative.

Collaboration with Research Services to strengthen EDI initiatives

In the fall 2021, an Equity, Diversity and Inclusion (EDI) Officer position was created in the Office of the Vice-President Research and Innovation, in close collaboration with EQHR, to develop and implement EDI strategic initiatives related to UVic's Canada Research Chairs EDI Action Plan. As the research EDI specialist, this role is a key enabler of EDI strategy within UVic to attract, support and develop a diverse community of talented researchers, by designing and implementing practices of equity, diversity, accessibility and inclusion. Currently, this position has a dual reporting structure to the Director of Strategic Research Initiatives in VPRI and the Manager in EQHR to ensure that the work aligns with the overall direction and priorities of advancing EDI at UVic.

Collaboration with the Vice Provost and the Academic Advisory Committee on Equity and Diversity

Over the past year the relationships with the Vice Provost was strengthened and formalized. As co-Chairs of the Academic Advisory Committee on Equity and Diversity (AACED), the Vice Provost and EQHR Executive Director worked with the AACED to revise the committee terms of reference to reinforce the connection between the AACED and senior leadership including the Provost's Leadership Team and Executive Council. In addition to sharing responsibility for the AACED, the EQHR and the Vice Provost

ensure to have each other on key institutional project committees, including the central role of the Vice Provost on the organizing committee for the Equity Action Plan.

Development of institutional Equity Action Plan

UVic is intentionally thinking differently about planning process and design strategies to engage true and meaningful action on equity, diversity, inclusion and anti-racism throughout the campus community. While much has been done to advance equity, diversity and inclusion at UVic we know that faculty, students and staff continue to face multifaceted systemic barriers. Racism, homophobia, transphobia, ableism and other forms of oppression and inequity cannot, under any circumstances, be overlooked. Through planning and action, we must work together to identify and systemically address any and all barriers that impact members of our community.

Thus far, the UVic Employment Equity Plan (2015-2022) has played an important role in increasing diversity and addressing barriers to equity and inclusion in hiring practices. This plan will expire in September 2022 creating an opportunity for a renewed plan, identifying and acting on root causes in a systemic manner.

To begin developing and implementing this plan, EQHR is working with the UVic community (faculty, staff, students and executive leadership) using equity-centred design principles and process to co-create an equity-centred institutional action plan. This plan will honour and leverage the hard work that has historically and is currently being done to advance equity throughout our campus community. Together we will enact bolder equity, diversity, inclusion and anti-racism initiatives and actions for transformative and systemic change.

Reflection and Challenge Committee

The process to develop the campus equity action plan began this past spring, with a call for members of a new Reflection and Challenge Committee (RCC), and an ambitious one-year timeline. The goal is to launch the plan in spring 2022 and mobilize ongoing implementation across campus.

The RCC committee is tasked with:

- listening to diverse voices on campus;
- framing challenges and opportunities to address barriers and to achieving equity and justice;
- identifying solutions and actions to move UVic toward a desired future that has truly embedded equity, inclusion and justice for all.

With 25 diverse members, the committee is working with leadership support from EQHR to develop the plan through an equity-centred design process. This innovative process acknowledges that systems of inequity are products of design—meaning those systems can be redesigned to foster equity.

Development of an Institutional Anti-Racism Framework

The 2017-2020 anti-racism strategy has served the community well. The context when that plan was developed in 2017 is very different from where we are now in 2021. It has taken time to have the term anti-racism be embraced by campus and build recognition of the need for active anti-racism work.

Today, the term anti-racism is widely used on campus and EQHR offers three levels of anti-racism education. Through this foundational work, EQHR has observed an increased willingness to name and seriously attend to issues. The university has allocated resources and committed to developing an

institutional Equity Action Plan to meaningfully advance equity using an action-focused approach. In addition, the campus is full of people doing important anti-racism and equity work, in different groups, pockets and ways, through individual acts and systemic change.

Building on this foundation, in early 2021 EQHR started work on an anti-racism forum in response to commitments by then-President Jamie Cassels from fall 2020. As we invited collaborators to discuss possibilities, it became clear that more foundational work was required.

This group, together with others who work on anti-racism-related concerns, was convened by EQHR to reflect on and identify possible ways to move forward. The group, with varying membership, continued to consult over the subsequent months, pooling knowledge and experiences related to racism and anti-racism at UVic. As work on UVic's Equity Action Plan accelerated, they focused their work on developing a proposal for the Reflection and Challenge Committee to frame and propose development of an anti-racism strategic framework for the university. While such a framework would intersect with the Equity Action Plan, the two are distinct.

Indigenous Rights and Anti-Racism Advisor

Authentically advancing equity, diversity, inclusion and anti-racism requires a decolonial lens. The newly created position of Indigenous Rights and Anti-Racism Advisor will support EQHR and the UVic community to forefront considerations of Indigenous Rights and anti-racism in projects, processes and initiatives. The Indigenous Rights and Anti-Racism Officer will work with the EQHR team and our partners, the campus community and in connection with local communities, to advance anti-racist and decolonial practices within our environment. This will be accomplished through relationship building, education, event and program delivery, the provision of advice and information, and work on institutional policies and practices.

Equity Action

Expand. Engage. Encourage: Embedding Equity at UVic

As in previous years, we continued to evolve our understanding of what actions are crucial in increasing equity in employment processes. From the previous year's work, we have maintained the Embedding Equity materials: a set of nine shared practices that are foundational to building a diverse, equitable and inclusive climate at the university. However, with the need to create a new employment equity plan upon us, we have taken the opportunity to engage in a more robust development process.

Representative data collection and reporting

From the representation data collected, UVic develops equity hiring goals and reports annually diversity data for the university as a whole and for faculty and staff. EQHR continues to work with partners in Research Services, Faculty Relations and Human Resources to rethink our approach to equity data collection and use, acknowledging data are the cornerstone for understanding our progress. This includes thinking more broadly about intersectional and disaggregated data and bringing in new data categories. The work also includes considering the use of qualitative "climate" data through focus groups and qualitative surveys. Slowed by the COVID19 pandemic, this work is planned to begin in 2022.

Data from August 31, 2021		
UVic Representation--Continuing Faculty/Staff		
Designated Group	Number	Representation
Women	1907	58.1%
Indigenous	100	4.2%
Persons with a disability	110	4.7%
Member of a visible minority	322	13.7%
Participation rate for all UVic employees:	84.7%	
Number who took survey	2,352	
Total number of employees (surveyed)	2,776	
Total employees from "Gender" table	3,284	

Representation for Indigenous peoples, persons with disabilities and members of visible minorities reflects self-identification, and is reported relative to those people who have taken UVic's self-identification survey. We use this number to avoid making assumptions about the identity of those who did not take the survey.

Next steps to improve UVic equity data collection and analysis

The creation of the Equity Data and Research Analysis is the next step to advancing institutional work on equity data collection and analysis. The position will be filled in early 2022 and will take the lead on identifying data and systems that are needed to make it possible to set diversity goals for each stage of the recruitment, hiring, retention and advancement process, and enable reports on progress towards representation goals

Increasing equity in decision processes

EQHR offered 54 training sessions, for individuals, search committees and units on how to reduce biases and create more inclusive processes to support effective, fair hiring. New topics included approaches for preferential and limited hiring (mandatory for all CRC search committees, and available upon request to any unit on campus and to any preferential or limited hire search). In addition, materials for search committees were developed and put online for ease of access. This training and other important work formed part of the Canada Research Chairs EDI Action Plan, which was considered by the CRC secretariat to "fully satisfy" their EDI requirements.

Continuing our work from 2019/2020, and in collaboration with the Faculty Association and Faculty Relations, we continued to develop a four-stage model to support equity in faculty decisions for hiring, review, promotion and tenure:

1. Foundational online asynchronous course covering key concepts such as equity in determining merit and fit
2. Group training using complex scenarios based on the UVic context
3. Facilitated conversation and guided activities for each committee to establish equity-generating considerations and processes within their work
4. Additional support for those who chair these committees to manage the complex dynamics required to establish equity

After feedback from multiple faculty and administrators, including targeted consultation with Indigenous faculty, we collaborated with Faculty Relations to build Stage 1: Increasing Equity in Decision Processes (formerly titled Bias-free Hiring). We piloted this online, asynchronous course in August 2021 to positive response. After revising in response to pilot feedback, the course was launched to the campus community through Brightspace in mid-September. We coordinated communications in campus media to support awareness and uptake of the course. Response continues to be positive, and we receive regular inquiries from departmental and committee chairs about when and how they can get their members to take the course.

Work for 2021/22 will involve continued monitoring of response to the course and preparation for an annual updating of the content to keep pace with evolving understandings of equity. We will also begin work on Stages 2 and 3 work.

Community engagement, EDI and Anti-racism project

UVic has a role to play in our local and regional community, supporting EDI and anti-racism initiatives and collaborating with our local not-for profits. Since the project inception, we have engaged in developing appropriate community engagement strategies around stakeholder consultations, partnership development and implementation as well as refining the project plan.

So far, we have met and heard from 25 UVic internal communities who represent different academic and administrative units on campus who candidly shared their thoughts, experiences, ideas and suggestions on how to develop together a community engagement, EDI & Anti-Racism education strategy for UVic. The following themes arise from these sharing:

- Need to respect the cultural protocols and align it to the TRC recommendations
- Communicate widely this UVic community engagement, EDI & Anti-Racism education initiative
- Ensure that our community outreach/ engagement *really* reach out to the very people who need to be included
- Partnership building should be strategic and grounded in best practices in community engagement principles
- Create meaningful and inclusive spaces for genuine community dialogue (signature events)
- Add justice to the project description, structures, goals and philosophy

Currently, we have developed a list and protocol for our external community outreach. Our goal will be to listen and hear from the community partners and their thoughts, ideas, insights on how UVic and our regional partners can best support each other. So far, we have started this list, with the understanding that we will also work with our campus partners to ensure that we do not duplicate their efforts in the community, but strengthen these by contributing an EDI and Anti-Racism lens to these collaborations.

Universal Washrooms

In fall 2019, UVic concluded the work of the Inclusive Washrooms Advisory Group. This group, comprising faculty, staff and students with representing diverse positions and identities, developed a series of principles and a set of design and implementation guidelines in support of enhancing access to washroom facilities at UVic.

Information on Universal Washrooms, as well as other aspects of access to washrooms, is housed on a new site hosted by Facilities Management.

EQHR has continued to consult with Facilities Management and units where these guidelines are being applied to provide ongoing support in understanding how equity principles apply in the real-life situation of applying guidelines within an evolving institution.

Education

Human rights education and training

Proactive education that is strategic, coordinated and well planned is essential to educate the broad campus community on issues of equity, diversity, anti-racism, conflict resolution, inclusion and human rights. We approach such a proactive human rights education through an intersectional and anti-oppressive lens. We offer many workshops and trainings in this area. Over the course of this reporting period, over 54 workshops and 37 presentations have been delivered on various topics (e.g., human rights discrimination and harassment; creating an inclusive, respectful, and welcoming classroom; intercultural communication and conflict resolution; developing cultural competency; rooting out bullying, harassment, and discrimination in the workplace; and other EDI related topics). EQHR has also facilitated numerous workshops on unconscious bias in hiring. EQHR also continues to manage the human rights education volunteer program

Anti-Racism education

The demand for Anti-Racism education at UVic continues to increase. Since its inception in 2019, the initiative has been expanding. Designed in collaboration with various university partners, the EQHR anti-racism education initiative goals are to combat racism and create educational events and programs that directly address the societal and systemic attitudes and behaviors that perpetuate racial discrimination and other intersecting social inequities. This initiative was designed around three intersectional modules: Awareness, Intervener, and Change-Maker. The key objectives are to support UVic staff, faculty and students: to understand anti-racism as a UVic value where as university members, we should embed practices of equity, diversity, dialogue and inclusion in ways that make other members of the community feel welcomed, valued, and supported to achieve their highest potential.

From August 2020 to August 2021, EQHR has offered 105 workshops (all three levels combined) to an average of 25 people per workshop for a total of 2,625 UVic staff, faculty, and students. This workshop has demonstrated a growing interest in intersectional anti-racism education training on campus. Many UVic departments and units have attended these workshops (e.g., Dean's council, VPAC office, Associate Vice-President Student Affairs, and various departments and campus units).

Enhancing Conflict Competencies: Developing attitudes, process and skills

Demands for the EQHR course, "Enhancing conflict competencies: developing attitudes, process and skills", continue to raise. During this reporting period, EQHR has offered 5 courses and related content to UVic faculty from different departments. The "Enhancing conflict competencies: developing attitudes, process and skills" course is designed for faculty looking for ways to develop enhanced conflict competencies including:

- increased self-awareness about personal conflict handling styles and behaviours

- conflict resolution and associated communication skills (curiosity, listening, and emotional awareness/management) to enhance approaches to collaborative conflict engagement
- process awareness and skills to facilitate more efficient, focused and organized conflict resolution discussions
- collegial attitude towards conflict engagement and resolution in the workplace/department/faculty.

The Associate Vice-President Faculty Relations and Academic Administration champions this program and support its inclusion in ongoing training opportunities for faculty and academic leaders.

Sexualized violence education and prevention strategies

EQHR continues to partner with key units and departments around campus to deliver tailored training to specific audiences. In addition to continuing to collaborate on the student-focused “Tools for Change”, EQHR piloted and began delivering a program from Graduate Students called Professional and Social Competency Training in the Faculty of Engineering. The program covers not only sexualized violence education and prevention messaging, but also how to end discrimination and harassment and create a diverse, equitable and inclusive environment. The feedback on this program was overwhelmingly positive and the goal is to begin delivering the same training to graduate students across the University. We are currently focused on designing a Power, Privilege and Positionality workshop for faculty and senior leaders on campus, as well as an Engaging Men program aimed at male-identified students.

Awareness and Impact

This year EQHR’s Sexualized Violence Resource Office launched its second sexualized violence prevention awareness campaign. In response to trends identified in student disclosures, the office launched an Alcohol and Consent campaign, which rolled out in print and through social media. The campaign directs students to a new website with content designed to raise awareness about how communication and consent are impacted by the consumption of alcohol. The focus is on topics like verbal and non-verbal consent cues, the do’s and don’ts of drinking while dating and hooking up, safer drinking tips, and debunking myths about alcohol and sex.

EQHR continues to collaborate with the Office of Student Life, the University of Victoria Students’ Society and the Anti-Violence Project to hold UVic’s annual Sexualized Violence Awareness Week as well as other, smaller, year around activities designed to promote awareness while engaging students in practical skill-building opportunities. In 2021, this collaboration focused on the topic of how to create, maintain and respect one another boundaries and included a keynote event alongside several tailored workshops on the subject as well as tabling in the University quad – students enthusiastically took up the opportunity to connect in-person in the quad with never before seen participation.

5 Days of Action: EQHR’s Signature Week of Events

UVic’s third annual **Five Days of Action: 365 Days of Commitment** took place in November 2020. This week-long event is organized around 5 calls to action designed to tackle racism, sexism, homophobia, transphobia, ableism, classism, sexualized violence and religious intolerance on campus. In 2020, workshops and events were all online due to the COVID19 pandemic. Nevertheless, workshops were well subscribed throughout the week.

Other key events organized and supported by EQHR include the National Day of Remembrance and Action on Violence against Women (NDRAVAW); and Orange Shirt Day, organized in partnership with the Office of Indigenous Academic and Community Engagement, and University Communications and Marketing, along with other campus units and departments.

Discrimination and Harassment Policy (GV0205)

Individuals seek advice and counsel from EQHR based on their interpretation of the policy through the lens of an experience they endured. Due to the unique nature of each person's story, we always begin with a confidential consultation. A confidential consultation provides individuals with an opportunity to share their concerns, in a confidential capacity, and may involve advice and assistance in navigating the university's systems, recording concerns, or support in having a difficult conversation or managing a conflict.

EQHR works hard to support folks through a process that best suits their needs and goals for resolution. Staff in EQHR, where appropriate, first attempt to resolve complaints through an informal resolution process. Informal resolution can involve creating a file for future reference, coaching, or alternative dispute resolution such as mediation, accommodation, communication that the behavior is unwanted, or education for the respondent, the complainant or an entire unit. Often several of these methods are employed.

Between September 1, 2020 and August 31, 2021 EQHR met with 151 individuals expressing concerns relating to the Discrimination and Harassment policy. Of these, 73 proceeded through an informal or formal resolution process and, for a variety of reasons, 78 participated only in the confidential consultation stage.

In addition to these informal case files, the office was engaged in navigating 6 formal complaints this reporting period. Formal resolution involves a full investigation, led by an external investigator. The process is aimed at identifying whether or not the policy has been breached and then referring the matter to the relevant administrative authority for sanctions where appropriate. Over the reporting period, 2 formal investigations were completed at the time of this reporting. Of the two completed, 1 resulted in a finding that the Discrimination and Harassment policy was breached.

The following table lists the breakdown of formal investigations by population

Formal Reports						
	Faculty	Staff	Grad Student	UG Student	University Led	Total
Complainant	4	0	1	0	1	6
Respondent	6	0	0	0	0	6

Types of incidents

The large majority of complaints were of personal harassment, including workplace bullying and harassment, abusive and demeaning behaviour, and differential treatment. The office saw an increase in

the number of people requesting an Informal Resolution Process that results in a Letter of Agreement (L.O.A.) with the individual identified to have caused harm.

The office continues to receive a significant number of confidential consultations that were from individuals who were not directly involved in the incident, but rather identified as a third party seeking advice on how to navigate the system or what resources they might provide to an individual who was involved. In these instances, the office provides advice and feedback and, if appropriate and/or requested, will follow up with the individual.

The following table lists the general grounds for complaint from September 1 2020 to August 31 2021.

Ground for Complaint	Total
Sexual Harassment	5
Gender	20
Race	26
Disability	10
Sexuality	5
Religion	3
Age	0
Family Status	3
Personal Harassment, Bullying or Interpersonal Conflict	85
Third Party Requesting Support	24
Other	31
Total	212

“Other” encompasses all consultations that may not fall under the other categories.

The following table lists the breakdown by population of complainant.

	UG Student	Grad Student	CUPE 951	CUPE 917	CUPE 4163	PEA	Faculty	Management Exempt	Other
Complainant	38	19	2	1	0	23	38	6	24

**some individuals hold more than one role at the University and incidents may be relevant to both roles*

Education and Awareness

In an effort to increase the University Community’s awareness of the Informal Resolution Process, we have developed a set of information sheets. These handouts aim to increase accessibility and to support individuals in making important decisions about what process will best serve them, as well as give them the tools to enter an EQHR process feeling informed and prepared. Some of these informational sheets include:

- Informal vs. Formal Resolution Processes

- How to Initiate an Informal Resolution Process
- What is an Education Conversation
- What to expect from a Mediation or Facilitated Conversation
- How to prepare for a Mediation or Facilitated Conversation
- The Role of a Support Person
- What is a Voluntary Resolution Process

Sexualized Violence Prevention and Response Policy (GV0245)

Disclosures were down significantly from last year, falling from 38 to 25. This is undoubtedly due to the fact most students were not living or learning on campus, and many staff and faculty were working from home. Similar to last year, the overwhelming majority of disclosures were made by UVic students followed by those falling into the “other” category. This year that other category was primarily made up of former UVic students or students attending other post-secondary institutions. Perhaps reflecting the fact that few students were on campus, a disproportionate number of alleged respondents (48%) also fell into the “other” category, in this case, community members.

Disclosures					
	Student	Staff	Faculty	“Other”*	Total
Survivors	20	1	0	4	25
Alleged Respondents	10	1	2	12	25

“Other” is a category that includes alumni (both student and faculty), community members, or in the case of alleged respondents, as unknown. When looking to break survivors and alleged respondents down into statistical categories it should be noted that in some cases a survivor may not know the identity or position of the person alleged to have breached the policy, or know but unwilling to share this information with university staff (which is their right).

Policy Jurisdiction

The policy and its procedures apply to all members of the university community. The university has jurisdiction when the incident occurred in one or more of the following circumstances:

- 1) On property controlled by the university;
- 2) When the respondent is/was in a position of power or influence over the survivor’s academic or employment status at UVic;
- 3) At an event or activity sponsored or under the auspices of UVic.

Reflecting the unusual circumstances of 2020-21, a disproportionate number of the disclosures (74%) received did not fall without our policy jurisdiction.

All survivors, regardless of whether there is policy jurisdiction for the purposes of an investigation, are entitled to information, advice, and support.

Jurisdiction			
Yes	No	Unknown	Total

Totals	5	19	1	25
*Historical	3			3

* A historical disclosure is one that happened more than two years ago. In those cases where we did not know the date of the incident they are listed as unknown as to whether they are historical.

Gender breakdown

Given the relatively low numbers in each category, we are unable to provide a gender breakdown by specific population. In some cases, the gender of the alleged respondent is unknown in those cases where they were not identified to the office.

Gender		
	Survivor	Respondent
Male identified	1	23
Female identified	21	1
Trans/Gender Non-Binary	3	0
Unknown	0	1
Totals	25	25

Formal Reports

There were no formal reports filed in the 2020-21 academic year. Although a small number of individuals wanted to file formal reports, they fell outside our jurisdiction and so we were unable to initiate an investigation under the policy.

Types of incidents

Similar to previous years, the majority of disclosures described unwanted sexualized attention in the form of sexualized looks, comments, and persistent reach outs and messages. While these incidents did not involve any physical harm, some survivors found these interactions psychologically extremely harmful. A small but significant percentage of survivors described physically harmful sexual assault which they also reported to police.

Types of supports offered and requested

Each person who disclosed to the Sexualized Violence Resource Office were given information on the options available to them both in terms of support and resolution options. The majority of those who made disclosures sought Voluntary Resolution Processes. For example, many wanted the person who was alleged to have caused harm to be contacted by the SVRO and directed to stop contacting the survivor. Or, they sought options for how to minimize contact in the future with the person alleged to have caused harm.

Proactive Work: Equity Reviews

Starting in spring 2020, EQHR collaborated with the Department of Chemistry to launch a new, proactive equity review process for departments on campus. The process emerged out of the desire of the Chemistry equity committee—Chem EDI—to gain an objective view on their successes and challenges with regard to equity after several years of intensive work in the department. The feedback from the review, conducted by someone external to the department, would be used to assess current equity work in the department and to build equity actions into the departmental strategic plan.

Drawing on the Academic Program Review framework, we collaboratively identified key data points and themes; designed a process for gathering information (documents, interviews, a survey); and launched the review process. An EQHR staff member conducted the review as we pilot tested the process and its strengths and challenges. The final deliverables of an Executive Summary are being rolled out to the department in fall 2021 for use in planning.

One key finding of this work has been the importance of grounding such data-gathering measures in clear administrative goals towards improving/enhancing equity. We have also found that it is vital to ensure that the insights from the review will be directed towards concrete actions; data gathered without action leads to a loss of trust and disillusionment with equity work. Finally, the Equity Review is proactive, not to be initiated in response to specific equity problems, as it is not designed to take action on complaints raised through the process.

Several other departments have expressed interest in using such a process to take proactive steps towards assessing the current status of equity in their units, and making plans for future work that will address key gaps and problems identified.

Policy Review

Early in 2020, the President launched an EQHR Policy Review Committee to review both the Sexualized Violence Prevention and Response Policy, the Human Rights, Equity and Fairness Policy and the Discrimination and Harassment Policy with a priority on the former due to government deadlines.

Sexualized Violence Prevention and Response (GV0245)

The first Sexualized Violence Prevention and Response policy was implemented in 2017 and is underwent its legislated three year review in 2020. Extensive and meaningful consultation was essential to learn how the university community understands the Sexualized Violence Prevention and Response Policy, how the policy could be improved, and what practices we could improve or implement. A three-phase consultation process was undertaken to gather input and information from the university community and beyond. This included robust student led consultations. These data informed the revisions to the policy and procedures and related program recommendations. The final revised policy was approved in January 2021.

Discrimination and Harassment Policy (GV0205)

The policy has served the university community well for several years, and is due for review based on the regular Uvic policy review schedule. The review will focus on modernizing the policy language in the Policy on Human Rights, Equity and Fairness as well as a careful assessment of the procedures for

informal and formal complaints and investigations. The process started in Spring 2021 and will include appropriate consultation with the university community.

Looking Ahead

We will continue to build on the successes and learn from the challenges of 2020-2021. For 2021-2022 we have identified the following high-level priorities:

- Continue to build the UVic Equity Action Plan
- Finalize the proposal to develop an institutional anti-racism framework
- Build upon and broaden the reach of education and training programs
- Continue to strengthen strategic partnerships
- Advance, build and strengthen equity data collection and analysis
- Advance the policy review process
- Strengthen the use of all forms of alternative dispute resolution
- Develop new and creative communications strategies for embedding equity, diversity, and inclusion

We look forward to working with you to achieve these and other institutional goals in 2021-2022.