



University
of Victoria

Board and Board Committee Meetings
Monday January 24 and Tuesday January 25, 2022

Open Session
Tuesday January 25, 2022
11:00 a.m. – 12:00 p.m.
Via Videoconference

DRAFT AGENDA

1. Approval of Agenda

MOTION:

THAT the agenda of the open session of the regular meeting of January 25, 2022 be approved.

2. Approval of Summary Record of the Meeting held November 23, 2021 (attached)

MOTION:

THAT the summary record of the open session of the regular meeting held November 23, 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-Jan25/22-21

CONSENT

8. Finance Committee (Carolyn Thoms)

**a. University of Victoria Staff Pension Plan Investment
Performance Report for the Period Ended September 30, 2021**

BOG-Jan25/22-16

9. Operations and Facilities Committee (Paul Ramsey)

a. New and Revised Awards

BOG-Jan25/22-23

MOTION:

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

- Commerce Student Society Community Engagement Award (New)
- Betty Moyls Memorial Award (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)

- Mina Hoorfar Award for Women in Engineering and Computer Science (New)
- President's Entrance Scholarship (Revised)
- University of Victoria Entrance Scholarship (Revised)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- International Student Support Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Nelson Family Award (Revised)
- Philip MacIntyre Memorial Scholarship in Nursing* (New)
- Denis & Pat Protti Scholarship* (Revised)
- Judy Payne Memorial Award (New)
- Kari Moore Award (New)
- Christopher Foundation Graduate Scholarship in the Visual Arts (New)
- Mosaic Forest Management Award in Indigenous Language Revitalization (New)
- Sanjeev Singh Parmar Memorial Scholarship* (Revised)
- Robertson Wiens Mathematics Bursary* (Revised)
- Phoenix Award (Revised)
- Louise and Peter Fothergill-Payne Travel Scholarship* (Revised)
- UVic Student Bursary* (New)
- Peter Corless Mechanical Engineering Award* (New)
- Robyn Kathleen Addison Scholarship in Environmental Studies (New)
- Ethel Dent Banks & Margaret Maunsell Award (Revised)
- Darlene Scott Scholarship* (Revised)
- Agamemnon Kasapi and Family Scholarship* (Revised)
- Faculty of Education Student Leadership Award* (Revised)
- Faculty Association Memorial Award (New)
- Cora Arenas and Carol Artemiw Award for Second-Year Women in Engineering and Computer Science (Revised)
- TED Fund* (New)
- UVic Business Class of 2009 Scholarship Award (Revised)
- Alec Maclean Annual Award in Economics (New)
- Micqualyn Scholarship* (Revised)
- Doreen Moser Scholarship* (New)
- Martin Bonham and Lloyd Howard Travel to Italy Award* (New)
- Edwards, Kenny & Bray Award for BIPOC Students in Law (New)
- Indigenous Perspectives Camp 25th Anniversary Award (Revised)
- UVic STEM Class of 2009 Award (New)

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b. Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion BOG-Jan25/22-24

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion, as described in the document "Proposal to discontinue the Professional Specialization Certificate in French Immersion".

c. Proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities BOG-Jan25/22-25

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities, as described in the document "Child and Youth Care in Indigenous Communities (Diploma)-Delete from Calendar".

d. Proposed name change to the Master in Arts in Child and Youth Care BOG-Jan25/22-26

MOTION:

THAT the Board of Governors approve the proposed name change to the Master of Arts in Child and Youth Care, as described in the document "School of Child and Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies".

e. Proposal to change the name of the Master of Management program BOG-Jan25/22-30

MOTION:

THAT the Board of Governors approve the proposal to change the name of the Master of Management program, as described in the document "Master in Management: Name Change".

f. Proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program BOG-Jan25/22-32

MOTION:

THAT the Board of Governors approve the proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program as described in the document "Biochemistry and Chemistry (Bachelor of Science – Combined Honours)", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- g. Proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program** BOG-Jan25/22-33

MOTION:

THAT the Board of Governors approve the proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program as described in the document “Microbiology and Chemistry (Bachelor of Science – Combined Honours)”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- h. Proposal to establish a Master in Nursing Nurse Practitioner Post-degree Stream** BOG-Jan25/22-34

MOTION:

THAT the Board of Governors approve the proposal to establish a Master of Nursing Nurse Practitioner Post-degree Stream, as described in the document “Master in Nursing, Nurse Practitioner Post-Degree Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- i. Status Report on Capital Projects** BOG-Jan25/22-18a

Pro Forma Motion:

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

REGULAR

10. Audit Committee (Merle Alexander)

- a. Revised Internal Audit Policy GV0220** BOG-Jan25/22-06

MOTION:

THAT the Board of Governors approve the revised Internal Audit Policy GV0220, effective immediately.

11. Other Business

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

Adjournment



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 SUMMARY RECORD

Present: David Zussman (Chair), Keith Barbon, Josh Blair, Marilyn Callahan, David Foster, Jonathan Granirer, Kevin Hall, Adam Monahan, Monica Prendergast, Paul Ramsey, Shelagh Rogers, Carolyn Thoms, Carrie Andersen, Secretary

By Invitation: Tony Eder, Chris Horbachewski, Lisa Kalynchuk, Kimberley Kennard, Valerie Kuehne, Kristi Simpson, Robina Thomas

Regrets: Merle Alexander, Shailoo Bedi, Beverly Van Ruyven

1. Approval of Agenda

MOTION: (M. Prendergast/C. Thoms)

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

CARRIED

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

MOTION: (J. Blair/P. Ramsey)

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

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

There were none.

5. Correspondence

There was none.

6. President's Report

Kevin Hall, President and Vice-Chancellor provided a report to Board members.

He noted the extreme weather event that impacted the campus and the Greater Victoria community and said that UVic had assisted UBC with their Convocation by shipping supplies that UBC were missing.

K. Hall stated that the university is in a strong position and in good financial shape. Maclean's 2022 University ranking ranks UVic as Canada's #1 comprehensive university.

K. Hall has begun the process of planning a new strategic vision for the university with initial consultation taking place in the university community.

K. Hall stated that Chancellor Rogers' term will end December 31, 2021. He thanked her for leaving the university in a much better position than when she joined the community seven years ago. He noted that Chancellor Rogers is one of Canada's true thought leaders. Marion Buller will begin her term as Chancellor on January 1, 2022.

In-person convocation ceremonies were held November 10, 12 and 13, 2021. Six ceremonies took place with three honorary degrees being awarded.

K. Hall said that the 2021/22 enrolments are strong. The strategic enrolment plan is being executed well. He provided a brief update on COVID-19 and safety measures on campus.

A small group of UVic scholars were able to attend the 26th UN Climate Change Conference in Glasgow, Scotland.

K. Hall spoke of the announcement on November 17 by the University of Victoria Foundation that as of September 30, the foundation no longer has holdings of companies in its equity portfolio involved in the processing of coal, oil or natural gas. A new responsible investment policy that sets a target to reduce the carbon intensity of all investments by 45 per cent by 2030 has been adopted.

K. Hall noted recipients of the City of Victoria 2021 Honorary Citizen Award and those who received the Order of Service to Indigenous Education from the World Indigenous Nations Higher Education Consortium.

There were no questions for K. Hall.

7. External Relations Update

BOG-Nov23/21-12

Chris Horbachewski, Vice-President External Relations provided highlights from his report.

C. Horbachewski acknowledged that following the federal election on September 20, there are currently eight UVic alumni as members of parliament. Two of these alumni are members of Cabinet as the Minister for Employment, Workforce Development and Disability Inclusion and as the Minister of Indigenous Services and Minister responsible for the Federal Economic Development Agency for Northern Ontario.

On October 30, the inaugural Women Leading Change event took place. This is a UVic partnership with the Office of the Lieutenant Governor of BC. Women leading change in Science, Technology, Engineering and Mathematics shared their experience in making change and shared suggestions on how to support others along their journey. The next event will take place in early 2022.

C. Horbachewski noted that November 30 is *Giving Tuesday* and in a celebration of philanthropy that inspires people to give back to causes they are passionate about, the university is hoping to raise \$150,000 to provide a more enriching environment for students. He directed members to the webpage for more information.

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 Moys 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)

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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

Pro Forma Motion: (C. Thoms/M. Prendergast)
THAT the above items be approved by the Board of Governors by consent.

CARRIED

REGULAR 9. Operations and Facilities Committee (Paul Ramsey)

a. 2021/22 Enrolment Analysis Report BOG-Nov22/21-17

P. Ramsey noted that Valerie Kuehne, Vice-President Academic and Provost provided the committee with this regular annual report outlining UVic's enrolment projections for the current academic year, which includes summer 2021, fall 2021 and spring 2022 terms.

He stated that enrolment targets and goals continue to be driven by the university's institutional plans, including the Strategic Framework and Strategic Enrolment Management Plan, as well as by the Ministry of Advanced Education, Skills and Training.

Current enrolment levels have increased. This fall, the university saw a record number of domestic applicants and registrants, and this is the largest first-year class to date. International undergraduate enrolment has decreased as a result of the pandemic.

b. Report on Student Financial Aid 2020-21 BOG-Nov22/21-11

P. Ramsey stated this is another annual report presented to the Board on the status of student awards and financial aid program. It includes scholarships for undergraduate students as well as bursaries, awards and work study funding received by both undergraduate and graduate students.

P. Ramsey reviewed the highlights of the report. He also commented on awards administered during the ongoing COVID-19 pandemic, which began in March 2020. 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.

c. Equity and Human Rights Annual Report BOG-Nov22/21-15

P. Ramsey stated that Cassbreea Dewis, Executive Director of Equity and Human Rights, presented the committee with the annual report.

This report highlights the work and direction of the EQHR office's effort in partnerships and planning, equity action and initiatives, proactive education and training, case resolution and policy implementation.

10. Presentation on University Rankings

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

L. Kalynchuk provided background on the rankings and reputation project which began four years ago. She emphasized that higher rankings attract students and create opportunities for collaborations among faculties.

Following the presentation, a discussion took place regarding the mission of the university, responsible investing and communicating what the university is doing with respect to climate change and sustainability.

11. Other Business

a) Review of action items identified
There were none.

b) Any other business
There being no other business, the meeting adjourned at 11:50 a.m.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

January 10, 2022

To: Board of Governors

From: Chris Horbachewski, Vice-President External Relations

cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

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

- Work continues on communications to raise the profile of innovation at UVic and to introduce new initiatives to the community including programs being offered at KWENCH. News release in January about KWENCH and the launch of a social media advertising campaign in February about Innovation at UVic and the university being a creative, innovative, collaborative partner.
- As we look towards kicking off the next suite of student recruitment materials, we're starting to work on a refreshed look and feel that is a bridge between Edge branding and a brand refresh.
- Partnering with the Special Advisor International to create Impact 2030: Global Impact and Partnership Strategy documentation.
- Co-op and Career Services website discovery workshops have begun and will continue through Spring 2022. A parallel discovery process is also underway for Engineering and Computer Sciences. Both areas will be aligning their web communications with the redesigned uvic.ca.
- Web discovery work beginning in the area of Community Partnerships and Global Partnerships.
- Other web projects of note: Graduate Studies, support for Giving Tuesday
- COVID communications continue as multiple teams support to create and distribute accurate and timely information on an almost daily basis through uvic.ca, social media, digicaster and email responses. Support for external and internal communications, issues management around topics of case exposures, testing, and start of term with online classes.
- We continue to provide communications planning, coordination and engagement support for significant institutional projects, including development of the Climate and Sustainability Action Plan and Equity Action Plan, community - university engagement initiatives such as the Victoria Forum, UN SDG video contest and United Way campaign, and campus planning projects including the Student Housing Dining project and Campus Greenway.
- Community distribution of the Ring newspaper: Beginning in October 2021, *The Ring* newspaper has circulated in community news boxes and indoor publication racks across the core Victoria region, at libraries, community centres, local commercial hubs and grocery stores. Our third-party contractor has reported strong pickup and community interest across the region for both the October and November convocation issue. There are now more copies of the Ring distributed in the community than circulate on campus.

Media relations

This represents a small fraction of overall stories about UVic from October to early January including UVic Order of Canada recipients, experts speaking to media about climate solutions during COP26 and the devastating BC floods in the fall, as well as the appointments of Marion Buller as new chancellor and Carey Newman, the inaugural Impact Chair in Indigenous Art Practices.

- **Ry Moran (UVic Libraries)** joined *The Globe and Mail's* The Decibel podcast to discuss the meaning of Canada's first National Day for Truth and Reconciliation as well provide details about the Canadian Reconciliation Barometer—a new research survey that measures attitudes towards Indigenous reconciliation across the country.
- **UVic** tied for best comprehensive university in Canada in *Maclean's* 2021 university rankings. **Kevin Hall** joined CTV News to comment on the university's high-quality standards and reputation as an ideal destination for students.
- A new study headed by **Erin Foster (Geography)** published in *Science* shed light on the positive interactions between sea otters and eelgrass ecosystems in BC's coastal waters. The story was picked up by *The New York Times*, *National Geographic*, *Hakai* magazine, CBC News, Huffington Post and others.
- The poaching of elephants has tipped the scales of evolution according to new research by **Chris Darimont (Geography)** whose work was published in *Science*. The human-wildlife stressors have influenced the evolution of tuskless elephants. Originally an Associated Press article, this appeared in more than 550 publications include ABC News (Australia), *Smithsonian Magazine*, Vice Media, *Daily Mail* and Gizmodo.
- After publishing his analysis in The Conversation Canada about the current state of fragile global supply chains, **Adel Guitouni (Business)** spoke to national and international media on the impacts of supply chain crisis on local businesses during the BC floods, and the need for redundancies in the wake of a major crisis. Guitouni's comments were included in *Washington Post*, *Fortune*, Capital Daily, CHEK News and *The Toronto Star*.
- CBC News spoke to **Sarah Wright Cardinal (Child and Youth Care/Curriculum and Instruction)** about a two-year, community-led project of the carving of a dugout canoe to help reclaim Nuuchah-nulth teachings to empower and strengthen the roles and livelihoods of Pacheedaht men.
- The appointment of alumna and Indigenous jurist, **Marion Buller**, as the university's 12th chancellor, was covered in CBC Radio's "All Points West," *Times Colonist*, CBC News and CHEK.

- **Sean Holman (Writing)**, the new Wayne Crookes Professor in Environmental and Climate Journalism was featured in National Observer, CBC Radio, *The Toronto Star* and *Winnipeg Free Press*. Holman spoke about the responsibilities journalists should uphold when addressing the climate crisis.
- A first-of-its-kind in BC waters, **Brad Buckham** and **Curran Crawford (Engineering)** of the **Pacific Regional Institute for Marine Energy Discovery** unveiled a wind energy buoy with sights set on collecting data on BC's remote coastal communities. The Canadian Press article was included in 30 publications including *The Toronto Star*, *Vancouver Sun*, CBC News and *National Post*.
- **Nathan Lachowsky (Public Health and Social Policy)** was interviewed by The Canadian Press about Canadian Blood Services and their recommendation to Health Canada to remove restrictions on blood donations based on sexual orientation. The story ran in Global News, *La Presse*, *The Toronto Star* and 80 other media outlets.
- **Francis Zwiers** and **Faron Anslow (Pacific Climate Impacts Consortium)** were quoted in multiple media outlets for topics including the frequency and intensity of extreme weather due to climate change including its effects on people's health. Media pickup included CHEK News, CityTV News, MSN, Yahoo! News and the *Times Colonist*.
- Kwakwak'awakw and Coast Salish artist, master carver, filmmaker and author, **Carey Newman (Hayalthkin'geme) (Fine Arts)** is named the inaugural Impact Chair in Indigenous Art Practices, a joint appointment to UVic's Department of Visual Arts and the Department of Art History and Visual Studies. CBC Radio, *The Toronto Star* and other outlets featured comments by Newman.
- A new research chair in Indigenous mental health in the **Faculty of Social Sciences** is named after the late Chief Mungo Martin and is funded by a \$1.5-million gift from alumnus **Bruce McKean**. Coverage included *Victoria News* and other regional papers.
- Extensive coverage followed the release of a report by the **Canadian Institute for Substance Use Research** regarding the high levels of alcohol consumption in BC. **Tim Naimi** noted the current rates are at the highest they've ever been since monitoring began in 2001. Coverage included CBC TV's "The National," *Vancouver Sun*, CBC News, CTV News, MSN, Global News, and CBC Radio's "All Points West."
- **Dean Karlen (Physics and Astronomy/Victoria Subatomic Physics)** spoke to CBC News about Alberta's projected Omicron modelling data, while **Damien Contandriopoulos (Nursing)** spoke to the *Vancouver Sun* about impacts in BC.
- The *Vancouver Sun*, *Times Colonist*, *Saanich News* and CTV News Vancouver reported on 2021 appointments to the Order of Canada. UVic recipients include **Verena Tunncliffe**

(Biology/School of Earth and Ocean Sciences), David Zussman, (UVic Board of Governors/Public Administration) and Jacques Lemay (Theatre).

BUILDING MEANINGFUL PARTNERSHIPS

Federal Government

- On December 3rd, Prime Minister Trudeau announced the appointment of 38 MPs as Parliamentary Secretaries. Of particular note to UVic are:
 - Andy Fillmore will serve as Parliamentary Secretary to François-Philippe Champagne in his role as Minister of Innovation, Science and Industry;
 - Irek Kusmierczyk will serve as Parliamentary Secretary to Carla Qualtrough in her role as Minister of Employment, Workforce Development and Disability Inclusion.
- On December 14th, the newly established House of Commons Standing Committee on Science and Research met for the first time:
 - The new Committee is intended to give Canada's research community a permanent place to raise issues in Ottawa;
 - The Committee will review and report on all matters related to science and research, including any reports of the Chief Science Advisor. In the first meeting, members discussed probing issues related to cutting-edge technologies, focusing broadly on applied and fundamental sciences and funding;
 - Former Science Minister Kirsty Duncan was elected Chair of the Committee.
- The House of Commons will re-convene on January 31st, 2022.

Provincial Government

- The Legislative Assembly will re-convene for its Spring sitting on February 8th with a new Speech from the Throne.
- Budget 2022 is slated for release on February 22nd, 2022.

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, with a focus on values we share including diversity, equity, inclusion and support for mental health. This year's campaign takes place in two phases. The first phase ran through the month of November, and the second phase will take place in February and March, with new activities and signature events planned. These events are dependent on campus health and safety measures and public health orders in the New Year. A full list of United Way events and ways to donate can be found [here](#).

Community Engagement

- On December 9th, Vice-President External Relations Chris Horbachewski provided an update to the members of the Community Associations Liaison Committee.
- In November 2021, UVic served as a major sponsor for the South Island Prosperity Partnership's Rising Economy Week:
 - UVic President and Vice-Chancellor Kevin Hall provided a welcome on the first day of the weeklong event;
 - UVic's experts provided insights on panels related to reconciliation, economic development, climate, and clean tech.

FOSTERING A CULTURE OF PHILANTHROPY

- To date (January 4 2022) we have raised \$24.22M towards our goal of \$25M from 4,086 donors. This compares to \$21.18M and 4,013 donors in the same period in 20/21.
- We have actively engaged over 4,600 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.
- Annual Giving has had an excellent first half of the year, with the annual campaign raising some \$50,000 from more than 260 donors, surpassing its \$36,500 goal.
- Giving Tuesday 2021 saw more than 5,000 UVic community members participate and contribute more than \$178,000 to student-led initiatives, programs that change lives, and research to solve the world's biggest challenges. This brings the six-year total to more than half a million dollars.
- The inaugural UVic Alumni Signature Speaker Series event took place on November 16, featuring UVic alumna, author and networking expert, J. Kelly Hoey. There were 400 registrants for the live-stream and 60 in attendance for the intimate in-person experience with Kelly at the University Club. Kelly also did a lunch time presentation for student leaders, speaking to students from the UVSS, GSS, CSS, ESS and other students groups that were recommended by campus colleagues. The students were very enthused to learn from an alumni expert. Planning will commence in the New Year for next the fall 2022 speaker series.
- Winterfest is next in the new Alumni Relations Signature Event Series which takes place from February 4-21, 2022. Winterfest is a series of themed events consisting of five engagement opportunities that will target key alumni demographics and interests including two virtual learning events, two in-person recreational events and a family colouring contest promoting digital engagement from anywhere around the world. Learn more at: uvic.ca/alumniwinterfest

- More than 53,000 print copies of the Fall 2021 *UVic Torch Alumni Magazine* (themed “The Brain Issue”) were circulated to mailboxes and in the campus community.
- *UVic Torch* started a new column, “My Business,” to support alumni start-ups and enterprises—and the content is already proving popular on social media.
- A number of video messages were sent to donors in the fall including: National Philanthropy Day message with [video](#) produced by CAD team (November 14, 2021) and UVic [Holiday video](#) (collaboration between Student Affairs, UC+M and A&D) sent to donors with holiday message on December 16, 2021.
- [Chair in Indigenous Mental Health Research Gift](#) announced with media release in December 2021 in partnership with Faculty of Social Sciences and UC+M.
- 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.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

JANUARY-MARCH, 2022

Farquhar Auditorium

Reopening

- After finally reopening to 100% with the Victoria Symphony, PHO orders in late December moved venues back to 50% capacity. This will limit attendance at upcoming Farquhar presentations of International Guitar Night (January 26) and Kalabante: Cirque en Afrique (February 26), a Guinean style circus performance featuring theatre, dance, music and acrobatics. Fortunately, January is relatively quiet for rentals and we hope that by February we may see a loosening of PHO restrictions on gatherings. We are monitoring Arts Service Organizations and Arts sector support services to stay up to date on current trends and responses to PHO orders.
- The new restrictions may also have an effect on existing bookings. The Victoria Symphony has planned for 100% attendance for its January – June 2022 concerts and may need to change plans because of financial impacts. They will cancel their January 16 Kids Concert and may look at cancelling or reducing the two show run of their end of January concert.
- Similarly, Banff Mountain Film Festival may need to change their plans because of the financial impact of 50% houses. That event is currently sold out for 23 January 2022.

The Farquhar is applying for federal and provincial grant support for a number of projects. One project is support of an Indigenous Voices presenting and community outreach project that will amplify Indigenous artists and groups. The series is being programmed with the support of the Farquhar Programming Circle, a

collective of Indigenous leaders, artists, and academics who will help to identify potential artists and community engagement opportunities.

Ceremonies & Events

Convocation

- November 10, 12, and 13 saw UVic's first in-person Convocation ceremonies since Fall 2019. Approximately 900 students crossed the stage and the event was enjoyed by in-person and online audiences. Three Honorary Degrees were awarded: Timothy Brook on Wednesday, November 10 at 10am; Arran and Ratana Stephens on Wednesday, November 10 at 2:30pm.
- Ceremonies is working with USEC, Executive, and the Registrar to determine plans for Convocation in June 2022. Until recently, plans have been in place for in-person ceremonies but may need to pivot given the current situation with COVID. Plans are also being developed to add additional dates to June Convocation in order to welcome all graduates who received their degrees between March 2020 and June 2021 back on campus for in-person ceremonies. A survey has been sent to these graduates asking them to indicate their intention to return for an in-person ceremony.

Upcoming events

- President's Town Hall – January/February
- Murray Rankin Town Halls – January 21 and February 3
- Women Leading Change – February/March
- Farewell events for VPFO and VPAC
- UVic Strategic Plan launch event – February
- President's Student Town Hall – February/March
- REACH Awards – February 7
- Game Changers #2 – April/May
- Co-op Employer of the Year Awards – April 8
- Victoria Forum – April

Legacy Art Galleries

All new exhibitions open at Legacy Downtown in January:

Body Language: Reawakening Cultural Tattooing of the Northwest

Jan 12 - Apr 9, 2022

This is a travelling exhibition organized by the Bill Reid Gallery of Northwest Coast Art, Vancouver.

Body Language is about the reclamation of cultural tattooing in the Pacific Northwest. This exhibition takes an intimate look at historic and contemporary cultural tattooing from the perspectives of 5 Indigenous artists. *Body Language* explores designs on skin and their relationship

to traditional clothing, rock art, jewelry, basketry and weaving to provide healing, protection and a sense of cultural knowledge and belonging.

Derrumbeat

The Beat of Collapse

Jan 15 - Apr 9, 2022

Curated by Dr. Alexandrine Boudreault-Fournier, UVic Anthropology

In Spanish, *derrumbar* means to crumble away, to tumble down. *Derrumbeat* is a sonic collage accompanied by photos and video work created from the audio-visual traces left by falling rocks, pieces of wood, cement and ceramics collected in various abandoned sites in the capital of Cuba, Havana. *Derrumbeat* calls visitors to listen to the traces left by human passages and presence in an urban environment as time passes. It further encourages listeners to reflect on the rejuvenation of decay and the layers of meanings we can unearth in our own cities.




University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 10, 2022

FOR INFORMATION

To: FINANCE COMMITTEE

From: Kristi Simpson
Acting Vice-President Finance and Operations 

cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: University Of Victoria Staff Pension Plan Investment Performance
Report for the Period Ended September 30, 2021

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

Strategic Relevance:

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

Background:

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

The Staff Pension Fund's managers invest in a number of different types of assets within the constraints established by the Statement of Investment Policies and Procedures (SIPP). Investment

performance is compared against the performance of a theoretical "benchmark" portfolio. Although the managers are measured against a benchmark asset mix, they may vary the asset mix, within established ranges, in order to add value.

The Fund is currently invested as follows:

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

As previously reported, the Investments and Administration Committee is transitioning the Canadian equity mandate to the existing global mandate. This transition is complete, and as of Sept. 30th, the Fund has essentially transferred assets held within Canadian Equity to the Global Equity mandate managed by BCI.

The Fund's asset allocation remains within the established allowable ranges for all asset classes except Infrastructure. The Fund's allocation to Infrastructure is currently 35 bps below the minimum amount, but it is anticipated that additional capital will be called soon and the allocation will be above the minimum percentage in the near future. All investment managers are monitored carefully, and they regularly report to the Investments and Administration Committee on investment performance and strategy, responsible investing, and other important topics.

The attached Appendix 1 shows the Fund's market value, current and policy asset allocation, fund performance, and relevant benchmarks for periods ended September 30, 2021. In summary:

	Total Fund performance	Total Fund Benchmark performance
1 year	11.8%	10.1%
4 year	9.1%	8.0%
5 year	8.5%	7.3%

The Plan also continues to outperform its total fund benchmark and long term risk-adjusted target of CPI+4%. Over the one year period, outperformance relative to the total fund benchmark was attributable to the fixed income, real estate, and infrastructure mandates. On an absolute and relative basis, the long term performance remains strong for all asset classes. Global equities have performed particularly well, as the strong recovery from the pandemic continues. Real Estate and Infrastructure allocations have also performed well, and these strategies have reduced volatility in the Fund, as intended. As a result, the Staff Plan's total asset mix has led to favourable performance from a return and risk-adjusted return perspective. In 2021, within the fixed income mandate the fund transitioned from PH&N Universe Bonds to Enhanced PRISM Long and Core Plus Bonds with the goal of better managing risk.

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

Attachment:

Appendix 1: PBI, University of Victoria Staff Pension Plan - Performance Monitoring Report as of September 30, 2021.

PBI

Plan Performance versus Benchmark Net of Fees as of September 30, 2021

Return Summary

	3 Months	1 Year	2 Years	3 Years	5 Years	10 Years
Total Plan Return (Net of Fees)	2.0%	11.8%	10.1%	9.6%	8.5%	9.2%
Asset Mix Benchmark ¹	1.1%	10.1%	8.9%	8.4%	7.3%	7.9%
Value Added (Net)	0.9%	1.6%	1.3%	1.2%	1.2%	1.3%
Traditional Balanced Fund (Net of Fees) ²	0.1%	12.3%	9.2%	8.5%	7.3%	7.9%
Going Concern Liability Proxy ³	-1.4%	-7.0%	2.8%	7.5%	5.9%	7.4%

PBI

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

Returns (Net of Fees)	4 Year Period		Comments
	Value Added	Met Target?	
Total Plan			
Asset Mix Benchmark ¹	1.1%	Yes	
BCI Global Equities			
MSCI World ex Canada	3.0%	Yes	
PH&N Fixed Income			
FTSE Universe Bond	0.3%	Yes	\$20.9 million is invested in PH&N Enhanced PRISM Long Fund, while \$93.2 million is invested in PH&N Core Plus Bond Fund as at September 30, 2021.
BCI Real Estate			
CPI + 4.0%	-2.7%	No	BCI's 3.6% performance is lower than peers and underperformed the CPI + 4.0% benchmark.
Infrastructure			
CPI + 5.0%	5.2%	Yes	
JP Morgan Infrastructure ²			
CPI + 5.0%	0.5%	Yes	JP Morgan IIF has generated a Net IRR of 7.8%, in USD dollar terms, since inception. Due to the strengthening of the Canadian dollars, however, the Fund returned 7.0% in Canadian dollars.
Macquarie Infrastructure			
CPI + 5.0%	11.3%	Yes	IRRs for all funds are in excess of CPI+5% since inception.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 10, 2022

To: Operations and Facilities Committee

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



cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: New and Revised Awards

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

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

Previous Consultation: The attached awards were reviewed by the Senate Committee on Awards and recommended for approval to Senate. At their Dec. 3, 2021 and Jan. 7, 2022 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:

- Commerce Student Society Community Engagement Award (New)
- Betty Moyls Memorial Award (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)
- Mina Hoorfar Award for Women in Engineering and Computer Science (New)
- President's Entrance Scholarship (Revised)
- University of Victoria Entrance Scholarship (Revised)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- International Student Support Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Nelson Family Award (Revised)
- Philip MacIntyre Memorial Scholarship in Nursing* (New)
- Denis & Pat Protti Scholarship* (Revised)
- Judy Payne Memorial Award (New)
- Kari Moore Award (New)
- Christopher Foundation Graduate Scholarship in the Visual Arts (New)
- Mosaic Forest Management Award in Indigenous Language Revitalization (New)
- Sanjeev Singh Parmar Memorial Scholarship* (Revised)
- Robertson Wiens Mathematics Bursary* (Revised)
- Phoenix Award (Revised)
- Louise and Peter Fothergill-Payne Travel Scholarship* (Revised)
- UVic Student Bursary* (New)
- Peter Corless Mechanical Engineering Award* (New)
- Robyn Kathleen Addison Scholarship in Environmental Studies (New)
- Ethel Dent Banks & Margaret Maunsell Award (Revised)
- Darlene Scott Scholarship* (Revised)
- Agamemnon Kasapi and Family Scholarship* (Revised)
- Faculty of Education Student Leadership Award* (Revised)
- Faculty Association Memorial Award (New)
- Cora Arenas and Carol Artemiw Award for Second-Year Women in Engineering and Computer Science (Revised)
- TED Fund* (New)
- UVic Business Class of 2009 Scholarship Award (Revised)
- Alec Maclean Annual Award in Economics (New)
- Micqualyn Scholarship* (Revised)
- Doreen Moser Scholarship* (New)
- Martin Bonham and Lloyd Howard Travel to Italy Award* (New)
- Edwards, Kenny & Bray Award for BIPOC Students in Law (New)
- Indigenous Perspectives Camp 25th Anniversary Award (Revised)
- UVic STEM Class of 2009 Award (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 Nov. 17 and Dec. 15, 2021.



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

The Senate Committee on Awards met on November 15, 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:

- Commerce Student Society Community Engagement Award (New)
- Betty Moys Memorial Award (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)
- Mina Hoorfar Award for Women in Engineering and Computer Science (New)
- President's Entrance Scholarship (Revised)
- University of Victoria Entrance Scholarship (Revised)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- International Student Support Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Nelson Family Award (Revised)
- Philip MacIntyre Memorial Scholarship in Nursing* (New)
- Denis & Pat Protti Scholarship* (Revised)
- Judy Payne Memorial Award (New)
- Kari Moore Award (New)
- Christopher Foundation Graduate Scholarship in the Visual Arts (New)
- Mosaic Forest Management Award in Indigenous Language Revitalization (New)
- Sanjeev Singh Parmar Memorial Scholarship* (Revised)
- Robertson Wiens Mathematics Bursary* (Revised)

** 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~~

Commerce Student Society Community Engagement Award (New)

Three awards of \$1,000 each are given to undergraduate Bachelor of Commerce students who are active volunteers in one or more campus-based activities focusing on equity, diversity and inclusion and have encouraged others to engage in this activity. As the intent of this award is to recognize an individual who is volunteering their time in support of activities focused on equity, diversity and inclusion, course-related volunteer or paid work will not be counted toward eligibility.

Applicants must submit a letter (maximum 500 words) outlining these activities and how they have shared this knowledge with the Peter B. Gustavson community to the Administrative Director of the Bachelor of Commerce program by May 15. Graduating students are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Betty Moyls Memorial Award (Revised)

An award is given to a transferring or continuing undergraduate student specializing in vocal performance in the Bachelor of Music program. Preference is for students with demonstrated financial need. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the School of Music.

Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)

One award of \$1,000 is given to an entering, transferring or continuing Indigenous undergraduate student in the Faculty of Engineering and Computer Science with demonstrated financial need. Part-time students (minimum 6.0 units) are eligible.

Applicants must submit a letter (maximum 400 words) reflecting on:

- how they see their degree empowering them to help others and their community and,
- how a degree in engineering and computer science will help solve or contribute to solving global challenges

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science

Mina Hoorfar Award for Women in Engineering and Computer Science (New)

One award of \$1,000 is given to a woman undergraduate student entering, transferring or continuing in the Faculty of Engineering and Computer Science with demonstrated financial need. Part-time students (minimum 6.0 units) are eligible.

Applicants must submit a letter (maximum 400 words) reflecting on:

- how they see their degree empowering them to help others and their community and,
- how a degree in engineering and computer science will help solve or contribute to solving global challenges.

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

President's Entrance Scholarship (Revised)

Scholarships of \$3,000 or \$4,000 each are awarded to academically outstanding students with high academic standing entering the University of Victoria directly from Canadian secondary schools. Eligible students must either be Canadian citizens or Canadian permanent residents or entering from a Canadian secondary school.

University of Victoria Entrance Scholarship (Revised)

Scholarships are ~~A~~awarded to academically outstanding students with high academic standing who are entering ~~UVic~~ the University of Victoria directly from Canadian secondary schools. Eligible students must either be Canadian citizens or Canadian Permanent Residents or entering from a Canadian secondary school.

Active Earth Engineering Award for Indigenous Students in STEM (New)

One award is given to an entering, continuing or transferring Indigenous undergraduate student in either the Faculty of Engineering and Computer Science or the Faculty of Science who have a strong interest in pursuing studies in Science(s), Technology, Engineering, and/or Math (STEM). The student must have demonstrated community involvement and must submit a letter of reference (maximum 400 words) outlining their leadership skills in one or more of the following areas: community involvement, leadership, academic performance, athletics, innovation and creativity. Community can include schools, neighbourhoods, teams and/or Nations.

Preference will be given in the following order:

1. members of the Songhees Nation or Esquimalt Nation
2. members of nations governed by the WSÁNEĆ Leadership Council
3. members of Pauquachin, Malahat, T'Sou-ke and Sc'ianew First Nations
4. students from any First Nation on Vancouver Island or the Lower Mainland
5. 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 the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

International Student Support Award (New)

One or more awards, of at least \$1,000 each, are given to entering or continuing international undergraduate students who have demonstrated financial need. Part-time students (minimum of 6.0 units) are eligible.

Faculty of Fine Arts Indigenous Annual Student Award (Revised)

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 with demonstrated financial need. 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.

Nelson Family Bursary Award (Revised)

One or more awards are given ~~bursaries are awarded~~ to entering or continuing undergraduate international students from sub-Saharan Africa with demonstrated financial need. Preference will be given to students in the Faculty of Human and Social Development.

Philip MacIntyre Memorial Scholarship in Nursing* (New)

One or more scholarships are awarded to academically outstanding Masters students in the School of Nursing who have an interest in palliative care nursing. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

Denis & Pat Protti Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding graduate students entering or continuing who have completed a minimum of one term in a Health Informatics Graduate program in the School of Health Information Science ~~who are either on-campus or in the distance-based program~~. Students may reapply each year they are in the program. Application forms may be obtained from the School of Health Information Science and must be submitted to the School by June 30th. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Science.

Judy Payne Memorial Award (New)

One or more awards, of at least \$1,000 each, are given to undergraduate students who are:

- a declared minor/general, major or honours student in the Latin American Interdisciplinary Studies Program or the Latin American Literary and Cultural Studies Program, and
- enrolled in the upcoming Summer Session or Winter Session, or who were registered in the previous academic Winter Session, in a Latin American Studies Experiential Learning class.

Part-time student are eligible (min. 6.0 units). Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Humanities.

Kari Moore Award (New)

One or more awards are given to undergraduate students pursuing a Major or Minor degree in Slavic Studies and who has demonstrated their interest in Ukrainian Studies by taking courses, writing research papers or producing creative projects in this area. Part-time (minimum 6.0 units) and graduating students are eligible for this award. Approval of the recipients(s) is made by the Senate Committee on Awards upon the recommendation of the Department of Germanic and Slavic Studies.

Christopher Foundation Graduate Scholarship in the Visual Arts (New)

One or more scholarships are awarded to academically outstanding graduate students in the Department of Visual Arts. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

Mosaic Forest Management Award in Indigenous Language Revitalization (New)

One award of \$1,000 is given to an Indigenous undergraduate student 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 is developing their own language proficiency and has a strong record of contributing to their community through their use of indigenous language in their work. Preference will be given to students from Vancouver Island Nations.

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 to their community through the use of indigenous

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

Sanjeev Singh Parmar Memorial Scholarship* (Revised)

One or more scholarships are awarded to undergraduate students in the Faculty of Law who are living with or have overcome a physical medical challenge. Preference will be given to students who have demonstrated academic excellence and have an interest in corporate law. Applicants must submit a letter (maximum 500 words) outlining their physical medical challenge to the Dean's Office, Faculty of Law, by June 1 ~~March 31st~~. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Robertson Wiens Mathematics Bursary* (Revised)

One or more bursaries are awarded to undergraduate students entering second, third or fourth year in the Department of Mathematics and Statistics. ~~who are entering their fourth year of study.~~ Preference is for students entering fourth year, second preference is for students entering third year.



Date: December 15, 2021

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on December 9, 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:

- Phoenix Award (Revised)
- Louise and Peter Fothergill-Payne Travel Scholarship* (Revised)
- UVic Student Bursary* (New)
- Peter Corless Mechanical Engineering Award* (New)
- Robyn Kathleen Addison Scholarship in Environmental Studies (New)
- Ethel Dent Banks & Margaret Maunsell Award (Revised)
- Darlene Scott Scholarship* (Revised)
- Agamemnon Kasapi and Family Scholarship* (Revised)
- Faculty of Education Student Leadership Award* (Revised)
- Faculty Association Memorial Award (New)
- Cora Arenas and Carol Artemiw Award for Second-Year Women in Engineering and Computer Science (Revised)
- TED Fund* (New)
- UVic Business Class of 2009 Scholarship Award (Revised)
- Alec Maclean Annual Award in Economics (New)
- Micqualyn Scholarship* (Revised)
- Doreen Moser Scholarship* (New)
- Martin Bonham and Lloyd Howard Travel to Italy Award* (New)
- Edwards, Kenny & Bray Award for BIPOC Students in Law (New)
- Indigenous Perspectives Camp 25th Anniversary Award (Revised)
- UVic STEM Class of 2009 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

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~~

Phoenix Bursary Award (Revised)

~~One or more bursaries are awarded to single parents who are enrolled in undergraduate or graduate programs in any faculty. Preference will be given to students who are returning to school. Preference will be given to 1) a mature student (23 years or older) returning to studies at UVic or 2) a student resuming studies at UVic after a break of more than 12 months. Recipients may receive the bursary only once.~~

Up to two awards, to a combined total of \$6,000, are given to entering or continuing undergraduate students who are single parents with demonstrated financial need. Preference is for women students. Further preference is to students returning to studies at UVic after a break of more than 12 months. Part-time students (minimum 6.0 units) are eligible for this award. Recipients may only receive the award once.

Louise and Peter Fothergill-Payne Travelling Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students registered in any program in the Department of Hispanic and Italian Studies to assist with international travel for:

- the purposes of a research project or course work related to their area of study, or
- study abroad in a program supported by the Department.

The award must be used for one of these ends and may be awarded to the same student on more than one occasion. In the case of candidates of equal merit, preference will be given to projects or studies abroad that involve the Spanish Golden Age. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.

~~One or more scholarships are awarded to a student registered in the regular graduate program of the Department of Hispanic & Italian Studies who shows academic promise and submits a research project that, in the opinion of the Department, requires travel for its successful completion. The award must be used to this end and may be awarded to the same student on more than one occasion. In the case of candidates of equal merit, preference will be given to the project nearer completion. Approval of the recipient(s) will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the Department of Hispanic and Italian Studies.~~

UVic Student Bursary* (New)

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

Peter Corless Mechanical Engineering Award* (New)

One or more awards of at least \$2,000 each are given to undergraduate students continuing in the Department of Mechanical Engineering who have done at least one co-op term and have demonstrated financial need. Preference is for women students. Part-time students (minimum 6.0 units) are eligible. Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Department of Mechanical Engineering.

Robyn Kathleen Addison Scholarship in Environmental Studies (New)

One or more scholarships are awarded to academically outstanding undergraduate women students entering or continuing in the School of Environmental Studies who have demonstrated financial need.

Ethel Dent Banks & Margaret Maunsell Bursary Award (Revised)

One or more awards are given A bursary is awarded to undergraduate women a female students continuing in either the Department of English or the Department of Writing with demonstrated financial need. Preference will be given to Indigenous women students.

Darlene Scott Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding women undergraduate or graduate students in the School of Child and Youth Care. Preference will be given to mature ~~women~~ students who have spent time away from school and have returned ~~are now returning~~ to complete an academic degree.

Agamemnon Kasapi and Family Scholarship* (Revised)

One scholarship of \$25,000 or more will be awarded to an academically outstanding undergraduate student with the highest GPA in any program in the Faculty of Science at UVic at the completion of their first year, who is entering second year in the Faculty of Science and is a Canadian citizen. In the case of equally qualified candidates, the student with the highest mark in their first-year calculus course (Math 100 or Math 109) will be selected. If candidates are still equally qualified, the student who achieved the highest GPA while taking the greatest number of units will be selected. Payment of the scholarship will be in two equal installments, half in Term 1 and half in Term 2 of the Winter Session

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

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

Distinguished Education Alumni Scholarship Faculty of Education Student Leadership Award* (Revised)

AOne or more awards scholarship is are given awarded to an academically outstanding undergraduate students in an area of study in the Faculty of Education who are actively involved as a student leader on-campus or in the community and demonstrate a record of outstanding contributions to the community through their work. The area of study is chosen by the Distinguished Education Alumni Award recipient. Three letters of reference are required from Faculty members, members of the community, or peers describing the applicant's university or community service, contributions and leadership capabilities.

Completed applications and reference letters must be submitted to the Faculty of Education office by May 31. Eligible students must have a minimum GPA of 6.0.
Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Faculty Association Memorial Award (New)

One or more awards, of a minimum of \$3,000 each, are given to entering, continuing or transferring undergraduate students who are the children or spouses of deceased Faculty who were active members of the Faculty Association within ten years of their death. Preference will be given in the following order:

1. Students who have demonstrated financial need
2. Children who are 26 years or under as of December 31st in the year they are applying

Cora Arenas and Carol Artemiw Award for Second-Year Women in Engineering and Computer Science (Revised)

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

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

Preference is for women students who are members of groups with historical and/or current barriers to equity in the Faculty of Engineering and Computer Science. Approval of the recipients will be made by the Senate Committee on Awards based upon the recommendation of the Faculty of Engineering and Computer Science.

TED Fund* (New)

An award is given to a continuing undergraduate student with a physical disability (or disabilities) for the enhancement of the student learning experience through travel, in support of research/creative activity and may include, but not be limited to, field schools, exhibitions, conferences or presentations. The student's disability (or disabilities) must be of a severity and degree to require a personal care worker to accompany the student when travelling. Preference is for students with a GPA of 6.0 or higher.

Students must submit:

1. an essay of not less than 500 words and not more than 1000 words, outlining the educational benefits of travel, how travel will relate to the student's studies, and what the student intends to learn from their travel;
2. a letter of reference from a University of Victoria professor, demonstrating that the travel is related and beneficial to the student's studies;
3. a letter from a medical professional confirming that a personal care worker is needed to accompany the student when travelling; and
4. a proposed budget for travel, including, but not limited to, estimated costs for travel, food, accommodation and accompaniment by a personal care worker. The

student must provide ten percent (10%) of the approved budget.

Students enrolled for Summer Session (May to August) must apply via the online application in January; students enrolled for the Winter Session (September to April) must apply via the online application in April.

UVic Business Class of 2009 Scholarship Award (Revised)

One or more awards scholarships are given awarded to ~~entering or~~ continuing undergraduate students in the Bachelor of Commerce 'core' program (~~3rd year~~) in the Peter B. Gustavson School of Business.

Preference will be given in the following priority:

1. Students who self-identify as Black, Indigenous or a Person of Colour (BIPOC)
2. Students with demonstrated financial need
- ~~3. Any student entering the 'core' program~~

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

Alec Maclean Annual Award in Economics (New)

One or more awards are given to entering or continuing undergraduate students in the Department of Economics with demonstrated financial need.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Economics.

Micqualyn Scholarship* (Revised)

A scholarship of ~~\$500~~ \$1,000 is awarded to an academically outstanding undergraduate student entering or continuing in the School of Exercise Science, Physical and Health Education who has demonstrated community volunteer involvement. ~~a demonstrated volunteer involvement in the community~~. In addition to the application, students must submit a letter in which they describe their contributions to such volunteer organizations. Students must complete the on-line application and submit their letter to Student Awards and Financial Aid by ~~May 31~~ the application deadline. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Exercise Science, Physical and Health Education.

Doreen Moser Scholarship* (New)

One or more scholarships are awarded to academically outstanding continuing undergraduate women students who have demonstrated financial need.

Martin Bonham and Lloyd Howard Travel to Italy Award* (New)

One or more awards are given to undergraduate or graduate students in the School of Music who are travelling to Italy to broaden their knowledge of western classical music. This activity may include, but is not limited to, travel, accommodation, admission fees, archival research, galleries, language training, and/or participation in exhibitions, courses, performances, workshops, conferences or presentations. Preference is for students using the funding to directly support travel costs. Applicants must include a brief description (50-100 words) of their reason for travel.

Undergraduate students apply through the on-line application via Online Tools under Student Awards and Financial Aid. Graduate students must submit an application to the School of Music Office by September 15.

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

Edwards, Kenny & Bray Award for BIPOC Students in Law (New)

One or more awards are given to undergraduate students entering the Faculty of Law who identify as Black, Indigenous or a Person of Colour. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Indigenous Perspectives Camp 25th Anniversary Award (Revised)

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

~~Preference will be given in the following order:~~

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

If no one is eligible then the award is given to a continuing student, with first preference for Indigenous students who have participated in IPC and second preference to non-Indigenous students who have participated in IPC.

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

UVic STEM Class of 2009 Award (New)

One or more awards are given to undergraduate students entering either the Faculty of Science or the Faculty of Engineering and Computer Science.

Preference will be given in the following priority:

1. Students who self-identify as Black, Indigenous or a Person of Colour (BIPOC)
2. Students with demonstrated financial need

Disbursal of the awards will alternate years between the Faculty of Science and the Faculty of Engineering and Computer Science. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Faculty of Science or the Faculty of Engineering and Computer Science.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposal to discontinue the Professional Specialization Certificate in
Teaching French Immersion

Basis for Jurisdiction: Senate Committee on Planning meeting November 4, 2021
Senate meeting December 3, 2021

Strategic Relevance

The proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion aligns with UVic's Strategic Framework Strategy 3.5 – 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 Professional Specialization Certificate in Teaching French Immersion, as described in the document "Proposal to discontinue the Professional Specialization Certificate in French Immersion".

Background

The Professional Specialization Certificate in Teaching French Immersion was developed in 2004 by the Division of Continuing Studies in partnership with the Faculty of Education and the Department of French. Originally a non-credit credential, in 2009 the program was approved as a credit program to allow teachers to use their learning towards a salary reclassification through the BC Teacher Qualification Service. As a 4-course credit certificate program, this Professional Specialization Certificate was designed to meet the growing need in the province of BC for French Immersion teachers and to ensure they had the knowledge and skills required to be successful in a second language classroom environment.

While the Professional Specialization Certificate in Teaching French Immersion was set-up as a cost-recovery program, the program has been operating with a structural deficit. Instruction, operating and administrative costs exceed tuition and program application fees collected and thus the program has been continuously subsidized financially from other areas of the Division. As part of the 2016 program review, the Senate Committee on Continuing Studies recommended that the program implement program application targets of 25 applications per year to ensure that the program would be financially sustainable moving forward (prior to this time the program had substantial net loss of -\$50,000 to -\$75,000 annually). Despite efforts to bolster student recruitment and get the program to a positive net income return, the program has been unsuccessful in meeting the proposed targets. In 2019, the Senate Committee on Continuing Studies recommended the application portal for the program be suspended.

Attachment: November 2021 Senate docket for the discontinuation of the Professional Specialization Certificate in Teaching French Immersion.



Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion**

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion.

The Professional Specialization Certificate in Teaching French Immersion was designed to meet the growing need in the province of BC for French Immersion teachers and to ensure they had the knowledge and skills required to be successful in a second language classroom environment. However, the program has been operating with a structural deficit despite efforts to bolster student recruitment.

Recognising there continues to be a strong demand for French Immersion education in K-12 schools, the Division of Continuing Studies, through support from the Ministry of Education has recreated a series of French Immersion Teacher Professional Development Workshops.

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 Professional Specialization in Teaching French Immersion, as described in the document "Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion".

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



Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion

Dean's Name: Jo-Anne Clarke	Signature Dean: Original signed by Jo-Anne Clarke
Contact Name and Number: Tania Muir - 250.721.8462	
Date approved by Dean of Education, Ralf St. Clair:	Signature: Original signed by Ralf St. Clair
Date approved by Dean of Humanities, Annalee Lepp:	Signature: Original signed by Annalee Lepp
Date approved by Senate Committee on Continuing Studies: October 12, 2021	Dean or Committee Chair: Original signed by Jo-Anne Clarke





October 6, 2021

TO: Elizabeth Adjin-Tetty, Acting Associate Vice-President Academic Planning
Chair, Senate Committee on Planning

FROM: Tania Muir, Director, Language, Arts and Culture, Division of Continuing Studies

CC: Annalee Lepp, Dean, Faculty of Humanities; Ralf St. Clair, Dean, Faculty of Education; Todd Milford, Chair, Department of Curriculum and Instruction; H       Cazes, Chair, French Department; Jo-Anne Clarke, Dean, Division of Continuing Studies.

RE: Recommendation to Discontinue the Professional Specialization Certificate in Teaching French Immersion (PSC in TFI)

The Professional Specialization Certificate in Teaching French Immersion (PSC in TFI) was developed in 2004 by the Division of Continuing Studies (DCS) in partnership with the Faculty of Education and the Department of French. Originally a non-credit credential, in 2009 the program was approved as a credit program to allow teachers to use their learning towards a salary reclassification through the BC Teacher Qualification Service (TQS). As a 4-course credit certificate program, this PSC was designed to meet the growing need in the province of BC for French Immersion (FI) teachers and to ensure they had the knowledge and skills required to be successful in a second language classroom environment.

While the PSC in TFI was set-up as a cost-recovery program, the program has been operating with a structural deficit. Instruction, operating and administrative costs exceed tuition and program application fees collected and thus the program has been continuously subsidized financially from other areas of the Division. As part of the 2016 program review, the Senate Committee on Continuing Studies (SCCS) recommended that the program implement program application targets of 25 applications per year to ensure that the program would be financially sustainable moving forward (prior to this time the program had substantial net loss of -\$50,000 to -\$75,000 annually). Despite efforts to bolster student recruitment and get the program to a positive net income return, the program has been unsuccessful in meeting the proposed targets. In 2019, the SCCS recommended the application portal for the program be suspended.

During the review of the program, a number of barriers were identified which prohibit the PSC from meeting both its financial targets, as well as meeting the educational needs of working professionals in the field. These include:

- Admission requirements are prohibitive;
- Blended delivery modality does not offer flexibility to either in-service or pre-service teachers;
- There is a disconnect between the need for higher language proficiency within the school districts vs the focus on immersion teaching methodology in lieu of language proficiency in the program;

- The competitive landscape has changed as new programming is being developed by different institutions and organizations with federal and provincial funding;
- The above challenges, coupled with lack of financial incentive and lack of ability to use the program to move up the TQS scale, contribute to an overall lack of incentive for teachers to register in the program.

Enrollment and graduation information:

Enrollment information:

Calendar year	2015	2016	2017	2018	2019	2020
Program Applications	10	25*	12	7	10	Portal closed

*Applications in 2016 increased due to redesigned marketing efforts, increased interactions with the Advising Office in the Faculty of Education, and increased contact with interested potential students, leading to a spike in pent-up demand for the program, after which applications normalized.

There have been a total of 85 program graduates since the inception of the program. All learners within the PSC in TFI have now been supported in the completion of courses toward their credential. While FRAN 475 Modern French is no longer offered, the remaining three courses in the PSC (EDCI 475 Principles in Teaching French Immersion, EDCI 476 Organization and Instruction in French Immersion, and EDCI Designs for Learning) are still available. These courses can be offered on an individual basis to pre-service teachers as electives within their program, to in-service teachers as professional development, or as building blocks for future program developments.

While the format and approach of the PSC in TFI was not successful in meeting the professional development needs for FI teachers in the province, there continues to be a strong demand for FI education in K -12 schools throughout the province. There is a deficit of qualified teachers, as well as a high attrition rate for teachers who may not have the resources and support to be successful teaching in an immersion environment.¹ Following consultation with stakeholders from the school districts, Department of French, and the Department of Curriculum and Instruction at the University of Victoria, the Division of Continuing Studies approached the Ministry of Education in 2019 with the vision to create a French Immersion Teacher Mentorship Program that would provide the required support and resources required by those entering the field.² The Ministry of Education has been exceptionally supportive of the implementation of mentorship programs indicating, “mentoring is

¹ In 2004, the Canadian Teachers’ Federation (CTF) estimated teacher turnover at approximately 30 % in the first five years of service. Teachers who do not feel effective or do not receive adequate support in the first years leave French Immersion or abandon teaching in favour of other professions

Some of the most significant challenges faced by beginning teachers include isolation, reality shock, inadequate resources and support, lack of time for planning and interaction with colleagues, difficult work assignments, unclear and inadequate expectations, intergenerational gap, dealing with stress, lack of orientation and information about the school system

² According to the authors of a Pan-Canadian report on French immersion teacher attrition (Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N. (2008), the number one recommendation is to put in place a **mentoring system** in schools where new teachers are hired by setting up collaboration spaces between experienced teachers and new teachers. This way, new teachers can more readily exchange ideas with and benefit from the advice of their more experienced peers.

key to supporting teacher's professional learning, both their formative years and throughout their career."

Funding was provided to the Division of Continuing Studies in 2020/21 to support the development of a series of [French Immersion Teacher Professional Development Workshops](#). The workshop series, developed in collaboration with partners from School District #63 (Saanich), was designed to:

- Identify and address the unique challenges of teaching in immersion environments;
- Enhance the skills required to teach in immersion environments;
- Integrate tools to remain resilient when faced with immersion-based teaching challenges;
- And develop a community of practice by collaborating and sharing with colleagues across the province in a safe environment.

The first phase of the program was a success with an average of 25 registrations per session. Subsequently, the Ministry of Education approved funding to support development for two additional years.

In this next phase of development in 2021/22, the Division of Continuing Studies has committed to develop a new [Mentorship Program](#) focused on the recruitment and training of mentors within the province. The program pairs experienced FI teachers with those newer to the profession to provide mentoring, professional connections and training workshops. The goal is to create a circle of support for FI teachers to re-energize their practice through the sharing of knowledge, best practices, guidance and practical resources as well as to develop a community of practice by accessing the skills and knowledge of—and collaborating and sharing with—colleagues across the province, in a safe environment.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities

Basis for Jurisdiction: Senate Committee on Planning meeting November 4, 2021
Senate meeting December 3, 2021

Strategic Relevance

The proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities aligns with UVic's Strategic Framework Strategy 3.5 – 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 Diploma in Child and Youth Care in Indigenous Communities, as described in the document "Child and Youth Care in Indigenous Communities (Diploma)-Delete from Calendar".

Background

The Child and Youth Care in Indigenous Communities (Diploma) was offered once between 2008 and 2010 through a partnership between the UVic School of Child and Youth Care and the Kwakiutl, Gwa'sala-Kakwaxda'xw Nation, Quatsino, and Klemtu/Ktasoo Nations. The diploma development and delivery were funded by a Ministry of Advanced Education, Aboriginal Special Projects Fund (2008/09). The last student to graduate from this program was in 2010. The program was considered successful with approximately twelve students graduating and many remaining in their home community to practice. Some students went on to complete their full Bachelor of Child and Youth Care degree with the School of Child and Youth Care. Following the initial delivery, the project lead explored the possibility of offering the Child and Youth Care in Indigenous Communities Diploma with new community partnerships. These efforts were unsuccessful.

While the original delivery of the Child and Youth Care in Indigenous Communities (Diploma) was considered successful, the School has not been unable to secure partners, funding, faculty or administrative resources to offer the program again. On recommendation from a recent program review, and with the support of the Dean of Human and Social Development, the number of courses in our Bachelor of Child and Youth Care degree have been reduced to align with a reasonable curriculum workload for the size of the faculty. Reviving and re-offering the diploma courses would reverse this good.

Currently, there are no students enrolled and seeking this qualification.

Attachment: November 2021 Senate docket for the discontinuation of the Diploma in Child and Youth Care in Indigenous Communities.



Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities**

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities.

The original delivery of the Child and Youth Care in Indigenous Communities (Diploma) was considered successful, the School has not been unable to secure partners, funding, faculty or administrative resources to offer the program again.

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 Diploma in Child and Youth Care in Indigenous Communities, as described in the document "Child and Youth Care in Indigenous Communities (Diploma)-Delete from Calendar".

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



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

[Child and Youth Care in Indigenous Communities (Diploma)-Delete from Calendar]

Submitted by:	Name and title	Email
Contact person	Shanne McCaffrey	smccaffr@uvic.ca
Dean or designate	Helga Kristín Hallgrímsdóttir, PhD	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	
Departmental approval	December 4 th 2020
Faculty Curriculum Committee approval	September 20 th 2021
Faculty Council* approval *or equivalent Faculty voting body	September 28 th 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 – Jessica Mussell	August 23 rd 2021
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	IP
Indigenous Academic and Community Engagement	April 13 th 2021



*[Child and Youth Care in Indigenous Communities
(Diploma) - Delete from Calendar]*

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Delete: Child and Youth Care in Indigenous Communities (Diploma) School of Child and Youth Care Human and Social Development
Anticipated implementation date of change	January 2022
Name, title, phone number and e-mail address of contact person	Jessica Ball, Undergraduate Program Chair School of Child and Youth Care Jessica Ball jball@uvic.ca , 250-658-3126

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

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

The [Child and Youth Care in Indigenous Communities \(Diploma\)](#) was offered once between 2008/09 and 2010/05 through a partnership between the UVic School of Child and Youth Care and the Kwakiutl, Gwa'sala-Kakwaxda'xw Nation, Quatsino and Klemtu/Ktasoo Nations. The diploma development and delivery were funded by a Ministry of Advanced Education, Aboriginal Special Projects Fund (2008/09). The last student to graduate from this program was 2010/05. The program was considered successful with approximately twelve students graduating and many remaining in their home community to practice. Some students went on to complete their full Bachelor of Child and Youth Care degree with the School of Child and Youth Care. Following the initial delivery, the project lead, Shanne McCaffrey, explored the possibility of offering the [Child and Youth Care in Indigenous Communities \(Diploma\)](#) with new community partnerships. These efforts were unsuccessful.

There are no current students enrolled and seeking this qualification. We do not foresee any change in this situation. As the program has been moribund for many years, there is no current relationship to programs in Human and Social Development.

The diploma program did align with the UVic Indigenous plan. The Bachelor of Child and Youth Care program renewal, however, has created new opportunities to support and attract Indigenous students within the Bachelor of Child and Youth Care. We have strengthened our Indigenous specialization by adding CYC 355, "All my relations" to the Indigenous Specialization course requirements. We are collaborating on the HSD 460 Special Topics course: ŁE,ŁÁNEK TFE TENEW, Land, language, and practices of wellness and we are adding two circle courses to support Indigenous student learning: CYC 105 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Sage and CYC 305 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Cedar

As noted above, while the original delivery of the [Child and Youth Care in Indigenous Communities \(Diploma\)](#) was considered successful, we have not been able to secure partners, funding, faculty or administrative resources to offer the program again. On recommendation from our recent program review and with the support of our dean, we have recently reduced the number of courses in our Bachelor of Child and Youth Care degree to align with a reasonable curriculum workload for the size of our faculty. Reviving and re-offering the diploma courses would reverse this good

work. The school is now requesting the removal of the Child and Youth Care in Indigenous Communities (Diploma) from our UVic Calendar entry.

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

Not required

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

We do not have the faculty complement to support this program.

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

This program was offered once 200809 to 2010 and sunsetting the program does not have an impact on current policies. There are no current students enrolled and seeking this qualification. We do not foresee any change in this situation. As the program has been moribund for many years, there is no current relationship to programs in Human and Social Development.

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

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

Not Required.

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

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

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

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

Not Required.

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

Not Required.

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

Please see attached email.

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).

Appendix A – Approval from Robina Thomas

From: Robina Thomas, IACE Executive Director

Date: Tue, Apr 13, 2021 6:17 PM

To: Jessica Ball;

Cc: scycdir;Christine Shelton;

Subject:Re: Consultation regarding sun setting two CYC diploma programs

Good Evening

I have read the rationale for discontinuing the two CYC diploma programs and support the School's decision to sunset these programs.

Robina Thomas

From: Jessica Ball <jball@uvic.ca>

Date: Wednesday, February 10, 2021 at 11:10 PM

To: "Robina Thomas, IACE Executive Director" <iacedir@uvic.ca>

Cc: scycdir <scycdir@uvic.ca>, Christine Shelton <cshelton@uvic.ca>

Subject: Consultation regarding sun setting two CYC diploma programs

Dear Robina

I am writing to you on behalf of the School of Child and Youth Care with reference to a vote by the School Community Council to formally discontinue the [Child and Youth Care in Indigenous Communities \(Diploma\)](#) and the [International Child and Youth Care \(Professional Specialization Certificate\)](#). In keeping with the process outlined on the Office of the Vice-President Academic and Provost website (<https://www.uvic.ca/vpacademic/resources/howto/plan-academic/>) I am contacting you to consult on the process to formally sunset these two diploma programs.

The CYC Diploma in Indigenous Communities is no longer viable due to lack of base-funding, lack of faculty leadership for it, and lack of administrative resources. The last student to graduate from this program was in 2010. There are no current students enrolled and no residents of BC or applicants to SCYC seeking this qualification. We do not foresee any change in this situation.

While we are no longer offering this diploma program, we have been able to strengthen our Indigenous specialization by adding CYC 355, "All my relations" to our CYC courses, collaborating on the HSD 460 Special Topics course: *ŁE,ŁÁNEK TFE TENEW*, Land, language, and practices of wellness, and adding two circle courses to support Indigenous student learning: CYC 105 *ŠELEJSET XENEN OX ET TFE ŠW ÍY*, NONETs Sage and CYC 305 *ŠELEJSET XENEN OX ET TFE ŠW ÍY*, NONETs Cedar. The School Community Council has also voted to discontinue the International Child and Youth Care program (Professional Specialization Certificate Program). This program was originally associated with the Early Childhood Development Virtual University program led by Dr. Alan Pence. Dr. Alan Pence was the only faculty member associated with this diploma and has been retired for a few years. The last graduate received their certificate in 2010. There are no current students enrolled or seeking this qualification. No current faculty are interested in reviving this diploma program. We appreciate you taking the time to review this decision-making and provide any feedback we may wish to consider. If you approve of these changes could you please sign the attached Program Change Forms at your earliest convenience and return it to me by email attachment? Many thanks!

All my relations,

Jessica Ball, Professor and Undergraduate Program Committee Chairperson

From: Jessica Mussell <jmussell@uvic.ca>
Date: Monday, August 23, 2021 at 4:24 PM
To: Christine Shelton <cshelton@uvic.ca>
Cc: Shanne McCaffrey <smccaffr@uvic.ca>
Subject: RE: SCYC proposal to remove Child and Youth Care in Indigenous Communities (Diploma) from the UVic academic calendar

Hi Chris,

No concerns on the proposed change from the Library's point of view. While this diploma may be removed, there are still lots of Indigenous-focused courses in the calendar and our library collection is strong in that area, so any materials we may have purchased for this diploma will still be put to good use not only for CYC, but social work, and other programs in HSD.

Regards,
Jessica



Jessica K Mussell, BA (Psys), MLIS
(she/her)
Distance Learning and Research Librarian
Liaison to the Schools of Child & Youth Care, Nursing,
Social Work, and Health Information Science
McPherson Library Room A215
University of Victoria
ləkʷəŋən & WSÁNEĆ Territories
Box 1800 STN CSC, Victoria, BC, Canada V8W 3H5
currently working remotely
email: jmussell@uvic.ca
<http://www.uvic.ca/library>

From: Christine Shelton
Sent: Monday, August 23, 2021 4:15 PM
To: Jessica Mussell <jmussell@uvic.ca>
Cc: Shanne McCaffrey <smccaffr@uvic.ca>
Subject: SCYC proposal to remove Child and Youth Care in Indigenous Communities (Diploma) from the UVic academic calendar

Hello Jessica:

SCYC is proposing to remove the Child and Youth Care in Indigenous Communities (Diploma) from our Academic Calendar entry. As part of the process we are required to consult with you. The last graduate of the program was in 201005. There are no active students in this program. Do you have any concerns or suggestions regarding this proposed change from the point of view of the library?

Chris

Christine Shelton
BCYC Program Manager
School of Child and Youth Care
University of Victoria



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposed name change to the Master of Arts in Child and Youth Care

Basis for Jurisdiction: Senate Committee on Planning meeting November 4, 2021
Senate meeting December 3, 2021

Strategic Relevance

The proposed name change to the Master of Arts in Child and Youth Care aligns with UVic's Strategic Framework Strategy 4.3 – Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success, and Strategy 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.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed name change to the Master of Arts in Child and Youth Care, as described in the document “School of Child & Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies”.

Background

The proposal to change the name of the Master of Arts in Child and Youth Care is in response to alumni feedback on the limitations of a graduate degree in Child and Youth Care, a more accurate reflection of the scope of the Master of Arts program, the expertise of the research faculty, and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with the School’s program renewal mandate which promotes the inclusion of BIPOC communities and the principles of reconciliation outlined in the UVic Indigenous Plan. The field of “child and youth care” is less recognized internationally, and the proposed name facilitates internationalization in recruitment and pedagogical approaches. It broadens and solidifies the School’s appeal to diverse students, and expands professional and future academic opportunities for the School’s graduates which is crucial to recruitment and retention.

Attachment: November 2021 Senate docket for the proposed name change to the Master of Arts in Child and Youth Care.



Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: Proposed name change to the Master of Arts in Child and Youth Care

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposal to change the name of the Master of Arts in Child and Youth Care.

The proposal to change the name of the Master of Arts in Child and Youth Care is in response to alumni feedback on the limitations of a graduate degree in Child and Youth Care, a more accurate reflection of the scope of the Master of Arts program, the expertise of the research faculty, and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with the School's program renewal mandate. It broadens and solidifies the School's appeal to diverse students and expands professional and future academic opportunities for the School's graduates.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposed name change to the Master of Arts in Child and Youth Care, as described in the document "School of Child & Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies".

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

UNIVERSITY OF VICTORIA

School of Child & Youth Care
Master of Arts Program Renewal & Name
Change

Child, Youth, Family & Community Studies

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person:	Dr. Alison Gerlach
Email & phone of contact person:	alisongerlach@uvic.ca (250)721-8550
Date approved by Department: June 18, 2021	Chair/Director signature: Original signed by Doris Kakuru
Date approved by Faculty: September 28, 2021	Associate Dean signature: 
Date approved by Graduate Studies: OCTOBER 15, 2021	Dean signature: Original signed by Robin Hicks
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:



PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Human and Social Development, School of Child and Youth Care
Anticipated implementation date of change	May 2022
Name, title, phone number and e-mail address of contact person	Dr Alison Gerlach, Assistant Professor & Graduate Program Chair, School of Child and Youth Care alisongerlach@uvic.ca 250-721-8550

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

History of the Master of Arts Program in Child & Youth Care (SCYC) – The School’s Master’s program was established in 2002 and the first cohort of students was accepted in September 2003.

Current Context & Strengths - The School of Child and Youth Care underwent an External Program Review in 2018. The review panel noted that School of Child and Youth Care offers one of the few graduate programs in Child and Youth Care nationally and that the School of Child and Youth Care is a national leader in decolonizing and Indigenizing graduate education and that its leadership merited significant attention from the University, given SCYC’s alignment with the university’s Strategic Research Plan, Strategic Framework and Indigenous Plan. As the External Review panel noted, School of Child and Youth Care research-stream faculty are highly productive and have a strong record of attracting research funding. Recent faculty renewal efforts have resulted in more diverse faculty which is bringing new energy, ideas and approaches to pedagogy, while also making more pressing the need to reframe the Master of Arts program so that it reflects current faculty research and practice expertise and interests. We have seen an increase in Indigenous student applications to our graduate programs and the Master of Arts continues to attract strong candidates who have had good success in SSHRC competitions speaking to a strong research mentorship culture in the school.

Pressing Challenges - The External Review identified several pressing challenges, including high supervisory loads of research-stream faculty, long completion times of Master of Arts students and a lack of clarity in the articulation between the research and professional education branches. The external review panel noted that research faculty were “at a breaking point”; graduate students were at risk of “stalling out” in the program and a pressing need for a values-based discussion in articulating the goals and mission of the graduate program.

Master of Arts Program Renewal Mandate - Our renewal plan is focused on addressing the issues raised by the 2018 External Review. Specific goals include:

- (1) To enhance the relevance of the CYC Master of Arts program in meeting **labour market needs in relevant communities of practice**, including employment in the human services, academia and research.
- (2) To create a **strong articulation between research and practice**.

- (3) To enhance relationships with professional associations and employers in ways that offer advantage and **pathways to professional practice** for our graduates.
- (4) To ensure that the recruitment and retention goals of the Master of Arts program **enhance and meet the goals of the University's Indigenous Plan and the International Plan.**
- (5) To continue to focus on the recruitment of a **diverse student body**, that represents the diversity of the communities and organizations served by our graduates.
- (6) To **enhance and stabilize the practice opportunities** available to graduate students to advance their professional development with strong linkages between research and practice.
- (7) To bring average **completion times** of the Master of Arts program closer to University of Victoria norms.

In addition, the vision of our program is key to articulating our Master of Arts program's identity, which contributes to the creation of program-level outcomes and establishes the overall focus of the curriculum. **Our School's current vision and value statements** provide a clear vision for our Master of Arts program at this time:

The School of Child and Youth Care at the University of Victoria is a vibrant and diverse academic program that is dedicated to supporting child, youth, family and community wellbeing through relevant, cutting-edge research and interdisciplinary scholarship; effective advocacy and leadership; high quality and innovative teaching; a strong and dedicated focus on practice; and a commitment to social justice in local, national and international contexts.

We are committed to addressing the most pressing issues facing children, youth and families today, and welcome theoretical frameworks and practice traditions that challenge exclusionary constructions of children, youth, and families. Student learning is a top priority and we place a strong emphasis on supporting Indigenous student success through culturally responsive teaching and support. Reflecting the values of our field, we recognize the importance of creating a culture of learning, mutual respect, and accountability.

We remain committed to our 2017 statement of solidarity and remain dedicated to "dismantling white supremacy, anti-Semitism, colonial violence, racism, misogyny, ableism, homo/transphobia, and cultural and religious xenophobia, through our curriculum, teaching, research, and professional practices."

All changes to our Master of Arts program need to advance the Calls to Action of the Truth and Reconciliation

Commission (TRC). All of the Calls to Action on education, child welfare, health, language and culture and justice are relevant to our Master of Arts program, and central to the School's Indigenous Initiatives and much of the scholarship of faculty. The feedback and suggestions from a 'Building Reconciliation Forum' at UVic in 2018 align with the current vision, values, aspirations and drivers of our Master of Arts renewal, including restructuring programs to be more supportive of the learning goals of Indigenous communities, creating greater access to postsecondary education for Indigenous students, ensuring that Indigenous students see themselves reflected in what they study, tapping into an Indigenous Advisory Circle, and creating more experiential learning experiences.

Our proposed changes also advance many of the goals and actions outlined in **UVic's Indigenous Plan**, including creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty, ensuring that our program is meeting Indigenous student and community needs, Indigenizing curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories, and promoting internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

In 2020-21, with 11 research faculty, the School engaged in a comprehensive process of program renewal that involved the following consultation process:

- Faculty consultation included an online survey, two online straw polls, four graduate forums and multiple discussions at the Graduate Program Committee and School Community Council from Sept 2020- May 2021.
- Student consultation included an online survey (Oct 2020) and detailed email feedback from Master of Arts alumni (March 2021).
- Adjunct and emeritus professors – an online survey in October 2020.
- Jurisdictional scan of allied programs in Canada and internationally (Oct-Nov 2020).
- Jurisdictional scan of all graduate programs in HSD at UVic (Oct-Nov 2020).

- Historical review and synthesis of historical documentation of previous graduate program faculty surveys and minutes from graduate faculty retreats dating back to 2013. (Oct-Nov 2020).
- Consideration of the multiple drivers as highlighted by the 2018 External Review and also the Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada and the United Nations Sustainable Developmental Goals.

The consultation process aimed to identify core values, knowledges and skills that responded to the 2018 External Review and the mandate of the Master of Arts program renewal, and were responsive to the evolving nature of working with children, youth, families and communities in diverse local, national and global contexts. All program changes have been formally voted on and approved by the SCYC Graduate Program Committee and the School Community Council between September 2020 -July 2021.

Program name change – ‘Child, Youth, Family and Community Studies’ – After much discussion faculty agreed to renaming the Master of Arts program in response to alumni feedback on the limitations of a graduate degree in Child and Youth Care, a more accurate reflection of the scope of the Master of Arts program, the expertise of the research faculty and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with our program renewal mandate, which promotes the inclusion of BIPOC communities and the principles of reconciliation outlined in the UVic Indigenous Plan. The field of “child and youth care” is less recognized internationally, and the new name facilitates internationalization in recruitment and pedagogical approaches. It broadens and solidifies our appeal to diverse students and expands professional and future academic opportunities for our graduates, which is crucial to recruitment and retention.

Our Students – Many of the students entering our Master of Arts program have work and/or caregiving responsibilities and want/have to stay in their home communities. In moving the program primarily online, it is anticipated that it will be attractive to students who want/need to stay in and contribute towards their home communities.

Comparable Programs in Canada – The proposed changes bring program requirements more in line with allied Master of Arts thesis programs in Canada - the Master of Arts in Child and Youth Care at Ryerson, in Child & Youth Studies at Mount St Vincent and at Brock, and in Child Studies at Concordia - all of which require from six to eight core courses, in addition to a thesis.

Graduate Programs within HSD – The changes bring our Master of Arts program more in line with the Master of Arts in Community Development in Public Administration, Master’s in Social Work and Master’s in Public Health, which all require relevant work experience, have online components and six required courses plus electives. A key distinguishing feature of our Master of Arts program is the focus on research and advanced practice knowledge and skills that support the health and wellbeing of children, youth, families and communities.

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

Program changes are informed by and responsive to the 'Competencies in the BC Public Service' sector, including the 'Behavioural Competencies'¹ that apply to all supervisors, managers and staff and 'Aboriginal Relations Behavioral Competencies'² which are well aligned with our School's mission statement, clear commitment to addressing issues of social injustice, advancing the goals of the TRC and self-determination, having BIPOC knowledges and perspectives in all syllabi and creating a safe and respectful learning environment for BIPOC learners and faculty.

Program changes are also responsive to the results of a survey of current Master of Arts students and alumni in Fall 2020. Their feedback converges with the recurring themes identified in the graduate program historical documents, including: lack of course cohesion, decolonizing approaches in content and pedagogy and knowledge to practice translation. Suggestions to improve the Master of Arts program included more content on decolonizing the content and teaching, improving knowledge to practice translation, focus on more practical skills, more support and orientation for students to understand the thesis writing journey and better connections between programs and agencies in the local youth and family serving community and the Child and Youth Care academic community. The program renewal also responds to additional in-depth written feedback from 10 Master of Arts alumni, with advanced practice/leadership experience in diverse organizational and community contexts, on the values, knowledges, and skills, which they perceived as being relevant to current practice and to better align with labour market and student, client and practitioner needs.

Our proposed changes to the Master of Arts program are also aligned with the findings of a 2018 report by the Canadian Association for Graduate Studies³, which notes that graduate education needs to address contemporary challenges by providing increased opportunities for interdisciplinary education and research, teamwork, training in professional skills and experiential learning and research.

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

The changes are well aligned with and draw on the strengths of our research faculty, who engage with a wide range of complex and interconnected social, economic and environmental structural inequities impacting the wellbeing and human rights of diverse groups including BIPOC, LGBTQ2+, newcomer and disabled children and youth and their families and communities.

¹ Behavioural Competencies in the BC Public Service that apply to all supervisors, managers and staff:

<https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/career-development/competencies-in-the-bc-public-service>.

² Aboriginal Relations Behavioural Competencies: https://www2.gov.bc.ca/assets/gov/careers/for-job-seekers/about-competencies/aboriginal_relations_behavioural_competencies_quick_guide.pdf

³ Source: <https://gradstudents.carleton.ca/wp-content/uploads/CAGS-Dissertation-Task-Force-Report-1.pdf>

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

Admission Policies – To better meet labour market needs and ensure a strong articulation between research and advanced practice, admission into the program will require a minimum of 2 years (3,000 hours) relevant human services experience concurrent with/after an undergraduate degree and two supporting references. Paid or volunteer human services experience can include, but is not limited to, work in areas such as early years, child, youth and family work, health, education, social justice, child welfare, community development and/or policy/advocacy and activist work. The Graduate Program Committee will also refine admission policies and procedures to support the admission of equity-seeking groups.

Student Evaluation - All research faculty will pilot the use of a Graduate Student Progress Review form with each graduate student they are supervising by the end of August 2021 and provide feedback at that time to inform a School of Child and Youth Care form and new policy for the renewed Master of Arts program.

Supervisory Load – The graduate program will make increased use of adjunct faculty as departmental committee members and aspire to a maximum of 8 active graduate student primary supervisees per faculty member in order to reduce faculty supervisory load as recommended by the 2018 External Academic Review.

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

Program learning outcomes. New collaboratively developed program level outcomes build on faculty strengths, distinguish our Master of Arts program in Canada, advance the goals of UVic's Indigenous Plan and International Plan, are supportive of the interests of a diverse study body and provide a cohesive roadmap for curriculum revisions and a more integrated program of study. **By the end of the Master of Arts program, graduates will be able to demonstrate:**

1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.
2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.
3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.
4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children, youth and families (including organizations, government, private, not-for-profit, community, other).
5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.

Revised Master of Arts program requirements will consist of 10.5 units of core courses (instead of current 13.5 units) with the 4.5 units of thesis or project remaining unchanged (see Appendix A). To advance the goals of UVic's Indigenous Plan, Indigenous students will have the option of replacing two core courses with Indigenous-centred courses:

Revised core courses:

CYC 541 - Decolonial, Critical and Justice-oriented Theories in CYFCS
CYC 546 - Global Practices for Human and Social Change
CYC 553 - Practicum in CYFCS
CYC 558 - Applied Research Seminar

New core courses:

CYC 544 - Research Design and Knowledge Mobilization
CYC 550 - Program Planning, Policy, Advocacy and Leadership
CYC 586 - Advanced Land-based Approaches in CYFCS

Revised practicum – In order to meet labour market needs, foster a strong articulation between research and practice and pathways to advance professional practice and leadership, students will be required to complete 9 units of courses prior to starting a practicum and the practicum course will move away from grading as ‘incomplete/complete’ to a graded course for greater accountability with practicum sites.

In addition, the 1.5 unit required practicum will increase from 165 to 200 hours to reflect focus on advanced practice and have stronger and more explicit linkages with core courses. There will be two courses offered during an intensive on-campus summer institute which will provide enhanced experiential learning opportunities – a revised advanced practice course, CYC 546: Global Practices for Human and Social Change and a new advanced practice course, CYC 568: Advanced Land-based Approaches in CYFCS.

Does the program design include plans for distance education delivery? If yes, provide details. -A shift from on-campus delivery to primarily on-line delivery format with one on-campus summer institute will help to recruit a diverse student body by making the program more attractive for students who cannot relocate to Victoria. This shift may also attract and benefit international students who wish to stay in their home countries and contribute towards the field of CYFC Studies in ways that would directly benefit their own communities and nations. Faculty teaching experiences during COVID have shown how, with the right tools, online graduate learning can be successful and effective.

Provide anticipated times to completion. It is important to note that the majority of our Master of Arts students have key caregiver and/or work responsibilities, which can have an impact on their studies. From 2004 to 2016, 57% of our Master of Arts students completed their degree in 2-4 years. During this same timeframe, 20% of Master of Arts students took 5 years or more to complete, with the remaining 23% having left the program with no credential achieved. The statistics available from Institutional Analysis do not disaggregate full- and part-time students.

The goal of the Master of Arts program renewal is to increase the percentage of full-time students completing in three years to 65% and in four years to 70% in line with FGS targets. Part-time students will take an additional year to complete their core courses. The proposed program changes are also intended to reduce the rate of attrition by removing elective requirements, moving to a primarily online course delivery, integrating the completion of thesis/project components (e.g., literature review) into coursework and developing clear and streamlined parameters for the thesis/project (See Appendix B for summary of completion rates).

Describe any plans for international or Indigenous opportunities or perspectives. Program changes advance the Calls to Action of the TRC on education, child welfare, health, language and culture and justice. The feedback and suggestions from a ‘Building Reconciliation Forum’⁴ at UVic in 2018 align with the mandate of our Master of Arts renewal, including restructuring programs to be more supportive of the learning goals of Indigenous communities, creating greater access to postsecondary education for Indigenous students, ensuring that Indigenous students see themselves reflected in what they study and creating more experiential learning experiences. Our changes also advance UVic’s Indigenous Plan, including creating welcoming and respectful learning environments and sense of place for Indigenous students and faculty, ensuring that our program meets Indigenous student and community needs, and Indigenizing curricula so that students gain knowledge of Indigenous epistemologies and histories. Foregrounding the UN Sustainable Developmental Goals (SDGs) in the revised syllabus aligns with UVic’s Strategic Framework and provides a distinguishing feature of our renewed program that will equip future CYFC leaders with the knowledge and skills to contribute towards actions to advance the SDGs, including equitable access to basic needs, gender equality, inclusion and equity in diverse national and global contexts.

Plans for integration of teaching and research. A strong focus of the revisions is a greater integration of research, theory and practice. The needs, perspectives and realities of children, youth and their families and communities are central to the curriculum; and the socio-political realities of children and youth are understood as contexts for their care and development. The proposed revisions also better reflect and align with faculty’s community-engaged research and scholarship, which will be highlighted throughout the program through guest lectures and colloquia by research faculty.

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

This new primarily online format supports the goal of increasing the annual intake of students from 10-15 students/year to 15-20 students/year primarily within Canada and with a small percentage of international students, who are motivated to stay in and contribute towards their home communities. The online delivery format also supports the School's ongoing goal of reaching target FTEs of 60 with no required additional resources.

What about student financial support plan?

Students receive financial support through our annual FGS base budget funding, which we fully allocate each year to the maximums allowed under FGS funding guidelines. Our FGS base budget funding will increase as our annual intakes go up and increase our 3-year rolling averages in the funding allotment formula. We have a number of internal graduate donor awards, which we award to our eligible students, as well as nominating as many as possible for UVic graduate donor awards for which they are eligible. Faculty supervisors encourage and support their students to apply for CGS-M scholarships in their first year, and the Child and Youth Care graduate office connects applicants with application supports provided by the FGS Scholarships Office. Students have opportunities for teaching assistantships in our undergraduate program every term. Faculty members also hire our students for research assistantships whenever possible.

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

No additional faculty or staff resources are required.

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

There are currently no post-secondary institutions in BC that offer related graduate programs.

There are several allied Master's programs within Canada that we included in our jurisdictional scan, and from which we have received letters of support (See Appendix C):

- Brock University – Child and Youth Studies
- Ryerson University – Child and Youth Care
- Concordia University – Child Studies
- Mount St Vincent University – Child and Youth Study

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 letters of support (see Appendix C) from the two Units in HSD that are most aligned with our School:

- Indigenous Governance
- School of Social Work

We also have letters of support (see Appendix C) from community and government organizations that have a relationship with our graduate program as practicum sites:

- Victoria Immigrant and Refugee Centre Society
- Family Services of Greater Victoria

⁴ Source: <https://www.uvic.ca/buildingreconciliation/assets/docs/2018-brf-report.pdf>

Memorandum

To: Dr. Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning

Cc: Dr. Alison Gerlach, School of Child and Youth Care
Dr. Lorelei Newton, School of Nursing
Ms. Carolyn Swayze, Coordinator, Faculty of Graduate Studies
Ms. Sandra Duggan, Administrative Assistant to the Associate VP Academic Planning

From: Dr. Robin Hicks, Dean, Faculty of Graduate Studies

Re: Curriculum Change Motions Passed at Faculty of Graduate Studies Council, October 15, 2021

Date: October 22, 2021

The following motion was passed at the Faculty of Graduate Studies Council meeting on October 15, 2021. I am requesting that this item goes forward for consideration at the Senate Committee on Planning meeting on November 3, 2021.

1. **School of Child & Youth Care MA Program Changes**


Guest: Dr. Alison Gerlach

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the proposed changes to the MA in Child and Youth Care, as presented, to the Senate Committee on Planning.

2. **School of Nursing Post MN Nurse Practitioner Stream**

Guest: Dr. Lorelei Newton

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the proposed changes to the Post MN Nurse Practitioner Stream in Nursing, as presented to the Senate Committee on Planning.





Appendix C - Letters of Support

Department of Child and Youth Studies

Brock University
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905 688 5550 x3835
F 905 641 2509

Memorandum

Date: June 28, 2021
To: Caroline Green, School of Child and Youth Care
From: J. McNamara, Chair, Department of Child and Youth Studies
Re: Support for UVic

The Child and Youth Studies Department at Brock University has reviewed the renewed Child, Youth, Families and Community Studies program at the University of Victoria. The Child and Youth Studies program at Brock was impressed with the renewed program's proposed changes and fully supports the program as it progresses forward.

Appendix C - Letters of Support

From: [Tara Collins](#)
To: [Caroline Green](#)
Cc: [Judy Finlay](#)
Subject: Re: Seeking support for UVic's revised CYC Master's program
Date: July 22, 2021 2:57:56 PM
Attachments: [image001.png](#)

Dear Caroline,
Judy and I have the following comments about your proposed MA program renewal. Given the tight timeline, we offer the following comments by email.

- We compliment your exceptionally good approach to your renewal. Child and youth care has evolved in the field of practice and academia needs to keep pace and honour those changes as we train students who are in or entering that field. Community agencies and government programs are expecting a different level of professionalization and responsiveness to children and youth in the context of their families and community. Interdisciplinary practice is now required of CYCs as they assume a more equitable position at those tables. We acknowledge the role of advocacy among diverse research methods as a tool for knowledge mobilization, change making and innovation.
- We agree that interrupting the development/maintenance of westernized institutional structures, policy and practice that are colonial, racist and anti Indigenous is important in order to create safe, supportive spaces for all students.
- We applaud the centring and integrating of Indigenous resurgence, well being and self determination particularly given the compelling events and circumstances confronting Canada and the world.
- The primary online format would be valuable to support program accessibility.
- Successful completion of a thesis will benefit from stronger linkages in courses, given the other program demands and the one-year timeline for full-time students for program completion.
- We query the lack of attention given to Anti Black and Anti Asian racism, power and resistance in the documents that we received.
- We also wonder if a part-time program option would be available for some students.

We hope that this feedback will be helpful as you move forward with your proposal. Best wishes with your next steps.

Yours sincerely,
Tara and Judy

--

Tara M. Collins, Ph.D. (She/her), Associate Professor & Graduate Prog. Director, School of Child & Youth Care, Ryerson University; Graduate Program Faculty: [Immigration & Settlement Studies](#), [Early Childhood Studies](#), & Policy PhD Studies; & Hon. Assoc. Professor, Children's Institute, Univ. of Cape Town, South Africa

[Int'l & Canadian Child Rights Partnership: ryerson.ca/iccrp](#)

Toronto is in the 'Dish With One Spoon Territory', from a treaty between the Anishinaabe, Mississaugas & Haudenosaunee peoples. I am grateful to work on this land.

Collins, T.M., Gharabaghi, K., Caruana, S., Cherry, S., & Marciano-Henry, R. (2021). From Procedural Child Rights Education to a Relational Child Rights-Based Practice Model, *Scottish Journal of Residential Child Care*, 20(1): 1-20, https://www.celcis.org/files/2716/1468/4801/2021_Vol_20_No_1_Collins_T_From_Procedural_Child_Rights_Education.pdf.

Collins, T., Rizzini, I. & Mayhew, A. (2021), Fostering global dialogue: Conceptualisations of children's rights to participation and protection, *Children & Society*, 35(2): 295-310. <https://doi.org/10.1111/chso.12437>

Collins, T.M., Sinclair, L., Zufelt, V. (2020). Children's Rights to Participation and Protection: Examining Child and Youth Care College Curricula in Ontario, *Child & Youth Services*, DOI: 10.1080/0145935X.2020.1790352.

Collins, T.M., Jamieson, L., Wright, L.H.V., Rizzini, I., Mayhew, A., Narang, J., Tisdall, E.K.M., Ruiz-Casares, M. (2020). Involving child and youth advisors in academic research about child participation: The Child and Youth Advisory Committees of the International and Canadian Child Rights Partnership, *Children and Youth Services Review*, 109, Article 104569, 1-9, DOI: [10.1016/j.childyouth.2019.104569](https://doi.org/10.1016/j.childyouth.2019.104569)

September 26, 2021.

Donna Jeffery, PhD, Acting Director School of Child & Youth Care
Alison Gerlach, PhD, Graduate Advisor, School of Child & Youth Care
University of Victoria
PO Box 1700 STN CSC, Victoria BC
Canada V8W 2Y2

re: Renewal of MA program at University of Victoria

Dear Drs. Jeffrey and Gerlach,

I am writing this message of support for the renewal of your MA program. Having read the proposed changes – including the program’s critical reframing to focus on decolonial and social justice oriented theories, as well as its expansion in scope to include the inextricable impact of families and communities in the experiences of children and youth (reflected in the proposed program name change from “Child and Youth Care” to “Child, Youth, Family and Community Studies”) – I find that the planned changes of the renewal to be sensitive to a more diverse, global and culturally sensitive landscape of education.

As an allied MA program in Child Studies at Concordia University in Montreal, Quebec, we recognize the need to respond to systemic forms of exclusion across societies and community settings, including schools. For instance, we have just established a Canada Research Chair in Social Justice and Early Childhood Education. The direction that your proposed renewal is taking at the University of Victoria is inspiring and well-needed.

In terms of the specific program changes proposed – more diversity in student admissions, support for students of diversity through greater online offerings, course options for Indigenous students, streamlining of coursework, and stronger ties between coursework and practicum – these are well-planned, realistic and coherent with the philosophical direction of the renewed program.

On behalf of the MA Child Studies program at Concordia University, I am pleased to give Drs. Jeffrey and Gerlach our full support for their renewed MA program. If you have any further questions, please feel free to contact me at sandra.chang-kredl@concordia.ca or (514) 848-2424, extension 8632.

With regards,

Original signed by Sandra Chang-Kredl

Sandra Chang-Kredl, Ph.D.
Graduate Program Director, MA Child Studies
Department of Education
Concordia University
Montreal, Quebec, Canada

Appendix C - Letters of Support



*Office of Professional and
Graduate Studies*

Donna Jeffery, PhD
Acting Director
School of Child & Youth Care

Alison Gerlach, PhD
Graduate Advisor
School of Child & Youth Care

Dear Dr. Jeffery & Dr. Gerlach,

Thank you for sending a description of the proposed revision to the Master's program within the School of Child and Youth Care at the University of Victoria. My current role as Dean of Professional and Graduate Studies and Professor of Child & Youth Studies at Mount Saint Vincent University provides an appropriate perspective for commentary on this revision.

Let me begin by noting the new name and the connection to the School's logo. The name itself recognises not only the enlarged focus for the degree and is consistent with similar changes across the country. Students will be able to find themselves and their interests within the environment created by this new name.

The revised program lists the following outcomes that encourage students to create an awareness of contemporary issues and emergent directions. Comparing the course descriptions with these outcomes should provide an assessment of the revised program.

“1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.

2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.

3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.

4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children,

Appendix C - Letters of Support

youth and families (including organizations, government, private, not-for-profit, community, other).

5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.”

The updated theory course (CYC541) will allow the students to create an understanding of modern ways of knowing in this field. Such an update is essential and the topics in the calendar entry are comprehensive. The integration of the thesis literature review into each course will permit the students to contextualize the theories and the thesis topics. I believe this integration will make the connection easily appreciated by the students.

An EDIA focus appears in most courses. The inclusion of culturally relevant methodology in the two research courses is necessary to keep the connection between thesis and course work and available to the students. These courses also develop the knowledge translation skills that are so necessary these days.

The practicum requirement will provide an interaction between community, families, youth, and children in a real and transparent manner. The range of opportunities provide opportunities for engagement.

The remaining courses enable the students to bring a variety of perspectives to the outcomes supported by this degree. The Global Practices, Theory, Programming, and Land-based Approaches bring completion to the practice emphasis.

In sum, I find the packaging of the revised program will lead to an increased registration for graduate level students. The content is modern and responsive to the directions taken by current scholars. The online courses will enable students to engage with their community while completing the degree which is certainly a benefit to the student and the community.

All the best in creating this new degree. You have the foundation for solid graduate program.

Sincerely,

Original signed by Kim Kienapple

Kim Kienapple, PhD
Dean of Professional and Graduate Studies
Mount Saint Vincent University

Appendix C - Letters of Support

From: [IGOV Director](#)
To: [Caroline Green](#)
Subject: RE: Seeking support for CYC revised Master's program
Date: May 28, 2021 12:48:34 PM

Good afternoon Caroline,

I have reviewed and it looks great. We are 100% in support.

Sala Kahle,
Devi

From: Caroline Green <greenc@uvic.ca>
To: IGOV Director <igovdir@uvic.ca>
Subject: Seeking support for CYC revised Master's program

Dear Dr. Mucina,

We would like to respectfully ask if you could provide your support, by replying to this email, for our renewed Master's program, which we are planning on launching in 2022. This is the first substantive change we have made to this program since its inception in 2002 and, with an influx of new research faculty in recent years, we are excited to update and strengthen this program by increasing the linkages between decolonial, critical and justice-oriented theoretical approaches and practice, leadership and research in diverse contexts with increasing opportunities for experiential and land-based learning. We are proposing to shift from on-campus delivery to an online delivery format, with two courses on campus in an intensive summer institute at the end of the first year. We are also proposing a name change from 'Child and Youth Care' to 'Children, Youth, Families and Community Studies'. Our rationale and further details about our proposed changes are outlined in the attached letter and Appendix A. Appendix B (also attached) provides a summary of current and proposed revised or new courses.

Your time in reviewing this information is greatly appreciated, and we look forward to hearing from you, if possible by June 15th.

Warm regards ~

Alison

Alison Gerlach, MSc(OT), PhD
Assistant Professor & Graduate Program Advisor
School of Child & Youth Care
University of Victoria
Coast Salish Territories
T 250-721-8550

Appendix C - Letters of Support



Faculty of Human & Social Development | School of Social Work
Human & Social Development Building Room B302 PO Box 1700 STN CSC Victoria BC V8W 2Y2 T
250-721-8036 | F 250-721-6228 | socw@uvic.ca |

June 22, 2021

Acting Director
And
Alison Gerlach, Graduate Advisor
School of Child and Youth Care
University of Victoria

Renewal of MA Program, Children, Youth, Family and Communities

Yowitz!

Thank you for inviting me as a reviewer for your proposed planning of a renewed MA program for School of Child and Youth Care. I have reviewed documents provided to me regarding renewal of your MA program, inclusive of values with a commitment to address well-being for children, youth, families and communities. In your documents you indicate that in order to facilitate change, your school will incorporate or rather, draw on decolonial, critical and justice-oriented theoretical frameworks to inform practice and research in order to address exclusionary practices and/or policies that impact children, their families and their communities. I write in support of these necessary theoretical and philosophical changes for your program with efforts to transform praxis that would enhance the lives and well-being for all children!

In your letter you state, in collaboration with faculty, alumni, students and emeriti, you identify the necessity of a formal MA program change to "Child, Youth, Family and Community Studies" of which reflects intersectionality, diverse approaches/methods of Decolonial, critical and justice-oriented knowledge and theoretical frameworks. In this, you state your program change 'situates children and youth as extricable from their families and communities'! With such changes to your graduate program, I can envision students working with communities who are knowledgeable of diverse practices and an ability to recognize child, family and community diversity.

I want to acknowledge your program change which is also depicted in your program logo by Coast Salish artist, Dylan Thomas entitled "Community Wellness Drum". The essence and meaning of the Logo illustrating 'four human figures that represent families, relationships, culture and communities that forms a protective border when in balance around the centre and symbolizing the security created when communities work in a harmonious manner'. In my review, this Logo epitomizes the essence of caring for children, families and communities by protecting them from invasive or harmful laws, policies and practices. I see in your program objectives that the goals or vision is to teach your students to learn and practice by way of knowing decolonization, critical social justice and I would add, learning and/or unlearning notions of self-reflexivity.

Appendix C - Letters of Support

Your MA program change required extensive collaboration and co-development to transform existing courses into new courses which reflect knowledge of decolonial and critical and justice-oriented approaches; respect and commitment to wellbeing, resurgence and self-determination at a global level, ethics of practice, research and relational praxis; advocacy and activism and knowledge of diverse research methods. I also note that in an effort to increase Indigenous and BIPOC students, your program change includes the transition from on-campus learning to distance education, with the requirement of two intensive courses. The change from required on campus to distance education will benefit students for sure and in this model, based on our own experience as school of Social Work, there are more post-secondary opportunities for students who work in their communities, who have children or other situations that prevent them to move to Victoria for full time studies. I do support this change, and also recommend that there are resources available for distance education students so that they do not feel isolated from your program or our university.

As you state in your letter, this recommended transformation includes: stronger linkages between decolonial critical and justice-oriented theoretical approaches and practice; opportunities for experiential and land-based learning and a transformed approach to research! You also indicate strengthen knowledge about diverse histories and the implications for current practices and your goals or objectives are to better understand historical accounts in order to teach justice-oriented program for Children, Youth, Families and Communities.

In closing, I highly recommend the program change identified by School of Child and Youth as this change strengthens knowledge of decolonial and justice-oriented knowledge, theory and praxis. With such a transformation, students who graduate will improve their relational work that is necessary to decolonize and bring justice to families and communities.

Best of Luck in your program change, I will you all the best!

Respectfully,

Original signed by Kundoqk, Jacquie Green

Kundoqk, Jacquie Green
Director/Associate Faculty
Social Work



Appendix C - Letters of Support

From: [David](#)
To: [Caroline Green](#)
Subject: RE: Seeking support for UVic's revised CYC Master's program
Date: May 25, 2021 4:59:45 PM

Hello Alison and Donna:

Thanks for requesting my consideration and support for the program name-change as well as the re-orientation of the curriculum to consider decolonized perspectives.

As the leader of a newcomer settlement agency it occurs to me that we approach decolonization from several positions. Many of our clients are indigenous peoples in their countries. They are often leaving societies where their own indigenous communities are under historical attack. Each continent has many indigenous communities that are besieged by the mainstream. There are many countries that have suffered heavily under historical European colonial rule and the hang-over of centuries of cultural and economic oppression lives on in unequal north-south economic relationship and practices of international aid that are designed more to assist the donors corporate interests than communities living in scarcity. We are also part of the continuation of the "settler" history of Canada. This history has never been to the significant advantage of Indigenous peoples of Canada, and in many ways has led to some very unhappy outcomes. Our settlement sector has been criticized for not being proactive in de-colonizing our old practices.

VIRCS welcomes your refreshed approach as we also consider how we should practice in creating fairer local communities and instilling legacies of understanding when people first arrive and learn how to best contribute to Canada.

David Lau, VIRCS Executive Director



Address as of September 2017
1004 North Park Street
Victoria, BC V8 T 1C6

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Allen and Loreen
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Appendix C - Letters of Support

August 15, 2021

Dr. Alison Gerlach
Graduate Advisor
School of Child and Youth Care
University of Victoria

Dear Dr. Gerlach,

I am delighted to provide unreserved support for your revised Master's program. The proposed changes reflect the knowledge and understanding of the need to address the issues that require our attention and respect. The establishment of new approaches and practices will align and compliment brilliantly the already existing program that reflects the high quality and integrity for which the Masters program is well known.

It is of paramount importance for the new program name to more accurately reflect the scope of the program and it does so perfectly. We know in our own work how important it is to see the individual in a broader context and to employ an holistic approach with clients and their families. It is an integral part of a student's learning to understand the historical, political, social and geographical contexts which have shaped our lives.

As professionals, educators, mentors, supervisors and students and members of a civilized and just society, it behooves us all to identify, address and make changes that reflect our values and do so in a thoughtful and respectful way.

The students in the "Child, Youth, Family and Community Studies" program will be very fortunate indeed to have the opportunity to learn, engage in critical thinking, challenge what should be challenged and make a significant contribution to their profession and to the broader community. The program level outcomes proposed appear to have been meticulously researched and designed and clearly reflect the comprehensive nature of the program, its goals and objectives. The research and consultation process clearly reflects critical thought, professional integrity and ongoing commitment to the students and their learning.

I very much support the proposed modifications to program delivery and ensuring equitable and easier access to learning. On-line learning has its own challenges but access is the key.

Sincerely,

Original signed by Jane Taylor Lee
Jane C. Taylor Lee, MACP, CCC

Executive Director and Clinical Supervisor
Family Services of Greater Victoria



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposal to change the name of the Master of Management program

Basis for Jurisdiction: Senate Committee on Planning meeting December 1, 2021
Senate meeting January 7, 2022

Strategic Relevance

The proposed name change to the Master of Management program aligns with UVic's Strategic Framework Strategy 1.1 – Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs – including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to change the name of the Master of Management program, as described in the document “Master in Management: Name Change”.

Background

The Master of Management program went through a long review and application process with the Ministry of Advanced Education with final approval in November 2020. While the program was in the application stage, it was determined that the program should follow the naming convention of Master in Management. As the program was already at the Ministry going through the Degree Quality Assessment Board process, it was decided to continue with the program application under the title Master of Management. It was the School’s intention was to address the program name through the University calendar change process.

The proposed name change aligns with the naming convention typically recognized in Europe, making it easier for the School to recruit students into the program, and is advantageous for graduates of the program seeking employment locally and abroad.

Attachment: November 2021 Senate docket to change the name of the Master of Management program.



Date: December 15, 2021

To: Senate

From: Senate Committee on Planning

Re: Proposal to change the name of the Master of Management program

At its meeting on December 1, 2021, the Senate Committee on Planning considered the proposal to change the name of the Master of Management program.

The proposed name change aligns with the naming convention typically recognized in Europe, making it easier for the School to recruit students into the program, and is advantageous for graduates of the program seeking employment locally and abroad.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Master of Management program, as described in the document "Master in Management: Name Change".

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. Jie Zhang

Dr. Lisa Kalynchuk

Dr. Matthew Koch

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



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master in Management: Name Change

Submitted by:	Name and title	Email
Contact person	Sheryl Karras, Admin Director	mgbdiradmin@uvic.ca
Dean or designate	Saul Klein	bizdean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	21 September 2021
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	
Departmental approval	
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	20 October 2021
Graduate Executive Committee approval	
FGS Council approval	
Senate Committee on Planning approval	

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	n/a
Executive Director, Co-operative Education and Career Services	9 September 2021
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	n/a
Indigenous Academic and Community Engagement	n/a

Other relevant information

	(Yes* or N/A)
Proposed program change involves non-standard tuition	n/a
*If you answered Yes, complete the UVic Non-Standard Tuition Template	



Master in Management: Name Change

Please complete all sections or indicate N/A

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

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

Master in Management

Anticipated implementation date of
change

September 2022

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

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

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

The Master of Management program went through a long review and application process with the Ministry of Advanced Education with final approval in November 2020. While the program was in the application stage, we determined that the program should follow the naming convention of Master in Management. As our program was already at the Ministry going through the DQAB process, we felt it best to continue with program application under the title Master of Management. Our intention was to address the program name through the University calendar change process.

Master in Management programs are most common in Europe, where they are typically recognized as a Master in Management (MiM). Our proposed name change aligns with this naming convention, making it easier for us to recruit students into the program, and more advantageous for graduates of our program seeking employment locally and abroad.

The title "Master in Management" also more accurately reflects the focus of the program, which is to use an applied learning approach to teach students about organizational complexity, collaboration, conflict management, complex problem solving, and teamwork. We are preparing our students to work effectively in complex organizational environments, rather than preparing them for a position as a "manager" from day 1. Our research with industry executives in the planning of this program revealed that they were very enthusiastic about the program and its value, but concerned that the title Master OF Management would create false expectations about the experience level of our young (pre-experience) graduates. The new title of Master in Management better conveys that our students will possess a strong skill set in one critical area of management.

We would consider the [Financial Times Master in Management](#) list (rankings) to be a good representation of our peer group. There is a mix of both 'Master of' and 'Master in' programs listed in the rankings, however 'Master in' is the norm.

C. Indicators of labour market and student demand.

n/a

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

n/a

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

n/a

F. Curriculum design (Include draft curriculum, if applicable, as Appendix)

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

n/a

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

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

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

G. Anticipated enrolment and student financial support plan.
n/a
H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library).
n/a
I. Indicate related graduate programs in other British Columbia post-secondary institutions.
UBC Master of Management
Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost



cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposal to establish an Honours Option for the Bachelor of Science
Combined Biochemistry and Chemistry Degree program

Basis for Jurisdiction: Senate Committee on Planning meeting December 1, 2021
Senate meeting January 7, 2022

Strategic Relevance

The proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program aligns with UVic's Strategic Framework Strategy 2.2 – Integrate and align research and education by fostering high-quality research and creative activity across all the disciplines, and by taking focused steps to ensure that learning in every program is enriched by the research culture and activities of the university.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program as described in the document "Biochemistry and Chemistry (Bachelor of Science – Combined Honours)", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Background

The Biochemistry and Chemistry Combined program was created several years ago as a Major, but an Honours option was not included at that time. Most combined programs within the Faculty of Science offer an Honours option that provide outstanding students with the opportunity to carry out in-depth research in a faculty laboratory and then prepare, present and defend an Honours thesis. Each year, some students in the Biochemistry and Chemistry Combined Major must abandon this program if they wish to complete an Honours degree. Under the current situation, these students must choose either Biochemistry or Chemistry if they wish to complete an Honours degree and this often requires an additional semester or more to add courses not included in the combined program.

Adding an Honours option to the Biochemistry and Chemistry Combined program would address this problem.

Attachment: November 2021 Senate docket to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program.



Date: December 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program**

At its meeting on December 1, 2021, the Senate Committee on Planning considered the proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program.

Currently, the Bachelor of Science Combined Biochemistry and Chemistry Degree program does not offer outstanding students the opportunity to carry out in-depth research in a faculty laboratory and then prepare, present and defend an Honours thesis. Adding an Honours option would address this issue and would bring the program in alignment with other combined programs in the Faculty of Science.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors, that it also approve the proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program, as described in the document "Biochemistry and Chemistry (Bachelor of Science – Combined Honours)", and that this 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. Jie Zhang

Dr. Lisa Kalynchuk
Dr. Matthew Koch
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



TEMPLATE FOR NEW OR REVISED UNDERGRADUATE PROGRAM

[Biochemistry and Chemistry (Bachelor of Science – Combined Honours)]

Submitted by:	Name and title	Email
Contact person	David J. Berg, Assoc. Professor, Chemistry Advisor	djberg@uvic.ca
Dean or designate	Hans-Peter Loock, Dean of Science	scidean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Aug 22, 2021
Departmental approval	Sep 28, 2021
Faculty Curriculum Committee approval	Oct. 22, 2021
Faculty Council* approval *or equivalent Faculty voting body	

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	N/A
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	N/A
Indigenous Academic and Community Engagement	N/A

Other relevant information

	(Yes* or N/A)
Proposed program change involves non-standard tuition	N/A
*If you answered Yes, complete the UVic Non-Standard Tuition Template	

Proposed New Stream or Option within an Existing Undergraduate Program

Honours Option for the Combined Biochemistry and Chemistry Degree Program.

The existing Combined Biochemistry and Chemistry B.Sc. degree program was created without an Honours option. This submission rectifies this oversight by adding an Honours option to this combined program.

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new stream / option	Biochemistry-Microbiology and Chemistry, Faculty of Science
Anticipated stream /option start date	May 2022
Name, title, phone number and email address of contact person	David J. Berg, Assoc. Professor, djberg@uvic.ca

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

The Biochemistry and Chemistry Combined program was created several years ago as a Major but an Honours option was not included at that time. Most combined programs within the Faculty of Science offer an Honours option that provide outstanding students with the opportunity to carry out in-depth research in a faculty laboratory and then prepare, present and defend an Honours thesis. Each year, some students in the Biochemistry and Chemistry Combined Major must abandon this program if they wish to complete an Honours degree. Under the current situation, these students must choose either Biochemistry or Chemistry if they wish to complete an Honours degree and this often requires an additional semester or more to add courses not included in the Combined program. Adding an Honours option to the Biochemistry and Chemistry Combined program would address this problem.

C. Aims, goals and/or objectives

Distinctive characteristics

Allows students in the Biochemistry and Chemistry Combined program to complete an Honours thesis in line with other combined programs.

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

Promotes research excellence by providing outstanding students the chance to complete an Honours degree in their chosen program.

Promotes an interdisciplinary approach to learning and research for some of our strongest students.

Target audience, student demand

The Biochemistry and Chemistry Combined program typically has a small enrollment (2-3 a year) but all of these are potential Honours students and 1 or 2 per year choose to drop the combined program in favour of completing an Honours degree.

Include plans for student recruitment

The lack of an Honours option is very likely a deterrent to students initially interested in the Biochemistry and Chemistry Combined degree program. Biochemistry and Chemistry would both be able to advertise this program as an excellent option for students interested in an interdisciplinary program suitable for entry into graduate school or post-secondary programs in the health sciences.

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

Admission to the program would be made by both the Biochemistry and Chemistry Advisors and would require a GPA of 6 for entry.

E. Areas of research and teaching specialization of faculty complement who will teach program

No change from those involved in the Combined Major program.

F. Curriculum design

Schedule of course delivery

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

See attached course list. The only addition to the Biochemistry and Chemistry Combined Major is the addition of an Honours thesis in either department (3 units of BCMB 499 or CHEM 499) and removal of two electives.

No new courses are required in either Biochemistry or Chemistry.

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

BCMB 499 or CHEM 499 are laboratory-based research courses conducted in the laboratories of current faculty; no changes in delivery for other courses.

Linkages between the learning outcomes and the curriculum design (refer either to program-specific learning outcomes or up to 3 UVic learning outcomes. (See <https://web.uvic.ca/calendar2018-05/cal/uvic/learning-outcomes.html>)).

Participation in an Honours research project provides the student direct in-laboratory application of skills learned in upper level lectures, exposes them to state-of-the-art science and provides them with an opportunity to communicate their results in a scientific meeting format. The Honours program meets the University's experiential learning goals.

Integration of opportunities for experiential learning, community-engaged or research-enriched learning

As stated above, the Combined Honours program actively engages students in hands-on research and provide access to cutting-edge facilities. As a capstone course in the student's degree program, it puts classroom learning in upper level courses to daily use in the research lab.

Residency requirements and anticipated times to completion

Not applicable.

Policies on student evaluation

Students are evaluated by their research supervisor and a research panel based on their level of engagement, the quality of their work and their ability to present their work in written and oral form.

Describe the integration of international or Indigenous content or perspectives in the curriculum

Not directly applicable.

G. Enrolment plan for the program (i.e., anticipated annual intake number and graduates)

Yearly intake has been 1-2 students per year in the Major but we anticipate this will increase to 3-4 per year when an Honours option is provided.

H. Resource plan

When additional resources will be required from the Library, include evidence of consultation with the UVic Librarian (i.e., an email or letter)

No additional resources required.

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

The Combined programs between Chemistry or Biochemistry and all other departments offer an Honours option with the exception of Chemistry and Microbiology (part of a parallel submission to address this shortcoming).

J. Evidence of consultation with other UVic Departments/Faculties participating in the delivery of the stream or option, when applicable. (Provide copies of emails or letters of support in an appendix.)

This is a joint submission between Chemistry, Biochemistry and Microbiology. No other departments are affected by this submission.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposal to establish an Honours Option for the Bachelor of Science
Combined Microbiology and Chemistry Degree program

Basis for Jurisdiction: Senate Committee on Planning meeting December 1, 2021
Senate meeting January 7, 2022

Strategic Relevance

The proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program aligns with UVic's Strategic Framework Strategy 2.2 – Integrate and align research and education by fostering high-quality research and creative activity across all the disciplines, and by taking focused steps to ensure that learning in every program is enriched by the research culture and activities of the university.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program as described in the document "Microbiology and Chemistry (Bachelor of Science – Combined Honours)", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Background

The Microbiology and Chemistry Combined program was created several years ago as a Major, but an Honours option was not included at that time. Most combined programs within the Faculty of Science offer an Honours option that provide outstanding students with the opportunity to carry out in-depth research in a faculty laboratory and then prepare, present and defend an Honours thesis. Each year, some students in the Microbiology and Chemistry Combined Major must abandon this program if they wish to complete an Honours degree. Under the current situation, these students must choose either Microbiology or Chemistry if they wish to complete an Honours degree and this often requires an additional semester or more to add courses not included in the combined program.

Adding an Honours option to the Microbiology and Chemistry Combined program would address this problem.

Attachment: November 2021 Senate docket to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program.



Date: December 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program**

At its meeting on December 1, 2021, the Senate Committee on Planning considered the proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program.

Currently, the Bachelor of Science Combined Microbiology and Chemistry Degree program does not offer outstanding students the opportunity to carry out in-depth research in a faculty laboratory and then prepare, present and defend an Honours thesis. Adding an Honours option would address this issue and would bring the program in alignment with other combined programs in the Faculty of Science.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors, that it also approve the proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program, as described in the document "Microbiology and Chemistry (Bachelor of Science – Combined Honours)", and that this 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. Jie Zhang

Dr. Lisa Kalynchuk
Dr. Matthew Koch
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



TEMPLATE FOR NEW OR REVISED UNDERGRADUATE PROGRAM

[Microbiology and Chemistry (Bachelor of Science – Combined Honours)]

Submitted by:	Name and title	Email
Contact person	David J. Berg, Assoc. Professor, Chemistry Advisor	djberg@uvic.ca
Dean or designate	Hans-Peter Loock, Dean of Science	scidean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Aug 22, 2021
Departmental approval	Sep 28, 2021
Faculty Curriculum Committee approval	Oct. 22, 2021
Faculty Council* approval *or equivalent Faculty voting body	

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	N/A
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	N/A
Indigenous Academic and Community Engagement	N/A

Other relevant information

	(Yes* or N/A)
Proposed program change involves non-standard tuition	N/A
*If you answered Yes, complete the UVic Non-Standard Tuition Template	

Proposed New Stream or Option within an Existing Undergraduate Program

Honours Option for the Combined Microbiology and Chemistry Degree Program.

The existing Combined Microbiology and Chemistry B.Sc. degree program was created without an Honours option. This submission rectifies this oversight by adding an Honours option to this combined program.

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new stream / option	Biochemistry-Microbiology and Chemistry, Faculty of Science
Anticipated stream /option start date	May 2022
Name, title, phone number and email address of contact person	David J. Berg, Assoc. Professor, djberg@uvic.ca

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

The Microbiology and Chemistry Combined program was created several years ago as a Major but an Honours option was not included at that time. Most combined programs within the Faculty of Science offer an Honours option that provide outstanding students with the opportunity to carry out in-depth research in a faculty laboratory and then prepare, present and defend an Honours thesis. Each year, some students in the Microbiology and Chemistry Combined Major must abandon this program if they wish to complete an Honours degree. Under the current situation, these students must choose either Microbiology or Chemistry if they wish to complete an Honours degree and this often requires an additional semester or more to add courses not included in the Combined program. Adding an Honours option to the Microbiology and Chemistry Combined program would address this problem.

C. Aims, goals and/or objectives

Distinctive characteristics

Allows students in the Microbiology and Chemistry Combined program to complete an Honours thesis in line with other combined programs.

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

Promotes research excellence by providing outstanding students the chance to complete an Honours degree in their chosen program.

Promotes an interdisciplinary approach to learning and research for some of our strongest students.

Target audience, student demand

The Microbiology and Chemistry Combined program typically has a small enrollment (2-3 a year) but all of these are potential Honours students and 1 or 2 per year choose to drop the combined program in favour of completing an Honours degree.

Include plans for student recruitment

The lack of an Honours option is very likely a deterrent to students initially interested in the Microbiology and Chemistry Combined degree program. Microbiology and Chemistry would both be able to advertise this program as an excellent option for students interested in an interdisciplinary program suitable for entry into graduate school or post-secondary programs in the health sciences.

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

Admission to the program would be made by both the Microbiology and Chemistry Advisors and would require a GPA of 6 for entry.

E. Areas of research and teaching specialization of faculty complement who will teach program

No change from those involved in the Combined Major program.

F. Curriculum design

Schedule of course delivery

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

See attached course list. The only addition to the Microbiology and Chemistry Combined Major is the addition of an Honours thesis in either department (3 units of BCMB 499 or CHEM 499) and removal of two electives.

No new courses are required in either Microbiology or Chemistry.

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

BCMB 499 or CHEM 499 are laboratory-based research courses conducted in the laboratories of current faculty; no changes in delivery for other courses.

Linkages between the learning outcomes and the curriculum design (refer either to program-specific learning outcomes or up to 3 UVic learning outcomes. (See <https://web.uvic.ca/calendar2018-05/cal/uvic/learning-outcomes.html>)).

Participation in an Honours research project provides the student direct in-laboratory application of skills learned in upper level lectures, exposes them to state-of-the-art science and provides them with an opportunity to communicate their results in a scientific meeting format. The Honours program meets the University's experiential learning goals.

Integration of opportunities for experiential learning, community-engaged or research-enriched learning

As stated above, the Combined Honours program actively engages students in hands-on research and provide access to cutting-edge facilities. As a capstone course in the student's degree program, it puts classroom learning in upper level courses to daily use in the research lab.

Residency requirements and anticipated times to completion

Not applicable.

Policies on student evaluation

Students are evaluated by their research supervisor and a research panel based on their level of engagement, the quality of their work and their ability to present their work in written and oral form.

Describe the integration of international or Indigenous content or perspectives in the curriculum

Not directly applicable.

G. Enrolment plan for the program (i.e., anticipated annual intake number and graduates)

Yearly intake has been 1-2 students per year in the Major but we anticipate this will increase to 3-4 per year when an Honours option is provided.

H. Resource plan

When additional resources will be required from the Library, include evidence of consultation with the UVic Librarian (i.e., an email or letter)

No additional resources required.

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

The Combined programs between Chemistry or Microbiology and all other departments offer an Honours option with the exception of Chemistry and Biochemistry (part of a parallel submission to address this shortcoming).

J. Evidence of consultation with other UVic Departments/Faculties participating in the delivery of the stream or option, when applicable. (Provide copies of emails or letters of support in an appendix.)

This is a joint submission between Chemistry, Biochemistry and Microbiology. No other departments are affected by this submission.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 13, 2022

To: Operations and Facilities Committee

From: Valerie Kuehne
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Proposal to establish a Master in Nursing Nurse Practitioner Post-degree Stream

Basis for Jurisdiction: Senate Committee on Planning meeting December 1, 2021
Senate meeting January 7, 2022

Strategic Relevance

The proposed Master of Nursing Nurse Practitioner Post-degree Stream aligns with the University of Victoria's vision to cultivate an extraordinary academic environment and intensify dynamic learning.

Recommendation

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Master of Nursing Nurse Practitioner Post-degree Stream, as described in the document “Master in Nursing, Nurse Practitioner Post-Degree Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Background

The Master in Nursing program is structured to support the integration of both advanced practice nursing knowledge as well as nursing stream/specialty knowledge.

The Nurse Practitioner stream is highly competitive (154 applications received for 30 seats for the 2021 intake). The Nurse Practitioner stream is highly competitive (154 applications received for 30 seats for the 2021 intake). Currently, exceptional applicants who have already completed a Master in Nursing cannot be accommodated. With the increasing and demonstrated interest in the Nurse Practitioner program from applicants with higher education and greater depth of professional experience, this proposal represents an opportunity to admit such applicants.

Presently in BC, there are no formal program options for nurses who hold a Master in Nursing or Master of Science in Nursing degree to pursue Nurse Practitioner education. In the past, UVic’s School of Nursing has accommodated a few nurses through special arrangements in consultation with the BC College of Nurses and Midwives, and when faculty resources were available. With the increased interest from potential applicants along with suggested intentions of the Ministry of Advanced Education to increase Nurse Practitioner student seats, supporting students by special arrangement is not sustainable from neither program nor human resources perspectives.

In this proposal, students with a previously completed Master in Nursing may be admitted into, fill a Ministry of Advanced Education funded seat, complete and graduate from, the Master of Nursing Nurse Practitioner Post-degree Stream, and be eligible to register as an Nurse Practitioner with BC College of Nurses and Midwives in compliance with BC legislation upon completion of this proposed Master in Nursing program option.

Attachment: November 2021 Senate docket to establish a Master of Nursing Nurse Practitioner Post-degree Stream.



Date: December 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Master in Nursing Nurse Practitioner Post-degree Stream**

At its meeting on December 1, 2021, the Senate Committee on Planning considered the proposal to establish a Master of Nursing Nurse Practitioner Post-degree Stream.

The Nurse Practitioner stream is highly competitive (154 applications received for 30 seats for the 2021 intake). Currently, exceptional applicants who have already completed a Master in Nursing cannot be accommodated. With the increasing and demonstrated interest in the Nurse Practitioner program from applicants with higher education and greater depth of professional experience, this proposal represents an opportunity to admit such applicants.

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 Master in Nursing Nurse Practitioner Post-degree Stream, as described in the document "Master in Nursing, Nurse Practitioner Post-Degree Stream", and that this 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
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Ms. Sandra Duggan (Secretary)
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Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy (on leave)
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd



NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE

*Master in Nursing, Nurse Practitioner
Post-Degree Stream*

Dean's Name and Date of consultation with AVPAP: Dean Dr. Helga Hallgrímsdóttir Consultation with AVPAP August 18, 2021	Dean signature:
Name of contact person: Lorelei Newton	Paul Meier
Email & phone of contact person: lorelei@uvic.ca 250.721.6462	pmeier@uvic.ca
Date approved by Department: June 2021	Chair/Director signature: See Appendix D
Date approved by Faculty: September 28, 2021	Dean signature:
Date approved by Graduate Studies:	Dean signature:



Proposal for a New Stream within an Existing Graduate Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Faculty of Human and Social Development School of Nursing
Anticipated stream start date	September 2022
Name, title, phone number and e-mail address of contact person	Lorelei Newton, Assistant Professor & Associate Director of Graduate Education lorelei@uvic.ca & 250.721.6462

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

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

Our Master in Nursing program is structured to support the integration of both advanced practice nursing knowledge as well as nursing stream/specialty knowledge. There are four foundational courses that all Master in Nursing students take together (NURS 520, NURS 521, NURS 524 and NURS 525). The Advanced Practice and Leadership, Nurse Education, Nurse Informatics and Nurse Practitioner streams then branch off for course specific to their stream. Please see Appendix A for current Nurse Practitioner stream course sequencing (proposed Master in Nursing Nurse Practitioner Post-degree course sequencing can be found in Appendix B).

The Nurse Practitioner stream is highly competitive (154 applications received for 30 seats for the 2021 intake). Currently, we cannot accept exceptional applicants who have already completed a Master in Nursing (all of the six post Master in Nursing applicants for the 2021 intake were ranked within the top 30). With the increasing and demonstrated interest in our Nurse Practitioner program from applicants with higher education and greater depth of professional experience, this proposal represents an opportunity to admit such applicants.

Presently in BC, there are no formal program options for nurses who hold an Master in Nursing/Master of Science in Nursing degree to pursue Nurse Practitioner education. In the past, UVic's School of Nursing has accommodated a few nurses through special arrangements in consultation with our regulatory body (BC College of Nurses and Midwives) and when faculty resources were available. With the increased interest from potential applicants along with suggested intentions of the Ministry of Advanced Education to increase Nurse Practitioner student seats, supporting students by special arrangement is not sustainable from neither program nor human resources perspectives. We need a formal Master in Nursing Nurse Practitioner Post-degree Stream in place to accommodate both exceptional students as well as the anticipated growth of the program. In response, the School of Nursing is proposing a new Master in Nursing Nurse Practitioner Post-degree stream with an anticipated start date of September 2022.

The proposed Master in Nursing Nurse Practitioner Post-degree Stream aligns with the University of Victoria's vision to cultivate an extraordinary academic environment and intensify dynamic learning. Incorporating Master in Nursing prepared students into our existing Master in Nursing structure will bring valued practice expertise combined with scholarly experience to the program. In addition, as the SON's strategic plan includes supporting innovation and collaboration for excellence in nursing practice education, we have embarked on discussions with Island Health to combine our efforts (and vision) to create a Primary Health Care Centre of Excellence that will include a proposed collaborative learning unit (CLU) for Nurse Practitioner student education. Such an initiative requires strong Nurse Practitioner students (those with an Master in Nursing are ideal) along with coordinated teamwork between Island Health and SON, including fulsome evaluation and research by SON Nurse Practitioner faculty. Primary Health Care Centres will, over the course of the next decade, become the predominate model of patient care in British Columbia. To our knowledge, no other advanced practice/ Nurse Practitioner Primary Health Care CLU exists and will be a model for other SONs both within Canada and internationally.

Rationale for New Stream

The Nurse Practitioner program is one of four Master of Nursing program options offered by the School of Nursing. The School of Nursing is funded by the Ministry of Advanced Education for 30 Nurse Practitioner program seats for each entry point (i.e., every September) with the School of Nursing having the responsibility to graduate 30 Nurse Practitioner students at each convocation for the Nurse Practitioner program to match the funding we receive.

Should we admit students into the Nurse Practitioner program with a previously completed Master in Nursing, every student admitted under this scenario would not be eligible to graduate from the program and they would be admitted by the School of Nursing with the intention of not graduating the program. Students admitted with a previously completed Master in Nursing do not "complete" the Nurse Practitioner program and hence, do not graduate from the Nurse Practitioner program; they complete the Nurse Practitioner portion (coursework) of the Nurse Practitioner program, but not the Master in Nursing portion (coursework) of the Nurse Practitioner program.

The School of Nursing, in consultation with BC College of Nurses and Midwives (BCCNM), determined which courses a student with a previously completed Master in Nursing must complete in order to meet the competencies of an Nurse Practitioner (this is not a preferred option of the BCCNM but exceptions can be made for underserved population settings). While the School of Nursing can admit these students and they can complete coursework offered at the School of Nursing, which will facilitate their ability to practice as a Nurse Practitioner through BCCNM registration, these students do not and will not graduate from the Nurse Practitioner program and hence do not fill a funded seat. The School of Nursing does not have the capacity to admit these students over and above our 30 funded seats. Often applicants with a previously completed Master in Nursing have very strong and compelling applications, so much so that the School of Nursing developed our present proposal in order to find a way to make them admissible to the Nurse Practitioner program and able to occupy a funded seat.

In order to practice as a Nurse Practitioner, an individual must be registered with BCCNM as a Nurse Practitioner (Nurse Practitioner is a protected title under the Health Professions Act). An individual with a Master in Nursing that is not a Nurse Practitioner-specific Master in Nursing is not eligible to be registered with BCCNM as a Nurse Practitioner, and hence is not permitted to practice as an Nurse Practitioner. As part of the Nurse Practitioner registration process, the School of Nursing provides BCCNM documentation indicating a student has completed the Nurse Practitioner program. The School of Nursing is not required to notify BCCNM of a student's completion of the other Master in Nursing program options we offer, as the students in those options remain registered with BCCNM as Registered Nurses (RN).

In our proposal, students with a previously completed Master in Nursing may be admitted into the Master in Nursing Nurse Practitioner Post-degree Stream, complete and graduate from that program option, fill a Ministry of Advanced Education funded seat and be eligible to register as a Nurse Practitioner with BCCNM in compliance with BC legislation upon completion of this proposed Master in Nursing program option.

C. Labour market, student demand and employment opportunities.

Demand for Nurse Practitioners in BC (and globally) is at an all-time high. Every graduating Nurse Practitioner from our program receives multiple offers of employment. Post pandemic, we anticipate resources to increase the number of graduating NPs and this new stream will provide another option to accommodate future development.

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

At this time, no new seats will be allocated for the new Master in Nursing Nurse Practitioner Post-degree stream and thus, the faculty requirements continue as before.

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

None- all requirements are identical to those already in place.

F. Curriculum design (Include draft curriculum as Appendix)

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

New stream requirements include: Completion of a Master of Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (6.0) average for the Master in Nursing degree completed within the past 10 years. The Master in Nursing Nurse Practitioner Post-degree stream retains the 12 core Nurse Practitioner course requirements as the Nurse Practitioner stream with the exception of three courses that will have been taken as part of the previous (and equivalent) Master in Nursing degree. The Master in Nursing Nurse Practitioner Post-degree students will be required to complete NURS 521 (Advanced Practice Nursing & Professional Identity) along with the Nurse Practitioner stream courses as NURS 521 is a foundational theory course unique to the UVic SON and provides fundamental knowledge for advance practice nursing in the 21st century (particularly important post pandemic).

Students will be required to complete the following courses (all of which exist within the program/calendar currently): NURS 521; NUNP 531; NUNP 532; NUNP 540; NUNP 541; NUNP 543; NUNP 544; NUNP 545; NUNP 546; NUNP 547; NUNP 548; NUNP 537; and NUNP 593. There are no new courses required for this new stream/entry pathway into the Nurse Practitioner program. Please see Appendix B for proposed Master in Nursing Nurse Practitioner Post-degree stream course sequencing.

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

Yes, and these opportunities already exist. As well, we are mindful of potential resources required as the demand for NPs increases (described in the two points below).

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.

Initially, the Master in Nursing Nurse Practitioner Post-degree students will be included in the overall number of seats available. As further resources are approved, the potential of increasing seats will be explored. The School of Nursing would require additional practica support as well as collaboration with our practice partners to increase opportunities for the experiential practice components of the program.

Opportunities for community engaged and research-enriched learning

Community practice partners (and employers) are keen to create new learning opportunities for Nurse Practitioner students within research-rich environments. While these efforts have been hampered by the on-going unprecedented demands of the COVID pandemic, the SON and local health authorities have continued to explore and collaborate on potential opportunities. For example, we are currently engaged in a project to integrate Nurse Practitioner practice, research and education into primary health care through a collaborative learning unit (CLU) approach.

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

The stream design will include elements of distance education delivery and these elements currently exist. No new plans will be required. The Master in Nursing Nurse Practitioner Post-degree Stream, like all Master in Nursing programs, will be delivered online through a variety of distance learning formats, primarily web-based asynchronous learning tools. Specifically, the Nurse Practitioner program is web-based with both synchronous and asynchronous delivery. In addition, Nurse Practitioner students are required to live in the province of BC (for regulatory purposes). Nurse Practitioner faculty make site visits to practicum locations each term, and student attendance is required at skill-building, instructional on-site sessions in Victoria each term (3-5 days).

Identify the program learning outcomes.

Learning outcomes will be identical to the existing Nurse Practitioner stream courses learning outcomes as these are in accordance with legislation and governing bodies such as the BC College of Nurses and Midwives (BCCNM) and Canadian Association of Schools of Nursing (CASN).

Provide anticipated times to completion.

The Master in Nursing Nurse Practitioner Post-degree students will be integrated into the existing Nurse Practitioner program and will complete within the same two-year timeline (with one less course than their post BSN counterparts for the Winter/Spring semesters of both Year 1 & 2). Please see the proposed course sequencing grid (Appendix B).

Describe any plans for international or indigenous opportunities or perspectives.

At this time, there are no specific plans for this stream of the Nurse Practitioner program as the allotment of indigenous seats will remain the same overall for the entire program. As a supplementary note, the School of Nursing is concurrently collaborating with Indigenous scholars and the First Nations Health Authority to create collaborative indigenous nursing research hubs which will include a future Master in Nursing stream pathway for Indigenous Wellness. Integral to this collaboration is the future evaluation of our Master in Nursing program from an indigenous perspective.

Plans for integration of teaching and research.

The students will be integrated into the existing Nurse Practitioner student cohort for their practice courses (18 units) as well as being integrated into the existing theory course (1.5 units). Thus, the plans for teaching and research will continue as before along with an evaluation of the new stream.

<p>G. Anticipated enrolment and student financial support plan</p> <p>Anticipated enrolment for the first year will depend on quality of the applicants and will be limited to 3 seats. All new students are eligible for both GPA-based and competitive entrance scholarships.</p>
<p>H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)</p> <p>No further resource will be required at this time.</p>
<p>I. Indicate related Master's programs/streams in other British Columbia post-secondary institutions.</p> <p>There are no other programs in BC that provide post Master in Nursing education for the Nurse Practitioner specialty, although (as outlined above) there is growing demand. Most likely, this innovative Master in Nursing option will provide a template for other institutions to follow.</p>
<p>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the new stream (emails/letters of support in an appendix).</p>

Appendix A: Current NP MN Stream Course Sequencing

Appendix B: Proposed Post MN-NP Stream Course Sequencing

Appendix C: Letter of support, HSD Dean Dr. Helga Hallgrímsdóttir

Appendix D: Letter of support, Acting SON Chair Dr. Lenora Marcellus

Appendix E: Evidence of consultation with Acting AVPAP Dr. Elizabeth Adjin-Tettey

Appendix F: Evidence of consultation with HSD Associate Dean Dr. Esther Sangster- Gormley

Appendix G: Evidence of consultation with Acting AD FGS Dr. Stephen Evans

Appendix H: SON Council Minutes – motion passed to support the Post MN NP Stream

Appendix I: External letter of support (University of British Columbia)

Appendix J: External letter of support (University of Northern British Columbia)

Appendix A: Current NP MN Stream Course Sequencing



University
of Victoria

Nursing



Master of Nursing (NP)

Course-Based MN: 24.0 units

4 MN Foundation Courses = 6.0 units

12 NP Required Courses = 18.0 units

FIRST YEAR		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing NP Required NUNP 531 Applied Pathophysiology NP Required NUNP 532 Pharmacological Interventions in Health and Illness	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity NP Required NUNP 540 Advanced Assessment and Diagnostic Reasoning Theory NP Required NUNP 541 Advanced Assessment and Diagnostic Reasoning Practice	NP Required NUNP 543 Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult 1) NP Required NUNP 544 Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult 1)
SECOND YEAR		
MN Foundation NURS 524 Evidence for Advanced Practice Nursing NP Required NUNP 545 Integrated Primary Health Care and Advanced Practice Nursing Theory II NP Required NUNP 546 Integrated Primary Health Care and Advanced Practice Nursing Practica II	MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing NP Required NUNP 547 Integrated primary Health Care and Advanced Practice Nursing Theory III NP Required NUNP 548 Integrated primary Health Care and Advanced Practice Nursing Practica III	NP Required NUNP 537 Family Nurse Practitioner Integration Internship NP Required NUNP 593 Capstone Synthesis

July 2021

Appendix B: Proposed Post MN-NP Stream Course Sequencing



University
of Victoria

Nursing



Post Master of Nursing NP

Course-Based MN: 19.5 units

1 MN Foundation Courses = 1.5 units

12 NP Required Courses = 18.0 units

FIRST YEAR		
September - December	January - April	May - August
<p>NP Required <u>NUNP 531</u> Applied Pathophysiology</p> <p>NP Required <u>NUNP 532</u> Pharmacological Interventions in Health and Illness</p>	<p>MN Foundation <u>NURS 521</u> Advanced Practice Nursing & Professional Identity</p> <p>NP Required <u>NUNP 540</u> Advanced Assessment and Diagnostic Reasoning Theory</p> <p>NP Required <u>NUNP 541</u> Advanced Assessment and Diagnostic Reasoning Practice</p>	<p>NP Required <u>NUNP 543</u> Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult 1)</p> <p>NP Required <u>NUNP 544</u> Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult 1)</p>
SECOND YEAR		
<p>NP Required <u>NUNP 545</u> Integrated Primary Health Care and Advanced Practice Nursing Theory II</p> <p>NP Required <u>NUNP 546</u> Integrated Primary Health Care and Advanced Practice Nursing Practica II</p>	<p>NP Required <u>NUNP 547</u> Integrated primary Health Care and Advanced Practice Nursing Theory III</p> <p>NP Required <u>NUNP 548</u> Integrated primary Health Care and Advanced Practice Nursing Practica III</p>	<p>NP Required <u>NUNP 537</u> Family Nurse Practitioner Integration Internship</p> <p>NP Required <u>NUNP 593</u> Capstone Synthesis</p>

July 2021

Appendix C: Letter of support, HSD Dean Dr. Helga Hallgrímsdóttir

Thursday, September 23, 2021 at 15:16:26 Pacific Daylight Time

Subject: FW: Post MN NP stream - letter of support
Date: Thursday, September 23, 2021 at 14:51:43 Pacific Daylight Time
From: Lenora Marcellus, Acting Director, School of Nursing
To: Lorelei Newton

For your package. L.

From: Helga Hallgrímsdóttir, Dean of HSD <hsddean@uvic.ca>
Sent: September 23, 2021 1:37 PM
To: Lenora Marcellus, Acting Director, School of Nursing <nursingdirector@uvic.ca>
Cc: HSD Dean Assistant <hsddeanasst@uvic.ca>
Subject: Post MN NP stream - letter of support

Dear Lenora,

As the Dean of the Faculty of Human and Social Development, I support development and implementation of the post MN NP stream in the School of Nursing. This is a growing health human workforce need in BC and we have been expanding the NP program, in response to requests from the Ministry of Advanced Education, Skills, and Training, to meet this need. This stream will facilitate access to the NP program for Registered Nurses who already have a graduate nursing degree. This stream will attract a population of applicants that we are currently not able to accommodate due to admission processes.

Helga Kristín Hallgrímsdóttir, PhD (*she/her/hers*)

Professor and Dean,
Faculty of Human & Social Development
University of Victoria, PO Box 1700, STN C
Victoria, BC, CANADA V8W 2Y2
Assistant: Nadja Pearce, hsddeanasst@uvic.ca
1-250-721-8050

Unceded Lekwungen & W̱SÁNEĆ Territories

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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Appendix D: Letter of support, Acting SON Chair Dr. Lenora Marcellus

Thursday, September 23, 2021 at 15:17:03 Pacific Daylight Time

Subject: Support for post MN NP stream

Date: Thursday, September 23, 2021 at 13:25:43 Pacific Daylight Time

From: Lenora Marcellus, Acting Director, School of Nursing

To: Lorelei Newton

Hi Lorelei – I am emailing you to confirm commitment of the School of Nursing to developing and implementing the post-MN NP stream. This stream will allow us to accept Registered Nurse students who already have a graduate degree in nursing who are interested in this career pathway. I anticipate there is a healthy long-term market for this stream. This additional admission pathway will also support us in addressing continual requirements to increase NP seats from the Ministry of Advanced Education, Skills, and Training and contribute to building an NP health human workforce in BC and beyond. Regards - Lenora

Appendix E: Evidence of consultation with Acting AVPAP Dr. Elizabeth Adjin-Tetty

Tuesday, September 21, 2021 at 10:12:45 Pacific Daylight Time

Subject: MN Pathways Proposal
Date: Tuesday, September 21, 2021 at 10:06:27 Pacific Daylight Time
From: Elizabeth Adjin-Tetty - Acting Associate Vice-President Academic Planning
To: Paul Meier, Lorelei Newton
CC: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Attachments: image001.jpg

Dear Paul,

This is to confirm that you consulted with the AVP Academic Planning prior to the School of Nursing submitting to the Senate Committee on Planning the proposal for the Post MN-Nurse Practitioner Option. As this is a graduate program, please be aware that you need FGS approval in addition to your Faculty approval.

Let me know if you have further questions.

Thanks,

Elizabeth



Dr. Elizabeth Adjin-Tetty
Acting Associate Vice-President Academic Planning
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8V 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintetty.php>

I acknowledge and respect the lək'wəṇən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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Appendix F: Evidence of consultation with HSD Associate Dean Dr. Esther Sangster- Gormley

Wednesday, August 18, 2021 at 12:45:47 Pacific Daylight Time

Subject: RE: Post MN NP program

Date: Wednesday, June 30, 2021 at 15:05:48 Pacific Daylight Time

From: Esther Sangster-Gormley, HSD Associate Dean Academic

To: Lorelei Newton

Hi Lorelei, at least we'll be able to continue working together on Kimberly's committee. As for next steps, given Steve Evans said this was a small straight forward change I suggest you, Paul and Maureen as incoming ADA have a conversation with either Steve or Carolyn Swayze to find out what you need to submit, is it a program change template and if so which one or a memo outlining what is in the current memo you attached.

Nadja recently sent out the schedule for Cycle 1 changes which Paul should have a copy of which provides approval deadlines and Paul will take the lead on completing documents to be submitted via Kuali.

Approval Steps:

1. Approval in the SON
2. Approval by the HSD curriculum committee
3. Approval by HSD Faculty Council
4. Approval by GEC/FGS
5. Approval by Senate Committee on Planning
6. Approval by Senate Committee on Curriculum
7. Approval by UVic Senate

Yes a lot of approval steps, but once it is approved by HSD it becomes easier. Carolyn is a great person to work with and she will guide you and Maureen as to how to proceed. I'm available for back up so continue to use my egorm@uvic.ca email if you want to reach me directly because after today I will only monitor the ADA email until Maureen takes over. You'll get there and there are a lot of people to support you along the way, all the best Esther

Esther Sangster-Gormley, RN, PhD
Associate Professor (she/they)
Associate Dean-Academic Faculty of Human and Social Development (HSD)
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
250-721-8051
hsdasdn@uvic.ca

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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From: Lorelei Newton <lorelei@uvic.ca>

Sent: June 30, 2021 1:59 PM

To: Esther Sangster-Gormley <egorm@uvic.ca>; Esther Sangster-Gormley, HSD Associate Dean Academic <hsdasdn@uvic.ca>

Cc: Lorelei Newton <lorelei@uvic.ca>

Subject: Post MN NP program

Page 1 of 2

Appendix G: Evidence of consultation with Acting AD FGS Dr. Stephen Evans

Wednesday, August 18, 2021 at 12:41:34 Pacific Daylight Time

Subject: New stream for Nursing NP
Date: Friday, July 16, 2021 at 14:57:03 Pacific Daylight Time
From: Associate Dean, Graduate Studies - Evans
To: Lorelei Newton
CC: Paul Meier, Graduate Education Advisor
Attachments: Calendar change submission for Post MN NP Option.draft 1_SVE.docx

Hi Lorelei,

Sorry about the delay. It's been a bit hectic with the changeover.

Here is some suggested language for the Calendar entry. As Carolyn mentioned, this will have to go through the approval process as a new stream with a proposal. The template for a new stream is on the AVPAP website.

I'm available to meet next week, if that would help.

Steve

Page 1 of 1

Appendix H: SON Council Minutes – motion passed to support the Post MN NP Stream

SCHOOL OF NURSING DRAFT COUNCIL AGENDA Wednesday, September 8, 2021

- Introduction of 4 new faculty members: Sarah Pirani, Don Versluis, Susan Prendergast, Christine Ou
- c. **Administrative Staff Announcements (Jill Nichol)**
 - Welcome to Naomi Poeschek as Office Manager and Assistant to the Director
 - Welcome Stephanie Holmes as Assistant to Faculty and On-campus Course Delivery
 - Welcome to Kimberly Dorio as Admin. Assistant to the NP Program
 - New hire Holly McKenzie, Practica Coordinator – going on maternity leave in mid-October. Posting for term back-fill for this position is currently up
 - Goodbye to Danielle Driscoll and best of luck with your new job with the government! Posting for this full-time continuing position is currently up
 - Esther Mueller-Goller will be back from Temporary Staffing Solutions to support Danielle's role in the meantime
 - Lenora is working through Remote Work Arrangement requests from staff, which will take effect in October
 - An interim schedule for **September only** is posted on the white board in the office. People who are not present in the office are still available online, unless they are sick or on a scheduled vacation day
- d. **Updates re Director's Search (Kim Daly)**
 - Negotiations with Dr. Higginbottom were unsuccessful. The committee has recommended the second candidate, Dr. Caine, for ratification. Ratification vote will open tomorrow, September 9, 2021. Please remember that an eligible vote that is not cast is considered a vote of support
 - We are not privy to the reasons why the negotiations fell through – the Dean manages the negotiations and shares information with the School
 - Kim/Marcia, as School reps on the search committee, will inquire with the Dean for more information on why the negotiations were not successful
- e. **Post-MN NP Masters Entry Pathway Vote (Lorelei Newton) – attachment**
 - This would be a new Master's degree program (cannot be a certificate as there are too many credits)
 - In order to move ahead with calendar changes, approval from the majority of the faculty is required
 - A vote was conducted and received full support – no abstentions
 - For this new stream, students will occupy existing seats (cannot increase the NP seats without additional resources)
- f. **Occupational Health and Safety Update (Jadyn Davidson)**
 - The Communicable Disease Plan (CDP), introduced in July, replaces all Safe Work Plans (SWP) – it involves prevention measures for all CD in general
 - Individuals are still required to complete prevention measures – see the signs with 6 prevention measures on doors of all buildings
 - Daily checks – do not need to be recorded, but everyone still needs to do them for themselves

Appendix I: External letter of support (University of British Columbia)

Requested - To be forwarded ASAP

Appendix J: External letter of support (University of Northern British Columbia)

Requested - To be forwarded ASAP



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 10, 2022

FOR INFORMATION

To: OPERATIONS AND FACILITIES COMMITTEE

From: Kristi Simpson
Acting Vice-President Finance & Operations



cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

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: January 01, 2021

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

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

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

BUDGET STATUS:	Approved Budget April 2020 (in millions)	Known Costs December 2021 (in millions)
Consulting – C1	\$21.1	\$22.2
Construction – C2	\$194.3	\$197.0
Completion – C3	\$5.7	\$6.9
Contingency – C4	\$4.0	\$0.0
Sub-Total	\$225.1	\$226.1
GST (1.65%)	<u>\$3.7</u>	<u>\$3.7</u>
TOTAL PROJECT COST	\$228.8	\$229.8

- Total commitments to date are \$223.7M or 97.7%.

SCHEDULE STATUS:	Original Schedule January 2019	Actual / Forecasted December 2021
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Tender Package 02 – Modular Food Services Facility

Decommission October 2022 *December 2022*

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

Construction - Structure	July 2021	July 2021
Construction – Building Envelope	May 2022	<i>May 2022</i>
Construction – Commissioning	June 2022	<i>June 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
-----------------	--

Project No: 19-04343
Project Consultants: Two Row Architect
Construction Manager: TBD

BUDGET STATUS:	Approved Budget March 2020 (in millions)	Forecasted Costs December 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 December 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 December 2021 (in millions)
Consulting – C1	\$6.6	\$7.2
Construction – C2	\$69.0	\$71.3
Completion – C3	\$8.4	\$5.5
Contingency – C4	<u>\$4.2</u>	<u>\$4.2</u>
Sub-Total	\$88.2	\$88.2
GST (1.65%)	<u>\$1.4</u>	<u>\$1.4</u>
TOTAL PROJECT COSTS	\$89.6	\$89.6

- Currently at 75% Construction Document (CD) phase.
- Value Engineering process completed; project brought back on budget.
- Provincial Commitment of \$64.8M; UVic to provide \$24.8M through internal/fundraising.

SCHEDULE STATUS:	Original Schedule November 2019	Actual / Forecasted December 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	June 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
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 10, 2022

To: AUDIT COMMITTEE

From: Kristi Simpson
Acting Vice-President Finance & Operations

A handwritten signature in black ink, appearing to read 'K. Simpson'.

cc: President and Vice-Chancellor

Meeting Date: January 25, 2022

Subject: Revised Internal Audit Policy GV0220

Basis for Jurisdiction: Board of Governors Audit Committee – Terms of Reference

Strategic Relevance:

Strategy 1.3 – Advance service excellence and collaboration by updating systems, spaces, processes and policies so they fully underpin research and teaching, maximize efficiency, and ensure our accountability and responsibility to our people, partners and society as a whole.

Recommendation:

THAT the Audit Committee recommend to the Board of Governors that the Board of Governors approve the revised Internal Audit Policy GV0220, effective immediately.

Previous consultation:

- #BOG-Sep28/21-14
- Executive Council: November 24, 2021

Background:

The attached IA policy was due for review in 2021 and has now been updated after consultation with internal stakeholders (e.g., VP Finance & Operations, including direct reports; External Auditors; University Secretary) and with input from Executive Council and the Audit Committee.

Updates include:

- Updates to, and clarification of, Purpose / Mission (p.1)
- Enhancement of 'Authority' section (pp. 1,2)
- Development of 'Independence and Objectivity' section (pp. 2,3)
- Clearer articulation of IA service lines (p.3)
- Minor consolidation and updates to bullets under 'Responsibility', 'Accountability' (pp. 4,5)
- Minor updates to 'Standards of Practice' (p.5)
- Updates and consolidation of links under 'Relevant Legislation', 'Related Policies and Documents' (p.5)

Attachments:

- Revised GV0220 Internal Audit Policy
- Revised GV0220 Internal Audit Policy (with track changes)



Internal Audit

University Policy No: GV0220

Classification: Governance

Approving Authority: Board

Effective Date: January 2022

Supersedes: May, 2016

Latest Editorial Change: December 2021

Mandated Review: January 2026

Purpose

- 1.00 The purpose of this policy is to set out the mission, authority, responsibilities, and accountabilities of the University of Victoria's internal audit department.

Policy

Purpose and Mission of Internal Audit

- 2.00 The purpose of UVic's Internal Audit department and activity is to provide risk based independent, objective assurance and consulting services designed to add value and improve UVic's operations. Internal Audit helps UVic accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.
- 3.00 The Internal Audit department reports to the Audit Committee of the Board of Governors on matters that are under the jurisdiction of the Board of Governors.
- 4.00 Internal Audit plays a strategic role in helping UVic achieve its objectives by focusing on risk management practices to ensure that organizational risks are appropriately identified and managed.

Authority

- 5.00 The Director, Internal Audit, in their role as UVic's chief audit executive (CAE) will report functionally to the Board of Governors Audit Committee and administratively to the Vice-President, Finance and Operations. To establish, maintain, and assure that Internal Audit has sufficient authority to fulfill its duties, the Audit Committee will:
- Approve the Internal Audit policy.
 - Approve the risk-based Internal Audit plan.
 - Approve Internal Audit's budget.
 - Approve decisions regarding the appointment and removal of the CAE.
 - Make appropriate inquiries of management and the CAE to determine whether there are inappropriate scope or resource limitations, and / or independence issues.

- 6.00 The CAE will have unrestricted access to, and communicate and interact directly with, the Audit Committee, including in private meetings without management present.
- 7.00 With strict accountability for confidentiality and safeguarding records and information, the Audit Committee authorizes Internal Audit to:
- a. Have unrestricted access to all functions, records, property, and personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information.
 - b. Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish audit objectives, and issue reports.
 - c. Obtain the assistance from UVic personnel, as well as other specialized services from within or outside UVic, in order to complete engagement(s) as necessary.
- 8.00 The CAE and staff of the Internal Audit department are not authorized to:
- a. Perform any operational duties for the university or its affiliates.
 - b. Initiate or approve accounting transactions external to the Internal Audit department.
 - c. Direct the activities of any university employee not employed by the Internal Audit department, except to the extent such employees have been appropriately assigned to auditing teams or to otherwise assist the internal auditors.

Exceptions to this section for work outside the limits of this policy must be approved by the Chair of the Audit Committee with the concurrence of the Vice-President Finance and Operations.

Independence and Objectivity

- 9.00 The CAE will ensure that Internal Audit remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an unbiased manner, including matters of audit selection, scope, procedures, frequency, timing, and report content. If the CAE determines that independence or objectivity may be impaired in fact or appearance, the details of impairment will be disclosed to appropriate parties, and appropriate recusal processes followed as necessary.
- 10.00 Internal Audit will have no direct operational responsibility or authority over any of the activities reviewed. Accordingly, Internal Audit will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair their judgment, including:
- a. Assessing specific operations for which they had responsibility within the previous year.
 - b. Performing any operational duties for UVic or its affiliates.
 - c. Initiating or approving transactions external to Internal Audit.

- d. Directing the activities of any UVic employee not employed by Internal Audit, except to the extent that such employees have been appropriately assigned to auditing teams or to otherwise assist internal auditors.

- 11.00 Where the CAE has or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards will be established to limit impairments to independence or objectivity.
- 12.00 While Internal Audit's work may be risk-focused, Internal Audit does not 'own' business processes or related risks and controls, except within the Internal Audit department.
- 13.00 The CAE will confirm to the Audit Committee, at least annually, the organizational independence of Internal Audit. The CAE will disclose to the Audit Committee any interference and related implications in determining the scope of internal auditing, performing work, and/or communicating results.

Scope of Work / Service Lines

Audit

- 14.00 The Internal Audit department reports to the Audit Committee of the Board of Governors on matters that are under the jurisdiction of the Board of Governors. Internal Audit activities include, but are not limited to, objective examinations of evidence for the purpose of providing independent assessments to the Audit Committee and management on the adequacy and effectiveness of governance, risk management, and control processes for UVic.

Advisory Services

- 15.00 Internal Audit can potentially engage any aspect of a university activity where it can add value, and continually identifies areas of opportunity, or receives requests from management teams and stakeholders for assistance. Internal Audit views these as opportunities for improving or maintaining management, operational, and business process controls, as well as the university's reputation. All significant observations will be communicated to the appropriate levels of management, and where / when appropriate to the Audit Committee.

Investigations

- 16.00 It is management's responsibility to inform the CAE of all suspected or known financial irregularities, allegations or issues otherwise identified of financial misconduct or misappropriations involving the university's assets, immediately upon becoming aware of such activities, as stipulated by the VPFO Financial Irregularities Response Management guidelines.

Safe Disclosure

- 17.00 IA operates the Safe Disclosure anonymous reporting mechanism at UVic, designed for the reporting of various concerns with the option to remain anonymous. IA liaises with other stakeholder groups as necessary considering the type of reports that are made.

Responsibility

- 18.00 Internal Audit's work includes determining whether the university's network of risk management, control, and governance processes, as designed and represented by management, is adequate and functioning in a manner to ensure:
- a. Risks are appropriately identified and managed / mitigated.
 - b. Interactions with the various governance groups occurs as needed.
 - c. Financial, managerial, and operating data is accurate, reliable, and timely.
 - d. Employees', officers', and contractors' actions are in compliance with policies, contracts, standards, procedures, and applicable laws and regulations.
 - e. Resources are acquired economically, used efficiently, and adequately protected.
 - f. Operations are being carried out effectively and efficiently.
 - g. Programs, plans, and objectives are achieved.
 - h. Quality and continuous improvement are fostered in the university's activities.
 - i. Legislative or regulatory issues and changes impacting the university are recognized and addressed properly.
 - j. Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact UVic.
 - k. Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.

Accountability

- 19.00 The CAE shall be accountable to management and the Audit Committee to:
- a. Periodically provide an assessment on the adequacy and effectiveness of the university's processes and controls for those functions examined as part of and as outlined within the annual approved audit plan.
 - b. Report significant issues related to the processes for controlling the activities of the university and its affiliates, including potential improvements to those processes, and provide on an ongoing basis information concerning such issues through to their ultimate resolution.
 - c. Develop a flexible annual audit plan as part of a rolling multi-year audit plan using appropriate risk-based methodology, including any risks or control concerns identified by management, and submit the plan to the Audit Committee for review and approval.
 - d. Implement the annual audit plan, as approved, including, and as appropriate, any special engagements, adjustments, or projects requested by management and the Audit Committee.
 - e. Periodically provide information on the status and results of the annual audit plan (including any changes thereto), result of IA activities, any key performance measures developed by the Audit Committee, the sufficiency of department resources and any related impacts to the approved Plan, and the ongoing professional development of department staff.

- f. Resources permitting, perform advisory or consulting services that may be requested by members of the Audit Committee or UVic
- g. management. Any related changes to the approved audit plan will be made only after consultation with the Chair of the Audit Committee.
- h. Maintain a professional audit staff with the collective knowledge, skills, experience, and professional certifications to meet the requirements of this policy.
- i. Establish a quality assurance program to guide the operation of internal audit activities.
- j. Request a Vice-President (or their designate) as well as any other senior officer of the university to attend an Audit Committee meeting to respond to the results of any completed audit engagements, or to provide the Audit Committee with a status update on the implementation of audit recommendations from previously issued audit reports.
- k. To avoid duplication and provide optimal audit coverage, periodically liaise with the external auditors and regulators, as appropriate.
- l. Keep the Audit Committee informed of emerging trends and successful practices in internal auditing.

Standards of Audit Practice

- 20.00 Commensurate with the department's size, the Internal Audit department will to the extent practical and desirable, follow the International Standards for the Professional Practice of Internal Auditing issued by The Institute of Internal Auditors. The Institute of Internal Auditor's Practice Advisories, Practice Guides, and Position Papers will also be adhered to as applicable to guide operations.
- 21.00 The chief audit executive will report periodically to senior management and the Audit Committee regarding Internal Audit's conformance to the Code of Ethics and the Standards.

Authorities and Officers

- 22.00 The authorities and officers for this policy are:
 - i) Approving Authority: Board of Governors
 - ii) Designated Executive Officer: Vice-President Finance and Operations
 - iii) Procedural Authority & Officer: Director, Internal Audit

Relevant Legislation

All [Federal](#) and [Provincial](#) legislation

Related Policies and Documents

[All University Policies](#)
[Financial Irregularities Response Management](#)
[BC Public Post-Secondary Accountability Framework](#)
[Institutional Accountability Plan](#)
[University Calendar](#)
[University of Victoria Strategic Framework](#)

University Policy No: GV0220
Classification: Governance
Approving Authority: Board
Effective Date: ~~May, 2016~~ [TBD January 2022](#)
Supersedes: May, 2016
Latest Editorial Change: ~~December 2020~~ [December 2021](#)
Mandated Review: [January 2026](#)

Internal Audit

Purpose

~~1.00~~ The purpose of this policy is to set out the mission, authority, responsibilities, and accountabilities of the University of Victoria's internal audit department, ~~define the for internal audit.~~

~~2.00~~ Definitions

~~1.00~~ Internal control – the purpose of an internal controls framework is to support the university in the achievement of its objectives. An effective internal controls framework helps ensure that: the university's activities are conducted in a prudent manner in accordance with policies and strategies established by the board of governors and the senate; transactions are only entered into with appropriate authority; assets are safeguarded and liabilities controlled; administrative and operating records provide complete, accurate and timely information; and management is able to identify, assess, manage, and control the risks of the business.

Policy

Purpose and Mission of Internal Audit

~~2.00~~ The purpose of UVic's Internal Audit department and activity is to provide risk based independent, objective assurance and consulting services designed to add value and improve UVic's operations. Internal Audit helps UVic accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.

~~3.00~~ The Internal Audit department reports to the Audit Committee of the Board of Governors on matters that are under the jurisdiction of the Board of Governors.

~~3.00~~ ~~4.00~~ Internal Audit plays a strategic role in helping UVic achieve its objectives by focusing on risk management practices to ensure that organizational risks are appropriately identified and managed.

Authority

~~5.00~~ The Director, Internal Audit, in their role as UVic's chief audit executive (CAE) will report functionally to the Board of Governors Audit Committee and administratively to the Vice-

President, Finance and Operations. To establish, maintain, and assure that Internal Audit has sufficient authority to fulfill its duties, the Audit Committee will:

- a. Approve the Internal Audit policy.
- b. Approve the risk-based Internal Audit plan.
- c. Approve Internal Audit's budget.
- d. Approve decisions regarding the appointment and removal of the CAE.
- e. Make appropriate inquiries of management and the CAE to determine whether there are inappropriate scope or resource limitations, and / or independence issues.

6.00 The CAE will have unrestricted access to, and communicate and interact directly with, the Audit Committee, including in private meetings without management present.

7.00 With strict accountability for confidentiality and safeguarding records and information, the Audit Committee authorizes Internal Audit to:

- a. Have unrestricted access to all functions, records, property, and personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information.
- a.b. Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish audit objectives, and issue reports.
- b.c. Obtain the assistance from UVic personnel, as well as other specialized services from within or outside UVic, in order to complete engagement(s) as necessary.

4.00 The CAE and staff of the Internal Audit department are authorized to:

- a. Have unrestricted access to all functions, records, property, and personnel.
- b. Have full and free access to the Audit Committee.
- c. Allocate resources, set frequencies, select subjects, determine scopes of work, and apply the techniques required to accomplish audit objectives.
- d. Obtain the assistance of personnel in units of the university where audits are being performed, as well as other specialized services from within or outside the university as necessary.

5.008.00 The CAE and staff of the Internal Audit department are not authorized to:

- a. Perform any operational duties for the university or its affiliates. Internal Audit's review and appraisal does not in any way relieve other persons in the university of the responsibilities assigned to them.
- b. Initiate or approve accounting transactions external to the Internal Audit department.
- c. Direct the activities of any university employee not employed by the Internal Audit department, except to the extent such employees have been appropriately assigned to auditing teams or to otherwise assist the internal auditors.

Exceptions to this section for work outside the limits of this policy must be approved by the Chair of the Audit Committee with the concurrence of the Vice-President Finance and Operations.

Independence and Objectivity

9.00 The CAE will ensure that Internal Audit remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an unbiased manner, including matters of audit selection, scope, procedures, frequency, timing, and report content. If the CAE determines that independence or objectivity may be impaired in fact or appearance, the details of impairment will be disclosed to appropriate parties, and appropriate recusal processes followed as necessary.

To provide for the independence of the Internal Audit department, its personnel report to the CAE, who reports functionally to the Audit Committee of the Board of Governors in the discharge of the duties listed in Section 4.00. The CAE also reports administratively to the Vice President Finance and Operations. This reporting structure enables the department to maintain its independence and objectivity.

10.00 Internal Audit will have no direct operational responsibility or authority over any of the activities reviewed. Accordingly, Internal Audit will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair their judgment, including:

- a. Assessing specific operations for which they had responsibility within the previous year.
- b. Performing any operational duties for UVic or its affiliates.
- c. Initiating or approving transactions external to Internal Audit.
- d. Directing the activities of any UVic employee not employed by Internal Audit, except to the extent that such employees have been appropriately assigned to auditing teams or to otherwise assist internal auditors.

11.00 Where the CAE has or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards will be established to limit impairments to independence or objectivity.

12.00 While Internal Audit's work may be risk-focused, Internal Audit does not 'own' business processes or related risks and controls, except within the Internal Audit department.

13.00 The CAE will confirm to the Audit Committee, at least annually, the organizational independence of Internal Audit. The CAE will disclose to the Audit Committee any interference and related implications in determining the scope of internal auditing, performing work, and/or communicating results.

Scope of Work / Service Lines

Audit

14.00 The Internal Audit department reports to the Audit Committee of the Board of Governors on matters that are under the jurisdiction of the Board of Governors. Internal Audit activities include, but are not limited to, objective examinations of evidence for the purpose of providing independent assessments to the Audit Committee and management on the adequacy and effectiveness of governance, risk management, and control processes for UVic.

Advisory Services

15.00 Internal Audit can potentially engage any aspect of a university activity where it can add value, and continually identifies areas of opportunity, or receives requests from management teams and stakeholders for assistance. Internal Audit views these as opportunities for improving or maintaining management, operational, and business process controls, as well as the university's reputation. All significant observations will be communicated to the appropriate levels of management, and where / when appropriate to the Audit Committee.

Investigations

16.00 It is management's responsibility to inform the CAE of all suspected or known financial irregularities, allegations or issues otherwise identified of financial misconduct or misappropriations involving the university's assets, immediately upon becoming aware of such activities, as stipulated by the VPFO Financial Irregularities Response Management guidelines.

Safe Disclosure

17.00 IA operates the Safe Disclosure anonymous reporting mechanism at UVic, designed for the reporting of various concerns with the option to remain anonymous. IA liaises with other stakeholder groups as necessary considering the type of reports that are made.

Responsibility

18.00 Internal Audit's work includes determining whether the university's network of risk management, control, and governance processes, as designed and represented by management, is adequate and functioning in a manner to ensure:

- a. Risks are appropriately identified and managed / mitigated.
- b. Interactions with the various governance groups occurs as needed.
- c. Financial, managerial, and operating data is accurate, reliable, and timely.
- d. Employees', officers', and contractors' actions are in compliance with policies, contracts, standards, procedures, and applicable laws and regulations.
- e. Resources are acquired economically, used efficiently, and adequately protected.
- f. Operations are being carried out effectively and efficiently.

f.g. Programs, plans, and objectives are achieved.

g-h. Quality and continuous improvement are fostered in the university's activities.

h.i. Legislative or regulatory issues and changes impacting the university are recognized and addressed properly.

j. Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact UVic.

k. Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.

Accountability

~~6.00~~19.00 The CAE shall be accountable to management and the Audit Committee to:

- a. Periodically provide an assessment on the adequacy and effectiveness of the university's processes and controls for those functions examined as part of and as outlined within the annual approved audit plan.
- b. Report significant issues related to the processes for controlling the activities of the university and its affiliates, including potential improvements to those processes, and provide on an ongoing basis information concerning such issues through to their ultimate resolution.
- c. Develop a flexible annual audit plan as part of a rolling multi-year audit plan using appropriate risk-based methodology, including any risks or control concerns identified by management, and submit the plan to the Audit Committee for review and approval.
- d. Implement the annual audit plan, as approved, including, and as appropriate, any special engagements, adjustments, or projects requested by management and the Audit Committee.
- e. Periodically provide information on the status and results of the annual audit plan (including any changes thereto), result of IA activities, any key performance measures developed by the Audit Committee, the sufficiency of department resources and any related impacts to the approved Plan, and the ongoing professional development of department staff.
- e.f. Resources permitting, perform advisory or consulting services that may be requested by members of the Audit Committee or UVic's ~~Executive Council~~ management. Any related changes to the approved audit plan will be made only after consultation with the Chair of the Audit Committee.
- f.g. Maintain a professional audit staff with ~~sufficient~~ the collective knowledge, skills, experience, and professional certifications to meet the requirements of this policy.
- g.h. Establish a quality assurance program to guide the operation of internal audit activities.
- h.i. Request a Vice-President (or their designate) as well as any other senior officer of the university to attend an Audit Committee meeting to respond to the results of any completed audit engagements, or to provide the Audit Committee with a status update on the implementation of audit recommendations from previously issued audit reports.
- i.j. To avoid duplication and provide optimal audit coverage, periodically liaise with the external auditors and regulators, as appropriate.
- j.k. Keep the Audit Committee informed of emerging trends and successful practices in internal auditing.

Standards of Audit Practice

20.00 Commensurate with the department's size, the Internal Audit department will to the extent practical and desirable, follow the International Standards for the Professional Practice of Internal Auditing issued by The Institute of Internal Auditors. The Institute of Internal Auditor's Practice Advisories, Practice Guides, and Position Papers will also be adhered to as applicable to guide operations.

21.00 The CAE will report periodically to senior management and the Audit Committee regarding Internal Audit's conformance to the Code of Ethics and the Standards.

7.00 The CAE and staff of the Internal Audit department have responsibility to:

8.00 The Internal Audit department reports to the Audit Committee of the Board of Governors on matters that are under the jurisdiction of the Board of Governors.

4.02 Internal Audit is concerned with any phase of university activity where it can add value. This involves going beyond the accounting and financial records to obtain a full understanding of the operations under review. Opportunities for improving or maintaining management, operational, and business process controls, as well as the university's reputation, may be identified during audits. All significant observations will be communicated to the appropriate levels of management, and where appropriate to the Audit Committee of the Board of Governors. Independence

9.001.00 ~~To provide for the independence of the Internal Audit department, its personnel report to the CAE, who reports functionally to the Audit Committee of the Board of Governors in the discharge of the duties listed in Section 4.00. The CAE also reports administratively to the Vice-President Finance and Operations. This reporting structure enables the department to maintain its independence and objectivity.~~

Field Code Changed

Authorities and Officers

10.0022.00 The authorities and officers for this policy are:

- i) Approving Authority: Board of Governors
- ii) Designated Executive Officer: Vice-President Finance and Operations
- iii) Procedural Authority and Officer: Director, Internal Audit

Relevant Legislation

All Federal and Provincial legislation

Electronic Transactions Act, SBC 2001 c 10

Financial Administration Act, RSBC 1996 c 138

Financial Information Act, RSBC 1996 c 140

Freedom of Information and Protection of Privacy Act, RSBC 1996 c 165

[Limitation Act, SBC 2012 c 13](#)

[University Act amendments](#)

[University Act, RSBC 1996 c 468](#)

[Federal Occupational Health and Safety Links](#)

[Provincial Occupational Health and Safety Links](#)

Related Policies and Documents

[All University Policies](#)

[Financial Irregularities Response Management](#)

[Fraud Response Action Plan](#)

[BC Public Post-Secondary Accountability Framework](#)

[Institutional Accountability Plan](#)

[University Calendar](#)

[University of Victoria Strategic Framework](#)