



University
of Victoria

Board and Board Committee Meetings Monday January 30 and Tuesday January 31, 2023

Open Session

Tuesday January 31, 2023

11:30 a.m. – 12:30 p.m.

Senate and Board Chambers, Jamie Cassels Centre

DRAFT AGENDA

1. Approval of Agenda

MOTION:

THAT the agenda of the open session of the regular meeting of January 31, 2023 be approved.

2. Approval of Summary Record of the Meeting held November 29, 2023 (attached)

MOTION:

THAT the summary record of the open session of the regular meeting held November 29, 2022 be approved.

3. Business Arising from the Summary Record

4. Chair's Remarks

5. Correspondence

CONSENT

6. Operations and Facilities Committee (Shailoo Bedi)

a. New and Revised Awards

BOG-Jan31/23-16

MOTION:

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

- Adeline Julianne Deloume Memorial Scholarship* (Revised)
- Child & Family Counseling Association of Greater Victoria Scholarship* (Revised)
- Chuck Curtis Memorial Scholarship* (Revised)
- COYA Scholarship (New)
- Greater Victoria Chamber 1863 Impact Award* (New)
- University of Victoria International Entrance Scholarship (Revised)
- Myrna and Terry Daniels Award in Indigenous Education* (New)
- Stephen and Harriet Wender Scholarship* (New)
- VIES Leaders' Entrance Award* (New)
- William and Gladys Partridge Award in Child Care* (Revised)
- Betty Anne Montgomery Memorial Award (New)

- Jan Huggan Undergraduate Nursing Award (New)
- Jan Huggan Nursing Award for Protected Persons, Refugees & Permanent Residents (New)
- WestGrid Scholarship for Undergraduate Indigenous Students (New)
- WestGrid Scholarship for Graduate Indigenous Students (New)
- John Michael Brownutt Graduate Scholarships* (Revised)
- Marilyn (Leslie) Kan & John Yau Hang Award for Undergraduate Indigenous Law Students* (New)
- Ratcliff LLP Indigenous Law Scholar Award (Revised)
- Joyce Family Foundation Award for Indigenous Students* (Revised)
- Vancouver Security Traders Association (VSTA) Finance Award (Revised)
- Edson-Simpson Award in Nursing (New)
- Susan Patricia Phillips Memorial Prize (New)
- Alan Steven John Awards in Visual Arts (New)
- Peter Liddell Award in Humanities Computing* (Revised)
- Hugh and Lilian Salmond Engineering Award* (Revised)
- Perry Shawana Graduate Scholarship* (Revised)
- Aloise & Aurora Garcia Gilbert Victory Award (New)
- Gildardo & Lucia Garcia-Alvarez Vikes Rowing Award (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
- Inuit Women Legal Scholar Award (Revised)
- Anthany Dawson Justice Award* (Revised)
- Francis Woods Memorial Scholarship (New)
- David F. Strong Research Scholarship* (Revised)
- Costco Canada Undergraduate Scholarship* (Revised)
- Victoria Pride Award in Honour of David Tillson* (Revised)
- Sydney G. Pettit Scholarship* (Revised)
- Thomas Henry (Harry) and Doris Collom Scholarship* (Revised)
- John H. Rennie Scholarship in Business* (Revised)
- Lilia Zaharieva Award in the School of Child and Youth Care (New)
- Hugh and Lilian Salmond Scholarship in Biochemistry and/or Microbiology (Revised)
- Dr. Nandi Scholarship (New)
- Vikes International Athlete Award (Revised)

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b. Proposed changes to the Major, Honours, and Minor programs in English BOG-Jan31/23-17

MOTION:

THAT the Board of Governors approve the proposed changes to the Major, Honours, and Minor programs in English, as described in the document “English Curriculum Revision”, effective May 2023.

c. Proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program BOG-Jan31/23-19

MOTION:

THAT the Board of Governors approve the proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program, as described in the document “Change CSC/STAT combined programs to Data Science”, effective May 2023.

d. Proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities BOG-Jan31/23-20

MOTION:

THAT the Board of Governors approve the proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities, as described in the document “Media Studies”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval, effective May 2023.

e. Proposal to discontinue the Combined Major in French and English Canadian Literature Program BOG-Jan31/23-21

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Combined Major in French and English Canadian Literature, as described in the document “Discontinuance of the Combined Major in French and English Canadian Literature”, effective May 2023.

f. Proposal to establish a Doctor of Philosophy in Indigenous Governance BOG-Jan31/23-22

MOTION:

THAT the Board of Governors approve the proposal to establish a Doctor of Philosophy in Indigenous Governance, as described in the document “PhD in Indigenous Governance, and that this approval be withdrawn should the program not be offered within five years of the granting approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Post-Secondary Education and Future Skills.

- g. Proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program** BOG-Jan31/23-23

MOTION:

THAT the Board of Governors approve the proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Sustainable Innovation", effective May 2023.

- h. Proposal to add a new stream in Strategic Leadership to the existing Master of Business Administration program** BOG-Jan31/23-24

MOTION:

THAT the Board of Governors approve the proposal to add a new stream in Strategic Leadership to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Strategic Leadership", effective May 2023.

- i. Proposed changes to the Master of Arts and Doctor of Philosophy in English Programs** BOG-Jan31/23-35

MOTION:

THAT the Board of Governors approve the proposed changes to the Master of Arts in English program, as described in the document "Department of English Course Offering Changes", effective May 2023.

THAT the Board of Governors approve the proposed changes to the Doctor of Philosophy in English program, as described in the document "Department of English Course Offering Changes", effective May 2023.

- j. Status Report on Capital Projects** BOG-Jan31/23-01a

7. Finance Committee (Paul Ramsey)

- a. University of Victoria Staff Pension Plan: Statement of Investment Policies and Procedures** BOG-Jan31/23-36

MOTION:

THAT the Board of Governors approve the proposed amendments to the University of Victoria Staff Pension Plan Statement of Investment Policies and Procedures, effective immediately.

- b. University of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 20, 2022** BOG-Jan31/23-12

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

REGULAR

8. President's Report

9. External Relations Update

BOG-Jan31/23-14

10. Other Business

Adjournment



University
of Victoria

Board and Board Committee Meetings Monday November 28 and Tuesday November 29, 2022

Open Session

Tuesday November 29, 2022 11:00 a.m.

Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

- Present:** Chekwube Anyaegbunam, Shailoo Bedi, Josh Blair (for part), Brian Cant, Christina Clarke, Ree Emery, Kevin Hall, Erinn Pinkerton, Paul Ramsey, Jyoti Stephens (for part), Carrie Andersen (Secretary)
- By Invitation:** Elizabeth Croft, Tony Eder (for part), Chris Horbachewski, Lisa Kalynchuk, Kimberley Kennard (Board Coordinator) Kristi Simpson, Robina Thomas
- Regrets:** Merle Alexander, Keith Barbon, Marion Buller, Adam Monahan, Monica Prendergast

1. Approval of Agenda

MOTION: (P. Ramsey/J. Blair)

THAT the agenda of the open session of the regular meeting of November 29, 2022 be approved.

CARRIED

2. Approval of Summary Record of the Meeting held October 4, 2022

MOTION: (P. Ramsey/S. Bedi)

THAT the summary record of the open session of the regular meeting held October 4, 2022 be approved.

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

P. Ramsey opened the meeting with a territorial acknowledgement. He spoke about the annual Joint Senate and Board Retreat held on November 28 and said it was an opportunity to learn more about the Declaration on the Rights of Indigenous Peoples Act and what reconciliation means for the university.

5. Correspondence

There was none.

6. President's Report

Kevin Hall, President and Vice-Chancellor noted recent student success stories beginning with the launch of the UVic ORCASat satellite launch on November 26 heading for the International Space Station where it would be deployed to collect data

for 19 months. The women's field hockey team won their fourth straight national title sending head coach Lynne Beecroft into retirement on the highest note after 39 seasons. Women's rowing won their first banner in ten years.

Equity Action Plan

K. Hall provided an update on the launch of the Equity Action Plan following 18 months of consultation and development.

President's Leadership Council

70 leaders across campus attended a workshop focused on the Equity Action Plan.

Five Days of Action

From November 14-18, 2022 faculty, staff and students participated in the Five Days of Action. Attendees were encouraged to listen, reflect, dialogue, engage and take action over the five days.

Fall 2022 Convocation

On November 9 and 10, over 1400 degrees, certificates and diplomas were awarded along with three honorary degrees. K. Hall thanked Chancellor Buller.

Town Hall

More than 400 staff and faculty attended to share about some of the university's recent achievements, challenges, opportunities. In response to a question about the main themes of the questions that were received, K. Hall noted topics such as the financial situation, the Equity Action Plan, reconciliation commitments, and how support and funding would be provided for initiatives coming through the new strategic plan.

7. **External Relations Update** BOG-Nov29/22-14
C. Horbachewski introduced the report and highlighted events happening on Giving Tuesday, the world's largest generosity movement.

CONSENT

8. **Operations and Facilities Committee (Shailoo Bedi)**
- a. **New and Revised Awards** BOG-Nov29/22-10
- MOTION:**
THAT the Board of Governors approve new and revised undergraduate and graduate awards set out in the attached documents and listed below:
- Wendy Diane Esdale Undergraduate Scholarship* (New)
 - Wendy Diane Esdale Graduate Scholarship* (New)

- *Wendy Diane Esdale Bursary* (New)*
- *Carol Ann Mitchell Undergraduate Scholarship* (New)*
- *Carol Ann Mitchell Bursary* (New)*
- *Carol Ann Mitchell Graduate Scholarship* (New)*
- *Jack & Doris Horne Memorial Bursary* (New)*
- *Jacob Noseworthy Memorial Scholarship (New)*
- *Holly Tuokko Undergraduate Research Scholarship (New)*
- *Catherine O. Cameron Memorial Scholarship * (Revised)*
- *Sellemah Scholarship (Revised)*
- *Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization* (New)*
- *Bibi K. Khan Award (New)*
- *Henry J. Warkentyne Scholarship in Applied Linguistics* (Revised)*
- *Dr. Margaret "Marmie" Perkins Hess Grad Fellowships in Earth, Ocean, Astronomy and Environmental Sciences (Revised)*
- *Brian Grieve Entrance Scholarship* (New)*
- *Beier Memorial Award* (Revised)*
- *Promise Bursary (Revised)*
- *Cindy Kung Memorial Award for Women in Health Information Science (Revised)*
- *CSSE/EIC Vancouver Island Award (Revised)*
- *Student Crisis Fund (Revised)*
- *Edson-Simpson Graduate Scholarship in Nursing (Revised)*
- *Plint Scholarship* (Revised)*
- *Salish Weave Indigenous Legal Scholar Award (New)*
- *Don Ingham Memorial Scholarship (Revised)*
- *Blake, Cassels & Graydon First Year Achievement Prize (Revised)*
- *Blakes LLP Legal Research and Writing Prize (New)*
- *Trudy and Doug Peden Vikes Women in Sport Award* (New)*
- *John Gough Scholarship for Studies in the History of the Environment* (New)*
- *Fanny Williams Huu-ay-aht First Nation Scholarship (Revised)*
- *Helen Pitt Fine Arts Bursary (Revised)*
- *E. Harvey Richardson Bursary (Revised)*
- *PH&N Institutional Undergraduate Scholarship (New)*
- *Blakes LLP First Year Achievement Prize (Revised)*
- *Blakes LLP Legal Research and Writing Prize (New)*
- *Ted Whelen Graduate Scholarship in Public Administration* (Revised)*
- *PH&N Institutional Graduate Scholarship (New)*
- *Helen Pitt Fine Arts Graduate Scholarship (Revised)*
- *Museum Studies Award in Memory of Dr. Daniel Gallacher (Revised)*
- *CIC Victoria Scholarship (New)*
- *Peter Coy Scholarship in Music (New)*
- *Vivian Marshall and Rob Morris Memorial Music Award* (New)*

- *Geraldine G. Goode Scholarship (New)*
- *Brittany Waters and Barbara Mervin LeadHERship Award* (New)*
- *Howard & Donna Denike Memorial Award* (Revised)*
- *Sto:lo Legacy Scholarship (Revised)*
- *Eleanor Mitchell Allen Award in Nursing* (New)*
- *Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)*
- *ÁTOL,ÁNW: A Season of Just and Fair Treatment Award* (Revised)*
- *Anthany Dawson Justice Award* (Revised)*
- *Gold Medal for Outstanding Doctoral Dissertation in the Humanities*
- *Gold Medal for Outstanding Master's Thesis or Project in the Humanities*
- *Ross Ian Storey Graduate Scholarship* (New)*
- *Doreen Sutherland Undergraduate Award for Permanent Residents, Protected Persons & Refugee Women in Health Information Science* (New)*
- *Julia Alice Saddington Memorial Scholarship* (Revised)*
- *Terry Daniels Scholarship* (Revised)*
- *30 by 30 Women in Engineering Award* (Revised)*
- *Kelly Curtis Memorial Teaching Award* (Revised)*
- *William G. Bender Scholarship* (Revised)*
- *Ratcliff LLP Indigenous Law Scholar Award (Revised)*
- *Sam and June Macey Graduate Scholarship in English or History* (Revised)*
- *T'Lat'Lakul Dr. Trish Rosborough Memorial Scholarship in ILR* (Revised)*
- *Woodward & Co. Indigenous Law Scholar Award (Revised)*
- *Lewis J. Clark Memorial Scholarship* (Revised)*
- *Douglas and Jennifer Mann Scholarship* (New)*
- *Clark Wilson Recruitment Inclusion Award (Revised)*
- *IEEE Pacific Rim Vijay Bhargava Scholarship* (Revised)*
- *Betty and Gilbert Kennedy Scholarship in Music* (Revised)*
- *Doreen J. Renton Bursary* (New)*
- *G. Neil Perry Award in Public Administration* (Revised)*
- *Jacob Kerr Scholarship (Revised)*
- *Kathleen B. Tobin Memorial Award* (Revised)*
- *Pacific Coast Swimming Vikes Women's Swim Award* (New)*
- *Steven P. Starkovich Opportunity Entrance Award (Revised)*
- *Ted L. McDorman Annual Entrance Scholarship in Law (New)*
- *Madame Berangere Steel Memorial Award* (Revised)*
- *Ken Woods Vikes Women's Basketball Award* (New)*
- *Graeme Jackson Award (Revised)*
- *Pratt-Short Memorial Scholarship* (Revised)*
- *Bill Buckwold/Jennifer Richardson Award* (Revised)*
- *Susanne Loven Scholarship (New)*

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- b. Proposal to Discontinue Combined English Honours and Medieval Studies Minor** BOG-Nov29/22-17

MOTION:

THAT the Board of Governors approve the proposal to discontinue the combined English Honours and Medieval Studies Minor, as described in the document “Combined English Honours and Medieval Studies Minor-Discontinuation”, effective May 2023.

- c. Proposal to Discontinue the Latin American Literary and Cultural Studies Program** BOG-Nov29/22-21

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Latin American Literary and Cultural Studies program, as described in the document “Discontinuance of Latin American Literary and Cultural Studies”, effective May 2023.

- d. Proposal to Change the Name of the Latin American Interdisciplinary Studies Program to Latin American Studies** BOG-Nov29/22-22

MOTION:

THAT the Board of Governors approve the proposal to change the name of the Latin American Interdisciplinary Studies program to Latin American Studies, as described in the document “Title Change to LAS Interdisciplinary Program”, effective May 2023.

- e. 2021/22 Annual Report on the Status of External Reviews of Academic Units** BOG-Nov29/22-11

- f. Due Diligence Report – Facilities Management** BOG-Nov29/22-08

- g. Status Report on Capital Projects** BOG-Nov29/22-07a

9. Executive and Governance Committee (Merle Alexander)

- a. Appointment to the Joint Senate and Board Retreat Committee**

MOTION:

THAT the Board of Governors appoint Brian Cant, Rebekah Dueck and Paul Ramsey to the Joint Senate Board Retreat Committee for 2023/2024.

Pro Forma Motion: (P. Ramsay/R. Emery)

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

CARRIED

REGULAR

10. Operations and Facilities Committee (Shailoo Bedi)

a. Establishment of Term ECS-CAPI Chair in Inclusive Science, Technology and Engineering BOG-Nov29/22-18

S. Bedi stated that Elizabeth Croft, Vice-President Academic and Provost had introduced the recommendation to establish the ECS-CAPI Chair. The Chair will contribute to the university's commitment to equity, diversity and inclusion.

MOTION: (S. Bedi/B. Cant)

THAT the Board of Governors approve the establishment of the ECS-CAPI Chair in Inclusive Science, Technology and Engineering in the Faculty of Engineering and Computer Science and Centre for Asia-Pacific Initiatives for a five-year term, from July 1, 2022 to June 30, 2027.

CARRIED

b. 2022/23 Enrolment Analysis Report BOG-Nov29/22-13

S. Bedi noted that Tony Eder, Executive Director provided an overview of the 2022/23 enrolment.

c. Report on Student Financial Aid 2021/22 BOG-Nov29/22-12

S. Bedi stated that T. Eder presented the report.

d. Updates to the Records Management Policy (IM7700) BOG-Nov29/22-01

S. Bedi introduced the amended policy.

MOTION: (S. Bedi/B. Cant)

THAT the Board of Governors approve the Updates to the Records Management Policy (IM7700) effective immediately.

CARRIED

e. Revisions to the Naming of Facilities and Physical Assets Policy (BP3100) to Incorporate Indigenous Naming BOG-Nov29/22-23

S. Bedi introduced the amended policy.

MOTION: (S. Bedi/R. Emery)

THAT the Board of Governors approve the Revisions to the Naming of Facilities and Physical Assets policy (BP3100) to incorporate Indigenous Naming, effective immediately.

CARRIED

11. Presentation on University Rankings

Tony Eder, Executive Director Academic Resource Planning joined the meeting. Lisa Kalynchuk, Vice-President Research and Innovation and T. Eder provided a presentation on university rankings.

Following the presentation, a discussion took place. T. Eder emphasized that going forward the university can use new tools and expertise, build on strengths, target weaknesses and grow strategically.

12. Other Business

There being no other business, the meeting adjourned at 11:55 a.m.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 18, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft, Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read 'Elizabeth Croft'.

cc: President and Vice-Chancellor

Meeting Date: January 31, 2023

Subject: New and Revised Awards

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

Strategic Relevance: New and revised awards support Strategic Framework strategy 1.1 to recruit and maintain talented students, as well as our student recruitment and retention strategies outlined in the Strategic Enrolment Management Plan. Awards, including competitive entrance scholarships and bursaries, enable the university to continue to attract, recruit and retain a diverse community of outstanding students.

Previous Consultation: The Senate Committee on Awards reviewed the proposed awards and recommended their approval by Senate. At their December 2, 2022 and January 6, 2023 meetings, Senate approved the awards and recommended 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:

- Adeline Julianne Deloume Memorial Scholarship* (Revised)
- Child & Family Counseling Association of Greater Victoria Scholarship* (Revised)
- Chuck Curtis Memorial Scholarship* (Revised)
- COYA Scholarship (New)
- Greater Victoria Chamber 1863 Impact Award* (New)
- University of Victoria International Entrance Scholarship (Revised)
- Myrna and Terry Daniels Award in Indigenous Education* (New)
- Stephen and Harriet Wender Scholarship* (New)
- VIES Leaders' Entrance Award* (New)
- William and Gladys Partridge Award in Child Care* (Revised)
- Betty Anne Montgomery Memorial Award (New)
- Jan Huggan Undergraduate Nursing Award (New)
- Jan Huggan Nursing Award for Protected Persons, Refugees & Permanent Residents (New)
- WestGrid Scholarship for Undergraduate Indigenous Students (New)
- WestGrid Scholarship for Graduate Indigenous Students (New)
- John Michael Brownutt Graduate Scholarships* (Revised)
- Marilyn (Leslie) Kan & John Yau Hang Award for Undergraduate Indigenous Law Students* (New)
- Ratcliff LLP Indigenous Law Scholar Award (Revised)
- Joyce Family Foundation Award for Indigenous Students* (Revised)
- Vancouver Security Traders Association (VSTA) Finance Award (Revised)
- Edson-Simpson Award in Nursing (New)
- Susan Patricia Phillips Memorial Prize (New)
- Alan Steven John Awards in Visual Arts (New)
- Peter Liddell Award in Humanities Computing* (Revised)
- Hugh and Lilian Salmond Engineering Award* (Revised)
- Perry Shawana Graduate Scholarship* (Revised)
- Aloise & Aurora Garcia Gilbert Victory Award (New)
- Gildardo & Lucia Garcia-Alvarez Vikes Rowing Award (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
- Inuit Women Legal Scholar Award (Revised)
- Anthany Dawson Justice Award* (Revised)
- Francis Woods Memorial Scholarship (New)
- David F. Strong Research Scholarship* (Revised)
- Costco Canada Undergraduate Scholarship* (Revised)
- Victoria Pride Award in Honour of David Tillson* (Revised)
- Sydney G. Pettit Scholarship* (Revised)

- Thomas Henry (Harry) and Doris Collom Scholarship* (Revised)
- John H. Rennie Scholarship in Business* (Revised)
- Lilia Zaharieva Award in the School of Child and Youth Care (New)
- Hugh and Lilian Salmond Scholarship in Biochemistry and/or Microbiology (Revised)
- Dr. Nandi Scholarship (New)
- Vikes International Athlete Award (Revised)

**Administered by the University of Victoria Foundation*

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

Attachment(s): Terms for New and Revised Awards

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~~

Adeline Julianne Deloume Memorial Scholarship* (Revised)

~~One or more Two~~ scholarships of \$300 each are awarded to academically outstanding undergraduate students ~~of different genders~~ who attain the highest grades in French in their first or second year in French and Francophone Studies courses who are proceeding towards a major or honours degree and who intend to continue studies in French and Francophone Studies. ~~Additional scholarships may be presented to students in the Major and Honours programs up to a total of \$2500.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of French and Francophone Studies.

Child & Family Counseling Association of Greater Victoria Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students in the School of Child and Youth Care. Preference will be given to students who are dedicated to advocacy on behalf of families with children and youth and to those who assist in building capacity at the community level for children and youth in transition in BC. Students may submit a statement (max 350 words) outlining their advocacy or capacity building experience. Applications are submitted through the on-line application via My page under Student Awards and Financial Aid a student's Online Tools

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

Chuck Curtis Memorial Scholarship* (Revised)

A scholarship is awarded to an academically outstanding undergraduate student entering third or fourth year of the Child and Youth Care program who shows professional promise as indicated by excellence in Child and Youth Care practice (e.g., high achievement in practica coursework, notable contribution in volunteer/community involvement). Students may must submit a letter of reference (max 350 words) outlining their volunteer/community experience. Applications are submitted through the on-line application via My page under Student Awards and Financial Aid scholarship application accessed via a student's Online Tools.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care, ~~and the B.C. Child and Youth Care Services Association's Victoria Region Executive.~~

COYA Scholarship (New)

A scholarship is awarded to an academically outstanding Indigenous undergraduate student born on Turtle Island (North America, including all areas from Mexico to Alaska) entering the Faculty of Education who has demonstrated financial need. Applications are submitted through the on-line scholarship application accessed via a student's Online Tools.

Greater Victoria Chamber 1863 Impact Award* (New)

One or more awards of \$2,000 each are given to undergraduate students entering the University of Victoria from a Canadian secondary school, college or university who have demonstrated financial need. Preference will be given in the following priority:

1. Student(s) who are dependants of members of the Greater Victoria Chamber of Commerce
2. Student(s) who self-identify as members of groups with historical and/or current barriers to equity, including, but not limited to:
 - Canadian-born First Nations, Métis and Inuit peoples, and all other Canadian-born Indigenous peoples;
 - members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin;
 - persons with visible and/or invisible (physical and/or mental) disabilities; and
 - persons of marginalized sexual orientations, gender identities and gender expressions.
3. Students who demonstrate financial need.

University of Victoria International Entrance Scholarship (Revised)

One or more ~~20~~ scholarships with a value of at least \$5,000 ~~of \$10,000~~ are awarded to academically outstanding international students entering the first year of an undergraduate degree program at the University of Victoria.

Myrna and Terry Daniels Award in Indigenous Education* (New)

One or more awards of \$2,000 each are given to Canadian-born Indigenous undergraduate students in the Faculty of Education entering or continuing in the Bachelor of Education in Indigenous Language Revitalization (BEd ILR) program. Applicants must submit a statement (a maximum of 500 words) describing their interest in/aspiration to become a K-12 teacher. Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible. Preference will be given to students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Stephen and Harriet Wender Scholarship* (New)

One scholarship is awarded to an academically outstanding graduate student in the Faculty of Humanities, with a preference for a student with demonstrated financial need. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Humanities.

VIES Leaders' Entrance Award* (New)

One or more awards of at least \$2,000 each, if allowed by the available endowment funding, are given to undergraduate students who:

- Are entering the Faculty of Engineering and Computer Science,
- have graduated from a Canadian high school and,
- have demonstrated academic merit (weighted at 75% of the adjudication) and extra-curricular accomplishments (weighted at 25% of the adjudication) in one or more of the following areas: engineering or software design, fine arts, athletics, leadership or entrepreneurship.

Applicants must submit a summary describing their accomplishments (maximum 300 words), and a letter of reference from someone not related to them, who can attest to the aforementioned activity.

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

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

An award is given to the undergraduate student in the School of Child and Youth Care who has the highest grade in CYC 423 or equivalent course 24. This award may go to a graduating student. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care.

Betty Anne Montgomery Memorial Award (New)

One or more awards of at least \$1,000 each are given to entering, transferring or continuing undergraduate students with a visual impairment and demonstrated financial need, with a preference for a mature student.

Jan Huggan Undergraduate Nursing Award (New)

One or more awards are given to women undergraduate students in the School of Nursing who are single parents. Preference is for students with demonstrated financial need. Students registered in at least 4.5 units per term are eligible for this award. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

Jan Huggan Nursing Award for Protected Persons, Refugees & Permanent Residents (New)

One or more awards are given to undergraduate students in the School of Nursing. Preference will be given in the following order:

- students who have protected person or refugee status, with preference for students who have financial need
- students who have Canadian permanent residency status, with preference for students who have financial need
- all other students, with preference for students who have financial need

Applicants meeting preference #1 must submit a letter from the Manager, International Student Advising that confirms protected person or refugee status.

Students in nursing registered in at least 4.5 units per term are eligible for this award. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

WestGrid Scholarship for Undergraduate Indigenous Students (New)

A scholarship of at least \$10,000 is awarded to an academically outstanding Canadian-born Indigenous undergraduate student entering the University of Victoria.

WestGrid Scholarship for Graduate Indigenous Students (New)

A scholarship of at least \$10,000 is awarded to an academically outstanding Canadian-born Indigenous graduate student entering the University of Victoria.

John Michael Brownutt Graduate Scholarships* (Revised)

One or more scholarships are awarded to academically outstanding Indigenous Aboriginal (First Nation, Status, Non-Status, Inuit and Metis) graduate students at the University of Victoria. Students must have demonstrated community involvement. Applications may be obtained from The Faculty of Graduate Studies, Office of the Dean Office of Indigenous Academic and Community Engagement (IACE) and must be submitted to that office by July September 15th. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Marilyn (Leslie) Kan & John Yau Hang Award for Undergraduate Indigenous Law Students* (New)

An award is given to a Canadian-born Indigenous undergraduate student entering or continuing in the JD/JID program who has demonstrated financial need and who has a dependant child/children living at home. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Ratcliff LLP Indigenous Law Scholar Award (Revised)

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

Joyce Family Foundation Award for Indigenous Students* (Revised)

One or more awards of at least \$5,000 each and not more than to \$8,000 each are given to continuing Indigenous undergraduate students entering UVic and who:

- are Canadian citizens were born in or are permanent residents of Canada,
- have lived in B.C. for at least 3 years, and
- have demonstrated financial need,
- submit a letter of reference (max 350 words) from an individual not related to the applicant who is aware of the student's personal circumstances and can speak to their resilience in the face of adversity and potential for success in their post-secondary studies, and
- are committed to working with a mentor during the time they are a student at UVic. Examples of mentorship can include, but not be limited to: participating in First Peoples House programs and activities, attending community and cultural events, learning from Elders.

Preference will be given to students who have graduated from high school within the last five years and have not received qualified for funding from their First Nation Band or an Indigenous organization. Students may receive this award more than once.

To be automatically renewed a student must have completed a total of 12.0 or more graded units in any two terms of study between May and April and maintained a GPA of 3.0/9.0 or higher and be working with a mentor. The award is automatically renewed for each year of the student's study until completion of a first undergraduate degree or for a maximum of three years, whichever is the shorter period.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 3.0/9.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

Vancouver Security Traders Association (VSTA) Finance Award Scholarship (Revised)

One or more awards are given scholarships are awarded to academically outstanding undergraduate students continuing in the Peter B. Gustavson School of Business who have an interest in pursuing a career in the financial industry. Students must be enrolled in, or have taken, the Applied Investment Management (AIMC) course. Preference is given to students who are members of groups with historical and/or current barriers to equality including, but not limited to,

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

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

Edson-Simpson Award in Nursing (New)

Up to three awards of \$10,000 each are given to entering or continuing undergraduate or graduate students in the School of Nursing. Preference will be given in the following order:

1. students who have protected person or refugee status
2. students who have Canadian permanent residency status
3. students who are planning to work in the field of nursing in the refugee or immigrant context

If there are no eligible applicants, the award will not be disbursed in that academic year.

Applicants meeting preference #1 must submit a letter from the Manager, International Student Advising, that confirms protected person or refugee status.

Undergraduate students in nursing registered in at least 4.5 units per term are eligible for this award. Undergraduate students apply via the online application by May 31. For graduate students, applications must be submitted to the School of Nursing department office by August 31.

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

Additions are underlined
Deletions are ~~struck through~~

Susan Patricia Phillips Memorial Prize (New)

A prize is awarded to an undergraduate student who has achieved the highest standing in a first-year Japanese language course, with preference for a student with no prior knowledge of Japanese.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Pacific and Asian Studies.

Alan Steven John Awards in Visual Arts (New)

Three awards of \$9,000 each are given to undergraduate students entering second year in the Department of Visual Arts with a minimum GPA of 4.0/9.0 and who:

- have demonstrated financial need
- are Canadian citizens, and
- graduated from a high school in BC.

Preference is for students with an interest in painting or sculpture and who are under 30 years of age when entering second year and a further preference is for at least one recipient to be a Canadian-born Indigenous student.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

To be automatically renewed a student must have completed a total of 12.0 or more units in any two terms of study between May and April and maintained a grade point average of 4.0/9.0 or higher on the best 12.0 units. The scholarship is automatically renewed for each year of a student's full-time study until the completion of a first degree or for a maximum of two years, whichever is the shorter period. A student whose grade point average falls below 4.0/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the award.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12.0 or more units in two terms, provided they have a grade point average of 4.0/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, nor 80% of a full course load for more than one term may forfeit their award.

Peter Liddell Award in Humanities Computing* (Revised)

One or more awards, of at least \$1,000 each, are given to undergraduate students in third or fourth year or graduate students in the Faculty of Humanities, who have completed a project within the context of a humanities course or research project that makes a significant creative or innovative contribution to humanities computing. Individual and team projects are eligible. In the case of a team project, the award will be divided equally among team members. For teams of undergraduate students, a majority of the students must be in fourth year. ~~single Humanities computing project that makes a significant creative or innovative contribution.~~ Graduating and part-time students (minimum 1.5 units per term for graduate students and registered in a minimum of 6.0 units for credit in two terms for

undergraduate students) are eligible.

Examples of project types include, but are not limited to:

1. an on-line edition of a test demonstrating appropriate use of technology,
2. a website in lieu of a term paper,
3. text analysis research answering a research question,
4. novel applications of existing technology to a humanities research question.

Winning projects must fulfill the following criteria:

1. the project must be done as a part of humanities course or research project,
2. the project must have a faculty sponsor,
3. the project must be complete and working rather than a work-in-progress,
designs do not qualify,
4. the electronic interface must function properly,
5. the interface must be visually attractive and
6. the project must demonstrate sound principles with regard to accessibility and
digital humanities practice.

~~Winning projects must fulfill the following criteria:~~

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

Applications must be submitted to humsassistant@uvic.ca by March 31. If the deadline falls on a weekend, the application is due the following Monday.

~~Nomination forms may be obtained from the Office of the Dean of the Faculty of Humanities and must be submitted to that office by March 31st.~~

Approval of undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Humanities. Approval of graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Dean of the Faculty of Humanities.

Hugh and Lilian Salmond Engineering Award Scholarship* (Revised)

~~A One or more awards scholarship of at least \$1,000 each \$1,100 and another of at least \$900 are awarded annually to undergraduate students or groups of undergraduate students in entering the third or fourth year of a program in the Faculty of Engineering and Computer Science. Preference is for students Special consideration will be given to candidates who have contributed to an innovative and practical engineering design with special emphasis on solar or other alternative energy sources, or work in low-polluting energy systems. In the case where multiple students work on the same project, the award will be split evenly among all team members.~~

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

Perry Shawana Graduate Bursary Scholarship* (Revised)

~~One or more scholarships bursaries are awarded to academically outstanding full-time or part-time graduate students in the LLM program in the Faculty of Law. Part-time students~~

(fewer than 3.0 units per term) are eligible to receive this scholarship. Preference is for students with financial need.

Approval of the recipient(s) is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Law.

Aloise & Aurora Garcia Gilbert Victory Award (New)

One award is given to an undergraduate student who competes on the Vikes Women's Varsity Rowing team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Varsity Head Coach in consultation with the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport.

Gildardo & Lucia Garcia-Alvarez Vikes Rowing Award (Revised)

One award is given to an undergraduate student who competes on the Vikes Men's Varsity Rowing team ~~or the Vikes Women's Varsity Rowing team~~ at the University of Victoria. ~~The award will alternate yearly between the Men's and Women's teams.~~ Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Varsity Head Coach in consultation with the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport. ~~Director of Athletics and Recreation in consultation with the Varsity Head Coaches and the Associate Director, Sport.~~

Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)

One or more scholarships of at least ~~\$12,500~~ ~~\$9,000~~ each are awarded to academically outstanding Canadian-born Indigenous undergraduate students entering the Faculty of Law JD/JID program ~~who have demonstrated academic excellence.~~

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

Inuit Women Legal Scholar Award (Revised)

One ~~or more~~ awards of at least ~~\$5,000~~ \$20,000 is given to an entering or continuing undergraduate woman or two-spirit Inuit students in the Faculty of Law who has demonstrated leadership experience in their school or community. ~~Students~~ Applicants will be considered based on their Law admissions application. Payment of the award will be in two equal installments, half in Term 1 and half in Term 2 of the Winter Session.

The award is eligible to be renewed, at a value of ~~at least \$5,000~~ \$20,000 for each year of the student's study in the Faculty of Law until completion of the degree, or for a maximum of three years, whichever is the shorter period. To be renewed a student must pass the academic year by the faculty standards. The student must also have demonstrated, in the opinion of the Director of the JD/JID Program and/or the Associate Dean of Academic and Student Relations, ongoing commitment to leadership and achievement, whether this be in their home community or school community, amongst their peers, through their academic, extracurricular or personal pursuits.

Students registered in a co-op or work experience work term will be renewed when they next complete 12.0 or more ~~academic~~ units for credit in two terms, provided they remain in academic good standing. Any student who takes neither a co-op, work experience work-

term, nor ~~academic units~~ 80% of a full course load for more than one term may forfeit their scholarship.

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

Anthony Dawson Justice Award* (Revised)

One award is given to ~~a an~~ Canadian-born Indigenous ~~Aboriginal~~ full-time undergraduate or graduate student taking courses in a discipline related to justice in any of the following: Social Work, Child and Youth Care, Law, Political Science, Institute of Dispute Resolution, or Indigenous Governance. Students must submit a one-page letter outlining their ~~The student must have demonstrated~~ community or leadership involvement. ~~Graduate applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th.~~ Undergraduate students may apply via the online application by May 31st.

Graduate applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th.

In the case of an undergraduate student, approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE). ~~In the case of a graduate student,~~ approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of IACE.

Francis Woods Memorial Scholarship (New)

One or more scholarships are awarded to academically outstanding graduate students in the Department of History, with preference for students with financial need. Further preference is for students who are Canadian-born First Nations, Métis or Inuit peoples.

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

David F. Strong Research Scholarship* (Revised)

~~One or more (1)~~ David F. Strong Research Scholarships will be awarded to academically outstanding graduate student(s) who currently hold a Canadian federal research council award valued between \$17,500 and \$35,000. These awards are tenable for one year only.

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

Costco Canada Undergraduate Scholarship Bursary* (Revised)

One or more ~~scholarships~~ bursaries are awarded to academically outstanding ~~full-time~~ undergraduate students from Greater Victoria who are entering or continuing into second or third year in the Peter B. Gustavson School of Business and who have demonstrated financial need. ~~Students may receive this bursary more than once.~~

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.

Victoria Pride Award Bursary in Honour of David Tillson* (Revised)

One award is given ~~or more bursaries are awarded to an~~ undergraduate ~~or graduate~~ students with demonstrated financial need who self-identify ~~identifies~~ as lesbian, gay, bisexual, transgender, two-spirited, gender non-binary, queer, questioning or asexual.

Sydney G. Pettit Scholarship Bursary* (Revised)

One or more scholarships are awarded ~~bursaries are awarded to~~ academically outstanding undergraduate students registered in a major or honours program in the Department of History who have demonstrated financial need.

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

Thomas Henry (Harry) and Doris Collom Scholarship Bursary* (Revised)

One ~~Three or more~~ scholarships are ~~bursaries will be awarded to~~ academically outstanding undergraduate students continuing in the Faculty of Science or the School of Music who have demonstrated financial need. The scholarship will be disbursed on a rotating basis, beginning with the Faculty of Science, entering second or third year in music. If there are insufficient qualified music students, bursaries will be awarded to second or third year science students. First preference will be given to students born in British Columbia and second preference to students born in or the United Kingdom.

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 School of Music.

John H. Rennie Scholarship Bursary in Business* (Revised)

One or more scholarships ~~bursaries are awarded to~~ academically outstanding undergraduate students continuing proceeding to year in three or four of the Bachelor of Commerce program who have demonstrated financial need. The bursaries are renewable for one year if the student remains eligible. Graduating students and part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible.

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

Lilia Zaharieva Award in the School of Child and Youth Care (New)

One or more awards, of a minimum of \$1,000 each, are given to entering, transferring or continuing undergraduate students in the School of Child and Youth Care with demonstrated financial need and who have been actively involved in volunteering or paid employment in advocacy work on behalf of children/youth facing adversity. Preference is for students who have lived experience in foster care or out-of-home/alternative care.

Applicants must submit a description (maximum 300 words) describing their volunteer or paid advocacy work on behalf of children/youth facing adversity.

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

Hugh and Lilian Salmond Scholarship Bursary in Biochemistry and/or Microbiology (Revised)

One or more scholarships are awarded to academically outstanding undergraduate ~~Two~~

~~awards are made annually, on the basis of financial need and academic performance, to students participating in a major or honours programs in biochemistry and/or microbiology and who have demonstrated financial need. which bear on the human conditions (1) such as respiratory diseases—particularly asthma, bronchial asthma, etc. and (2) with special emphasis on the body's immune system and allergic reactions.~~

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

Dr. Nandi Scholarship (New)

One scholarship of \$ 2,000 is awarded to an academically outstanding undergraduate student who is entering or transferring into the Electrical and Computer Engineering program.

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

Vikes International Athlete Award (Revised)

~~An~~ One or more awards of \$40,000, payable at \$10,000 per year over 4 years, ~~is~~ are given to an international undergraduate students entering or transferring to UVic and who competes on any Vikes Varsity team at the University of Victoria.

The award is automatically renewed for each year of a student's full-time study until the completion of the first degree or for a maximum of three years, whichever is the shorter period, provided they meet and maintain U SPORTS eligibility requirements.

~~The a~~Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 16, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read 'Elizabeth Croft'.

cc: President and Vice-Chancellor

Meeting Date: January 31, 2023

Subject: Proposed changes to the Major, Honours, and Minor programs in English

Basis for Jurisdiction: Senate Committee on Planning meeting October 5, 2022
Senate meeting on November 4, 2022

Strategic Relevance:

The proposed changes to the Major, Honours, and Minor programs in English align 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 proposed changes to the Major, Honours, and Minor programs in English, as described in the document "English Curriculum Revision", effective May 2023.

Background:

Historically, the Department of English has offered an excellent education in the study of literature in English. The Department's disciplinary investment in the imaginative, aesthetic, and persuasive uses of language across time and place makes it inherently pluralistic and open to innovation and the challenges, possibilities, and experiences of our particular time and place. When the Department expanded in the early 1970s it decisively embraced the emergent study of African, Caribbean and Indian literatures of the postcolonial moment. In the late 1980s and early 1990s, the Department turned also to the interdisciplinary study of culture envisioned by the discipline of Cultural Studies. In the past twenty years, our courses have increasingly included Indigenous literatures. More recently, the Department has also promoted the study of media and rhetoric more broadly. The record of the Department's responsiveness to developments in the discipline testifies to its understanding of its mission to transmit the reading, writing, speaking, and critical-thinking skills that are vital attributes of democratic citizenship.

The Department of English has not undergone a wholesale curriculum revision since 1992, and incremental changes over the past 30 years have resulted in an unwieldy course roster that has lost its structural integrity. Many of the most popular courses that reflect recent trends in the field are taught under the Special Topics rubrics. More importantly, the current curriculum's emphasis on literary history does not reflect the state of the field, which values approaching literature and culture from different formal, theoretical and thematic perspectives in addition to historical ones. In order to update the English curriculum to keep pace with the state of the field and reflect what instructors actually teach, the Department proposes a revision that includes a new course roster, revised program requirements, and a new course code.

It is anticipated that the proposed curriculum will recruit new students to the Major and encourage others outside the Department and even the Faculty of Humanities to take more English courses as electives. Students interested in pursuing graduate school in English will still be able to study the historical development of the discipline, but students interested in different career possibilities can tailor the program to their interests and discover new interests along the way. Students outside the faculty may be interested in taking an elective in another of our new courses organized around theme, form, or genre. The proposed curriculum will not interfere with the progression of current students through the programs because, in all cases, the requirements have been expanded, so all current courses will count toward the revised program requirements.

Attachment(s): November, 2022 Senate docket for the proposed changes to the Major, Honours, and Minor programs in English.



Date: November 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Major, Honours, and Minor programs in English**

At its meeting on October 5, 2022, the Senate Committee on Planning considered the proposed changes to the Major, Honours, and Minor programs in English.

The English Department's disciplinary investment in the imaginative, aesthetic, and persuasive uses of language across time and place makes it inherently pluralistic and open to innovation and the challenges, possibilities, and experiences of our particular time and place. Incremental changes over the past 30 years have resulted in an unwieldy course roster that has lost its structural integrity.

In order to update the English curriculum to keep pace with the state of the field and reflect what instructors actually teach, the Department proposes a revision that includes a new course roster, revised program requirements, and a new course code.

The following motion is recommended:

Motion: that Senate approves, and recommends to the Board of Governors that it also approve the proposed changes to the Major program in English, as described in the document "English Curriculum Revision".

Motion: that Senate approves, and recommends to the Board of Governors that it also approve the proposed changes to the Honours program in English, as described in the document "English Curriculum Revision".

Motion: that Senate approves, and recommends to the Board of Governors that it also approve the proposed changes to the Minor program in English, as described in the document "English Curriculum Revision".

Respectfully submitted,

2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Ms. Alyssa Jackson
Dr. Evanthia Baboula	Dr. Michelle Lawrence
Dr. Rustom Bhiladvala	Dr. Annalee Lepp
Dr. Alexandrine Boudreault-Fournier	Dr. Kin Fun Li
Dr. Alexandre Brolo	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Joban Raiwal
Ms. Andrea Giles	Ms. Ada Saab
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Cindy Holder	Dr. Jie Zhang

Dr. Sandra Hundza

Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

English Curriculum Revision

Submitted by:	Name and title	Email
Contact person	Luke Carson, Chair of English	englchr@uvic.ca
Dean or designate	Lisa Surridge, Humanities Associate Dean, Academic	humsada@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	October 3, 2022
Departmental approval	May 2, 2022
Faculty Curriculum Committee approval (HCASC)	Sept. 13, 2022
Faculty Council* approval *or equivalent Faculty voting body	Sept. 20, 2022

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	June 6, 2022
Executive Director, Co-operative Education and Career Services	June 7, 2022
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	August 19, 2022
Indigenous Academic and Community Engagement	September 6, 2022

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	

English Curriculum Revision

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)	Major, Honours, Minor Programs in English (ENSH) Faculty of Humanities, Department of English, Clearihue Building
Anticipated implementation date of change	May 2023
Name, title, phone number and e-mail address of contact person	Luke Carson, Department Chair Tel. 7235; e-mail: englchr@uvic.ca

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

Summary of Objectives and Major Changes:

Objectives:

- To expose students to a wider range of global English-language literatures, cultures and histories (such as Indigenous, Caribbean, African and Indian) than our current curriculum and program requirements, which rest solidly on the British literary tradition, permit.
- To prepare our students with the analytical, argumentative and writing skills necessary to the careers that, as English Majors or Honours students, they are likely to pursue in communications, teaching, editing, public writing, and librarianship, among other areas.
- To maintain excellence in preparing students for post-graduate studies in literature and associated fields as graduate programs in literature departments continue to broaden their offerings to include digital, media, genre and cultural studies.
- To follow through on the English Department's 2018 Academic Program Review recommendation that "first- and second-year offerings need to be reconfigured in order to lead students logically to the English major or minor."
- To ensure student success and retention by scaffolding skills development in writing, analysis and argumentation from year to year through the degree.
- To align the curriculum and future hiring with the Faculty of Humanities' and the University's commitment to decolonization and indigenization and to EDI goals.

These objectives require that we:

- de-emphasize the centrality of the British literary tradition (which begins with literature in Old English in the 7th century C.E.) by balancing it with global literatures written in English (such as Indigenous, Caribbean, African and Indian literatures).
- balance courses based on narrow distinctions of national and historical areas and genres (for example, ENGL429A: 20th-Century American Fiction to World War II) with courses that can range geographically and temporally among literary genres, forms, and themes. For example, ENSH 223: Narrative Worldmaking, as a formal and thematic

course, need not be confined to a national literature, a particular historical moment, a single genre, or one medium.

- develop a range of courses in genre, form and theme at the 200- and 300-levels that will require students to analyze a variety of literary and cultural materials using different methodologies and different modes of argumentation and persuasion.
- distinguish our 300- from our 400-level courses as different in kind; until this revision they were only distinct in terms of chronology, with 400-level tending to be courses in literature after 1900.
- scaffold the program from 1st year to 4th beginning with three new requirements for the Major and Honours programs: i) students must complete AWR as a pre- or co-requisite to 200-level courses; ii) they must take ENSH 200: Foundations of Writing Literary Criticism; iii) Majors are required to take one 400-level capstone seminar in a research topic and Honours students are required to take two.
- open our courses more generously to the literary dimensions of other traditional and digital media such as film, television and gaming in order to equip students with the analytical, argumentative and writing abilities they will require as they pursue employment in fields served by a solid foundation in the skill sets that are the focus of the literary study and of the Humanities.

Affected Programs: The English Department currently offers the following programs: PhD, MA, BA Major, BA Honours, BA Minor, and BA Minor in Professional Communications. This program change focuses on the BA Major, BA Honours, and BA Minor programs and is related to the graduate program change detailed in a separate proposal. We will be submitting separate course changes for our Professional Communications Minor in a subsequent cycle because the newly-hired Adviser for the program was only appointed in July 2022.

History: Since the founding of the University of Victoria, the Department of English has offered an excellent education in the study of literature in English. The Department's disciplinary investment in the imaginative, aesthetic, and persuasive uses of language across time and place makes it inherently pluralistic and open to innovation and the challenges, possibilities, and experiences of our particular time and place. When the Department expanded in the early 1970s it decisively embraced the emergent study of African, Caribbean and Indian literatures of the postcolonial moment. In the late 1980s and early 1990s, the Department turned also to the interdisciplinary study of culture envisioned by the discipline of Cultural Studies. In the past twenty years, our courses have increasingly included Indigenous literatures. More recently, the Department has also promoted the study of media and rhetoric more broadly. The record of the Department's responsiveness to developments in the discipline testifies to its understanding of its mission to transmit the reading, writing, speaking, and critical-thinking skills that are vital attributes of democratic citizenship.

Rationale: Despite serving UVic undergraduates for almost 60 years, the Department has not undergone a wholesale curriculum revision since 1992. In the intervening 30 years, the Department has added a Professional Communications Program, substantially revised our first year offerings, added new courses as the discipline changed, new faculty joined the department and current faculty developed new expertise, and it has retired courses as required by the Calendar guidelines. While these additions have been positive, these incremental changes have resulted in an unwieldy course roster that, like a house that has been remodelled too many times, has lost its structural integrity. For instance, many of the most popular courses that reflect recent trends in the field are taught under the Special Topics rubrics such as of ENGL 230: Literature and Culture I or ENGL 330: Literature and Culture II. In addition, some course offerings have become so granular that students might lose sight of the bigger literary historical picture (for instance ENGL 382: The Romantic Period I and ENGL 383: The Romantic Period II). More importantly, the current curriculum's emphasis on literary history does not reflect the state of the field, which values approaching literature and culture from different formal, theoretical and thematic perspectives in addition to historical ones. While English instructors already incorporate these cutting-edge approaches into their individual classes, the course roster and program requirements do not sufficiently reflect our current practices. In order to update the English curriculum to keep pace with the state of the field and reflect what instructors actually teach, the Department proposes a revision that includes a new course roster, revised program requirements, and a new course code (changes outlined below).

Value: The proposed curriculum will support the University's strategic frameworks and plans (as detailed in "Alignment"). In particular the new curriculum will 1) cultivate an extraordinary academic environment by updating the English program to accord with the latest approaches to literary studies; 2) work towards decolonization and pave the way for

Indigenization by complementing our emphasis on national literary histories with a core of courses organized around theme, form, and genre, since such courses allow for more diverse comparative, international and cross-cultural content than the national-historical model; 3) intensify dynamic learning by creating experiential, research-intensive capstone courses at the 400-level; and 4) recruit students to the major by offering pathways through the program that prepare the way for a variety of career possibilities.

Proposed Changes: The proposed course roster features two major changes from the current course list. First, the new roster differentiates the 300-level courses from the 400-level courses, which allows for the experiential, research-rich senior seminars. Second, the new course roster supplements the department's existing commitment to literary history with an additional set of courses organized around theme, form, and genre. These two changes involve reducing the number and broadening the content of traditional literary historical courses currently offered. Existing granular courses have been consolidated under more capacious course rubrics that will enable students to navigate the curriculum easily.

The proposed program requirements for Majors feature three significant changes. First, the proposed program requires Majors to take a 200-level foundational course on writing literary criticism which will prepare them for success in upper-division English courses. In response to recommendations from external reviews, we have offered this course with great success for a number of years although it has not been required. Second, the proposed program requires Majors to take a capstone seminar that will provide them with a research-intensive and experiential learning opportunity. Third, the proposed program requirements eliminate breadth requirements in favor of breadth recommendations. While the current program requires majors to take 7.5 units in certain periods of literary history, the proposed program allows students to choose the courses that appeal most to them as well as to focus on approaches to literature other than the traditional national-historical ones. Such courses will engage literature in relation to settler-colonialism, global migration, social justice, as well as other topics.

The proposed program requirements for Honours students shift slightly from the current requirements. First, the proposed program requires Honours students to take the 200-level foundations course and maintains the requirement that Honours students take the two-semester 300-level methodologies course. Second, Honours students will be required to take two capstone seminars. Third, the proposed program requirements feature a honed version of breadth requirements for Honours students (1.5 units prior to 1660, 1.5 units between 1660-1900, 1.5 units after 1900, 1.5 units of American, Canadian, Indigenous or World Literature, 1.5 units of genre, form, or themed courses). The proposed program has no changes in requirements for the Minor program.

The proposed curriculum will require changing the course code from ENGL to ENSH. This change is necessary because ENGL course code has already used 74 numbers at the 300-level and 117 numbers at the 400-level (including letters such as 414A: American Film to 1945 and 414B: American Film since 1945) and the Calendar rules prohibit re-using numbers. Switching to ENSH also allows us to lay out the new curriculum in a way that makes progression through the program coherent to students (see appendix).

Impact on Students: We anticipate that the proposed curriculum will recruit new students to the Major and encourage others outside the Department and even the Faculty of Humanities to take more English courses as electives. Students interested in pursuing graduate school in English will still be able to study the historical development of the discipline, but students interested in different career possibilities can tailor the program to their interests and discover new interests along the way. Students outside the faculty may be interested in taking an elective in Young Adult Literature, Speculative Fiction, or another of our new courses organized around theme, form, or genre. The proposed curriculum will not interfere with the progression of current students through our programs because, in all cases, the requirements have been expanded, so all current courses will count toward the revised program requirements.

Recognizing the importance of a communications strategy for these changes, the Dean of Humanities has provided a course release to the Chair of the English Department Curriculum Committee to establish a plan to communicate closely with Advising as well as to communicate the changes directly to students on the departmental website and on social media as well as in face-to-face as well as Zoom information meetings and events. We will also be working with the Humanities Communications Officer to ensure that the changes are broadcast to all affected units and students.

Alignment: English's curricular reform is keyed to UVic's Strategic Framework. The new curriculum will:

- *Cultivate an extraordinary academic environment* by updating the English program to accord with the latest approaches to literary studies.

- *Advance research excellence and impact* by highlighting the research strengths of the English department and giving students the opportunity to take classes organized around current faculty research projects.
- *Intensify dynamic learning* by creating a research-intensive and experiential capstone requirement for students in their fourth year. These courses will give students the opportunity to design and implement their own research projects, pursue community-engaged research, participate in field schools, and/or work in archives.
- *Foster and respect reconciliation* by adding a core of courses organized around theme, form, or genre which offers students an alternative to the traditional literary historical curriculum (a suite that follows the chronology of colonization). This creates an opportunity to bring Indigenous and BIPOC authors into courses in a variety of ways that avoid tokenization. The new curriculum offers two courses specifically on Indigenous content (ENSH 255: Indigenous Literatures and ENSH 395: Topics in Indigenous Literatures). Our departmental priority for many years now has been the preferential hire of a tenure-track Indigenous faculty member, and if we are eventually successful in doing so, they can teach these two courses and also design courses under the suite of numbers reserved for Indigenous literature (ENSH 395-399).
- *Promote sustainable futures* by creating exciting opportunities for professors to create eco-critical and environmental-themed courses in the core of courses organized around theme, form, and genre. For instance, ENSH 484: Field School in Literary and Cultural Studies will allow for courses that focus explicitly on the relationship between literature and the environmental concerns of a particular place.
- *Engage locally and globally* by adding new courses that might be organized in trans-geographical and trans-historical ways. This will alert students to the interconnections and diversity among different contexts.

The proposed curriculum also accords with the Faculty of Humanities Mission and Values. The new curriculum will:

- *Enrich Human Dignity* by providing students the opportunity to explore “what it means (and has meant) to be human” in a variety of different historical contexts and literary moments.
- *Provoke Critical Inquiry* by engaging students in the practice of close and critical reading and rational debate and equipping them with research and argumentation skills.
- *Engage Myriad Voices* by expanding the scope of what students might study and bringing diverse authors into conversation with one another in innovative ways. Every course will focus on “the interaction between time, place and knowledge, including its expression through language” in a way that works towards “a de-colonized and diverse global society.”
- *Inspire Innovative Expression* by exposing students to many forms, genres, and examples of human expression from a wide array of cultural sources and inviting them to respond in the form of traditional essays and un-essays (assignments that allow students to make arguments and demonstrate mastery of course skills/ material in various formats such as podcasts, video essays, artistic creations, etc.).

C. Indicators of labour market and student demand.

An undergraduate degree in English literature can be the foundation of a successful career, not only in academia, but also in administration, arts, community organizing, counselling, journalism, media, professional communication, publishing, teaching, writing, and more. Our current program is focused almost exclusively on preparing students to pursue higher education in English because it is organized on the basis of literary history. Our proposed program complements that emphasis with courses organized around theme, genre, form, and media, which will allow students to focus on the affordances of literature that are most relevant to them. We designed the curriculum to expose students to a wide variety of types and approaches to literature and equip them with writing, speaking, and critical thinking skills that will be able to transfer to many different professions. During our consultations with students, they advocated for such an approach. We consulted with students in small focus group meetings (with 10-15 participants) and a large survey that solicited 128 responses.

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

We designed the revised program with our current faculty complement in mind (please see Appendix D).

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

The proposed change does not have an impact on current policies.

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.

Please see Appendix A for course roster and Appendix B for program requirements.

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

All of the capstone courses we have designed for students to take at the 400-level will be experiential learning courses because they will offer students a research-intensive experience in a small class. Those courses are ENSH 480: Advanced Theories and Methods; ENSH 481: Advanced Special Topics Seminar; ENSH 482: Community-Engaged Learning and Public Humanities; ENSH 483: In the Archives; and ENSH 484: Field School in Literary and Cultural Studies. In each of these classes, students will design their own research project and conduct their own research in the library and/or community. The small class size will allow students to work as a cohort and allow instructors to support each student's project.

ENSH 482: Community Engaged Learning and Public Humanities will provide students with experiential learning in an applied situation with an emphasis on public-facing literary or cultural writing in various digital and/or print media. In this course, students will apply their research and writing skills in a community setting. Possible engagements include working with local literacy initiatives, independent theatre, or social justice organizations.

All the capstone courses will allow instructors to design syllabi in areas adjacent to their current research projects, which will lead to research-enriched learning experiences. This will expose students to cutting-edge literary research and invite them to participate and design their own projects in related areas.

The addition of more thematic courses at the 200- and 300-levels will also allow instructors to tailor courses to their current research projects and interests, which will expose students to current literary research projects at multiple stages of the program. This will help students get involved as research assistants and help to inspire their own research questions.

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

This program change does not include a shift in delivery modes.

Identify the program learning outcomes.

Please see Appendix C.

Provide anticipated times to completion.

Students will be able to complete the program in the same timeframe as they do now.

Describe any plans for international or indigenous opportunities or perspectives.

We see this curriculum reform as one step in what the HUMS Indigenous Implementation Strategy calls our “shared responsibility for decolonization” (1). Our current curriculum can be described as colonial insofar as the chronological progression of periods follows the history of the British empire. While individual instructors incorporate Indigenous and anti-colonial literature and adopt decolonial and anti-racist methodologies in teaching and research, this is not explicitly reflected in the course roster. By adding many courses organized around theme, genre, and form that could be easily framed around decolonial and anti-racist topics, we will be able to “integrat[e] international, intercultural, and global dimensions and perspectives” (International Plan, 7) more clearly into our curriculum. We believe that these courses will help “increase recruitment, retention and success of Indigenous students” who will now be able to select courses that engage their interests and values (Indigenous Plan, 14). We hope that such an openness in the curriculum and diversity of courses will contribute to “creat[ing] a warm, welcoming and respectful learning environment and sense of place” (Indigenous Plan, 14).

Further, the new literary-historical suite includes courses in Indigenous Literatures and World Literatures at both the 200- and 300-levels. We have left space in the Calendar numerical system so that new colleagues in these areas can design and implement new courses in these fields. This will help “increase the recruitment, retention and success of Indigenous faculty” because they will have exciting courses to teach upon being hired (in both the literary historical and themed suites) and the opportunity to design new courses (Indigenous Plan, 18).

Plans for integration of teaching and research.

The addition of courses organized around theme, genre, and form will encourage instructors to tailor courses to their current research projects. The experiential, research-intensive capstone courses at the fourth-year level, will also allow instructors to design courses around and include students in their current research.

G. Anticipated enrolment and student financial support plan.

English currently serves an average of 3277 undergraduate students. We have completed calculations (see appendix X) to ensure that the proposed curriculum will serve the same number of students. In addition, we have changed the course caps at the 200-, 300-, and 400-levels, which will create room for more students to join the program either as majors or to take our classes as electives.

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

We do not require any additional resources to operate this program. However, we have designed the program with the Indigenous Strategic Plan and the International Plan in mind and believe that the proposed program will help to recruit scholars in Indigenous literatures and African, Caribbean, or Afro-Diasporic literatures.

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

Our proposed curriculum is structured similarly to UBC and SFU. Both of their course rosters are balanced between 40% that focus on literary history and 60% that focus on other topics (theme, form, genre, media, writing, etc.). Our new curriculum will be balanced 50%/50%.

Like that of UBC, our program will require a 200-level Foundations course that will acquaint students with the norms and standards of the discipline (UBC's is titled Principles of Literary Studies). Like UBC, we will also require a 400-level capstone seminar that will be research-intensive and experiential. While UBC has breadth requirements (6 literary historical courses), we have opted to have no breadth requirements for majors. In this sense, the program is more like that of SFU, which also has an open curriculum aside from requiring one course in Canadian or Indigenous literature. We do retain the following breadth requirements for Honours students: 1.5 units prior to 1660 (ENSH 346—ENSH 358); 1.5 units between 1660-1900 (ENSH 359—ENSH 368); 1.5 units after 1900 (ENSH 369—ENSH 376, ENSH 384); 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376—399); and 1.5 units of genre, form, or themed courses (ENSH 310— ENSH 345).

For more information on the relationship between the proposed curriculum and peer institutions please see Appendix E.

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).

Please see Appendix F.

English Curriculum Revision Attachment

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Appendix A: Course Roster

Numbering Key:

Course Numbers	Type of Course	Course Numbers	Type of Course
200-209	Writing (Foundations of Writing Literary Criticism, Writing with Style, Professional Communications courses)	300-309	Writing (Practical Criticism for Majors, Practical Criticism for Honours, Professional Communications courses)
210-219	Major Genres (How Poetry Works, How Fiction Works, How Drama Works, How Popular Genres Work)	310-319	Types and Sub-Genres (Speculative Fiction, Crime and Detective Fiction, Horror, Children's Literatures, YA Fiction, Coming-of-Age-Novels, Creative Non-Fiction)
220-229	Types and Sub Genres (Cultural Studies, Women's Writing, Erotic Literature, Narrative Worldmaking, Literary Modernism)	320-329	Media (Narrative and Film, Authors on Screen, Shakespeare on Screen, Media and Popular Culture, Comics and Graphic Novels, Games and Interactive Fiction)
230-239	Literature and... (Self and Society, Psychology, Myth, Bible as Literature)	330-339	Literature and... (the Bible, Epic Imagination, Home and Away, Trans-Atlantic Lit, Love, Social Justice)
240-249	Major Author	340-344	Major Author and Topics (Special Topic: Major Author, Special Topic: Theories and Methods, Special Topic: Studies in a Genre, Movement of Theme)
		345-350	Medieval (3 total)
250-259	Literary Historical Courses	351-358	Renaissance (5 or 6 total)
		359-363	18 th – Century (2 or 3 total)
		364-368	19 th – Century (3 total)
		369-375	20 th - 21 st Century British and Irish (4 total)
		376-382	Canadian (5 total)
		383-389	American (4 total)
		390-394	World (1 total)
		395-399	Indigenous (1 total)

400-410 Professional Communication Courses

480-489 Capstone Seminars

490-499 Directed Reading and Honours

100-Level Courses:

ENSH 101– Themes in Literature (AWR)

Description: Introduces literary criticism through particular themes and a wide study of literary forms (may include short story, novel, drama, and poetry). Develops skills for writing about literature and making research-based academic arguments in any discipline.

Note(s): Credit will be granted for only one of ENSH 101, ENGL 146, ENGL 121, ENGL 122, ENGL 125

ENSH 102– Literature in Action (AWR)

Description: Introduces literary and cultural criticism through a focused study of a small set of texts. Combines an examination of the influences at work on literary texts with a study of how those texts are then circulated and interpreted. Develops skills for writing about literature and making research-based academic arguments in any discipline.

Note(s): Credit will be granted for only one of ENSH 102, ENGL 147, ENGL 116, ENGL 121, ENGL 122, ENGL 145

200-Level Courses:

ENSH 200– Foundations of Writing Literary Criticism

Description: Introduces basic categories and problems of literary criticism. Skills include close reading, using critical vocabulary, using textual evidence and contextual information, and writing confidently about literature.

Priority will be given to English Majors and Honours students.

Prerequisite: any one of ENSH 101, ENSH 102, ENGL 146, ENGL 147.

Formerly ENGL 209

Note(s): Credit will be granted for only one of ENSH 200 and ENGL 209

ENSH 201– Writing with Style

Description: An intermediate writing course designed to improve student command of the styles and methods of nonfiction prose. Combines the style of popular writing techniques with a practical focus on student writing.

Formerly ENGL 215

Note(s): Credit will be granted for only one of ENSH 201 and ENGL 215

ENSH 202– Technical Communications: Written and Verbal

Description: Intended to assist students who plan careers in business, government, public service and research institutions. Designed to improve written and oral communication skills in a work environment. Its practical basis, which requires the preparation of business letters, internal memoranda and reports, is supplemented by a theoretical outline of basic communication within an organizational structure. Offers experience of both individual and group problem-solving.

Formerly ENGL 225

Note(s): Credit will be granted for only one of ENSH 202 and ENGL 225

ENSH 210– How Poetry Works *NEW*

Description: Surveys poems in English from different periods and places, in various genres and styles, with a focus on the pleasurable uses of poetic language and meaning and the core concepts and common vocabulary used to discuss poetry.

ENSH 211– How Fiction Works *NEW*

Description: Surveys a selection of stories and novels in English with a focus on the ways in which fiction explores human experience. Includes core concepts and a common vocabulary for discussing fiction.

ENSH 212– How Drama Works *NEW*

Description: Surveys plays in English from different periods and places, in various genres and styles, with a focus on the core concepts and common vocabulary used to discuss drama.

ENSH 213– How Popular Genres Work *NEW*

Description: Surveys literature in English in relation to popular genres (such as science fiction, fantasy, romance, mystery, horror, and historical fiction) across books, film, television, and more. Includes core concepts and a common vocabulary for discussing popular genres.

ENSH 220– Cultural Studies

Description: Introduces students to different ways of studying popular culture, including forms and content, definitions and genres, audiences, power, production, and transmission.

Formerly ENGL 207

Note(s): Credit will be granted for only one of ENSH 220 and ENGL 207

ENSH 221– Women's Writing

Description: A study of literature by women in English; texts from one or more traditions, genres, or periods considered from a variety of approaches, or a special focus on one woman writer.

Formerly ENGL 208

Note(s): Credit will be granted for only one of ENSH 221 and ENGL 208.

ENSH 222– Erotic Literature

Description: Studies erotic writing in English or within Anglophone traditions of Britain and Ireland; may include comparative analysis of ancient and non-Anglophone texts and traditions in translation. Focuses on what counted as erotic in different historical contexts and how different sexualities are represented.

Formerly ENGL 230 if taken 201909, 202101, 202201, 202301

Note(s): Credit will be granted for only one of ENSH 222 and ENGL 230 if taken 201909, 202101, 202201, 202301

ENSH 223– Narrative Worldmaking *NEW*

Description: Surveys how stories make and remake imaginative worlds, focussing on speculative genres that include fantasy, dystopian, and sci fi in various media.

ENSH 224– Literary Modernism

Description: Surveys major works of fiction, poetry and drama from the modernist period (roughly 1900-45), with emphasis on the dynamic relation between revolutions in aesthetic form and social, psychological and intellectual developments that marked the early 20th century.

Formerly ENGL 201

Note(s): Credit will be granted for only one of ENSH 224, ENGL 201.

ENSH 230– Literature, Self and Society

Description: A theme-based analysis of literature from various places and times focusing on broad but limited questions of the relations between self and society. Specific iterations may include discussions of power and authority, love, history, religion, race, gender, sexuality, and more.

Formerly ENGL 262

Note(s): Credit will only be granted for one of ENSH 230, ENGL 262

ENSH 231– Literature and Psychology *NEW*

Description: Literature in relation to a selection of influential psychological theories, concepts, and issues. May include study of literature's influence on psychological theory as well as how and why psychological theories help inform a number of literary works.

ENSH 232–Literature and Myth

Description: A study of selected narratives in English in relation to their mythological sources and contexts.

Formerly ENGL 393

Note(s): Credit will be granted for only one of ENSH 232, ENGL 393.

ENSH 233– The Bible as Literature

Description: Surveys basic stories and books in the Old and New Testaments with a focus on their literary features. Familiarizes students with important biblical stories, genres, and references in literature and religious discourse.

Formerly ENGL 260 and RCS 260

Note(s): Credit will be granted for only one of ENSH 233, ENGL 260, ENGL 365 (if taken prior to December 1983), ENGL 409, RCS 260, RS 260.

ENSH 240– Special Topic: Introduction to a Major Author *NEW*

Description: Focuses on several works by a single major author.

May be taken more than once for credit in different topics to a maximum of 3 units.

ENSH 250– British Literature to 1660

Description: A survey of selected literary works in Britain up to the Restoration, in some combination of poetry, prose, and drama. May be organized around some prominent themes.

Notes: Formerly ENGL 200A

Credit will be granted for only one of ENSH 250, ENGL 200A, ENGL 150, ENGL 200.

ENSH 251– British Literature 1660-1945

Description: A survey of selected literary works in Britain from the Restoration to the end of World War II, in some combination of poetry, prose, and drama. May be organized around some prominent themes.

Notes: Formerly ENGL 200B and ENGL 200C

Credit will be granted for only one of ENSH 251, ENGL 200B, ENGL 200C, ENGL 151, ENGL 200.

ENSH 252– World Literatures

Description: A survey of literatures in English from Southeast Asia, the Caribbean, Africa, and Australasia, among other places, in some combination of poetry, prose, and drama; may include comparative analysis of non-Anglophone texts in translation..

Formerly ENGL 263

Note(s): Credit will be granted for only one of ENSH 252, ENGL 263.

ENSH 253– Canadian Literature

Description: A survey of Canadian literature in some combination of poetry, prose, and drama.

Formerly ENGL 202

Note(s): Credit will be granted for only one of ENSH 253, ENGL 202.

ENSH 254– American Literature

Description: A survey of American literature in some combination of poetry, prose, and drama.

Formerly ENGL 203

Note(s): Credit will be granted for only one of ENSH 254, ENGL 203.

ENSH 255– Indigenous Literatures

Description: A survey of Indigenous literatures.

300-Level Courses:

ENSH 300– Practical Criticism (Majors)

NEW

Description: Advanced instruction in writing literary criticism focused on developing close reading skills, selecting textual evidence and contextual information, learning and applying a literary critical vocabulary, and enhancing research skills.

Note: ENSH 200 is a prerequisite for this course

ENSH 301– Practical Criticism (Honours)

Description: A two-semester seminar designed to extend awareness of how style and form contribute to meaning in literary works; poetic, narrative and dramatic technique; representative theoretical approaches and their application; the interdependency of literary technique and critical interpretation. Prospective Honours students are strongly advised to take this course in their second year. Students are allowed to select this course only if they have the approval of the Honours Adviser.

Formerly ENGL 310

Note(s): Credit will be granted for only one of ENSH 301, ENGL 310.

ENSH 302– Copy Editing

Description: Introduction to the principal tasks of copy editing non-fiction print and electronic manuscripts to ensure they are correct, consistent, coherent and concise. Topics include the copyeditor's role, spelling, punctuation, editorial style features, usage and writing style. Practice in the skills of the professional copy editor, including using manual editing marks, copy editing manuscripts drawn from a variety of non-fiction sources and preparing an editorial style sheet.

Formerly ENGL 303

Note(s): Credit will be granted for only one of ENSH 302, ENGL 303.

ENSH 303– Writing for Business and the Private Sector

Description: Essential skills of modern technical and business writing, particularly usability, style and structure. Technology as part of the research, writing, revision and presentation processes. Proposals, reports, descriptions, writing for general audiences.

Formerly ENGL 301

Note(s): Credit will be granted for only one of ENSH 303, ENGL 301.

ENSH 304– Writing for Government and the Public Sector

Description: Introduction to the essential skills of writing effectively for government and public sector organizations. Develops skills in focusing on a purpose, writing for different audiences, structuring information effectively and writing clear, concise and correct English. Taught in a computer lab and features extensive practice in writing briefing notes, memos, correspondence and reports.

Formerly ENGL 302

Note(s): Credit will be granted for only one of ENSH 304, ENGL 302.

ENSH 305– Visual Rhetoric for Professional Writers

Description: Introduction to visual rhetoric as applied to the design of documents. Covers the fundamental concepts and practices of visual design in professional communications for both digital and print media. Using MS-Word and the Adobe Creative Suite, students experiment with text styles and document structure, HTML and CSS, typography, composition, colour and digital image editing in support of effective communication.

Formerly ENGL 305

Note(s): Credit will be granted for only one of ENSH 305, ENGL 305.

ENSH 310– Speculative Fiction *NEW*

Description: Study of fiction that imagines alternate histories, futures, or worlds (such as science fiction, fantasy, utopian, dystopian, and post-apocalyptic).

ENSH 311– Crime and Detective Fiction *NEW*

Description: Study of crime fiction and detective fiction. May include short stories, novels, film, or other genres.

ENSH 312– Horror

Description: Study of horror, textual and visual; the evolution of horror tropes and their adaptation to anxieties about social change, shifting ideas of race and gender, technological advancement, and political impotence; horror as cultural commentary. May include short stories, novels, film, or other genres.

Formerly 330 [if taken certain terms]

Note(s): Credit will be granted for only one of ENSH 312, ENGL 330 if taken ...

ENSH 313– Children's Literatures

Description: Study of literature written for child readers (and adults who read literature to children).

Formerly ENGL 402, ENGL 479, ENGL 385 (if taken in Sep 2011 - Apr 2014).

Note(s): Credit will be granted for only one of ENSH 313, ENGL 402, ENGL 479, ENGL 385 (if taken in Sep 2011 - Apr 2014)

ENSH 314– Young Adult Fiction

Description: Study of fiction created for young adult readers.

Formerly ENGL 230 if taken 202001

Note(s): Credit will only be granted for one of ENSH 314, ENGL 230 if taken 20201.

ENSH 315– Coming-of-Age Novels *NEW*

Description: Study of novels depicting the shift from childhood to adulthood.

ENSH 316– Creative Non-Fiction *NEW*

Description: Study of literary non-fiction (such as essays, biography, life writing, investigative journalism, and memoirs).

ENSH 320– Special Topic: Narrative and Film *NEW*

Description: A study of how a select number of films tell stories.

May be taken more than once for credit in different topics to a maximum of 3 units.

- ENSH 321– Special Topic: Authors on Screen *NEW*
- Description: Study of screen adaptations of a particular author's or set of authors' works.
May be taken more than once for credit in different topics to a maximum of 3 units.
- ENSH 322– Shakespeare on Screen
- Description: A study of Shakespeare's texts adapted for film and television.
Formerly ENGL 360 if taken 201909, 202101, 202201
Note(s): Credit will only be granted for one of ENSH 322, ENGL 360 if taken 201909, 202101, 202201
- ENSH 323– Special Topic: Media and Popular Culture *NEW*
- Description: A study of popular media and culture. May include novels, television, film, radio, music, magazines, games, comics, criticism, adaptations and more; may focus on one or more historical moments.
May be taken more than once for credit in different topics to a maximum of 3 units.
- ENSH 324– Comics and Graphic Novels
- Description: Study of literature that combines text and image, from comics to graphic novels.
- ENSH 325– Games and Interactive Fiction *NEW*
- Description: A study of games and interaction in the context of fiction. Topics may include play and affect, branching narratives, worldbuilding, fandom, predictability and uncertainty, and values in design.
Notes: no credit if taken 202301
- ENSH 330– The Bible and Literature
- Description: The relationship between the Bible and literature in English, and especially intertextual relationships between biblical and literary texts. Topics include the history of biblical translation, the Bible and popular culture, the combination of biblical and classical mythologies in the creation of Western cultural ideals, the impact of biblical interpretation on literary theory.
Formerly ENGL 464 and RCS 464
Note(s): Credit will be granted for only one of ENSH 330, ENGL 464, ENGL 365 (if taken prior to December 1983), ENGL 409, RCS 464, RS 464.
- ENSH 331– Epic Imagination *NEW*
- Description: Study of epic in English or within Anglophone traditions of Britain and Ireland across multiple genres and literary periods.
- ENSH 332– Special Topic: Literature, Home and Away *NEW*
- Description: Study of literary representations of home and away, including such issues as migration, belonging, and place.
May be taken more than once for credit in different topics to a maximum of 3 units.
- ENSH 333– Trans-Atlantic Literature *NEW*
- Description: A comparative study of literatures from both sides of the Atlantic, for example British, Canadian, American, Caribbean. May be organized around a specific theme, topic, or cluster of authors.
- ENSH 334: Special Topics: Literature and Love *NEW*
- Description: Study of literary representations of love—idealized, erotic and sexual, or socially transgressive—in poetry, fiction, drama, or nonfiction prose.
Formerly ENGL 391 if taken 202101, 202201.
May be taken more than once for credit in different topics to a maximum of 3 units.

- ENSH 335: Special Topic: Literature and Social Justice *NEW*
- Description: Study of literature's representation of and/or engagement with social justice issues (such as legal and political oppression, environmental destruction, activism, race relations, and gender relations).
- May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 340– Special Topic: Studies in a Major Author
- Description: In-depth study of the works of a single major author.
- Formerly ENGL392*
- May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 341– Special Topic: Theories and Methods *NEW*
- Description: Study of specific critical theories, methods, and methodologies for literary studies.
- May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 342– Special Topic: Studies in a Genre, Movement, or Theme *NEW*
- Description: Study of a specific genre (such as the novel, drama, poetry) or subgenre (such as illustrated fiction, periodical poetry, erotic literature), movement or theme.
- May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 346: Old English Language and Literature
- Description: An introduction to the English language, its literature, including *Beowulf*, and its cultural contexts to about 1100. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 340 and ENGL 341*
- Note(s): Credit will be granted for only one of ENSH 346, ENGL 340, ENGL 341*
- ENSH 347: Major Figures or Movements in Medieval Literature *NEW*
- Description: Study of the literatures, languages, and cultures of medieval Britain, normally with a focus on Middle English, from the 11th through 15th centuries, covering some combination of poetry, prose, and/or drama, organized around one or more major figures or movements (e.g., Chaucer; dream visions).
- Note(s): Credit will be granted for only one of ENSH 347, ENGL 344A (if taken in the same topic), ENGL 344B (if taken in the same topic)*
- ENSH 348: Themes in Medieval Literature *NEW*
- Description: Study of the literatures, languages, and cultures of medieval Britain, through to the 15th century, covering some combination of poetry, prose, and/or drama, organized around a specific theme or topic; materials may be taught in translation.
- ENSH 351: Renaissance Literature
- Description: A study of 16th- and early 17th- century British literature with an emphasis on poetry and prose. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 359, ENGL 365*
- Note(s): Credit will be granted for only one of ENSH 351, ENGL 359, ENGL 365.*
- ENSH 352: Renaissance Drama
- Description: A study of non-Shakespearean Drama.
- Formerly ENGL 364*
- Note(s): Credit will be granted for only one of ENSH 352, ENGL 364*
- ENSH 353: Shakespeare: Histories and Tragedies
- Description: A study of selected history plays and tragedies.

Formerly ENGL 366B

Note(s) Credit will be granted for only one of ENSH 353, ENGL 366B, ENGL 366, ENGL 366A, ENGL 366D

ENSH 354: Shakespeare: Comedies and Romances

Description: A study of selected comedies and late romances.

Formerly ENGL 366C

Note(s): Credit will be granted for only one of ENSH 354, ENGL 366C, ENGL 366, ENGL 366A, ENGL 366E

ENSH 355: Milton

Description: A study of *Paradise Lost*, as well as other major poems and selected prose.

Formerly ENGL 369

Note(s): Credit will be granted for only one of ENSH 355, ENGL 369

ENSH 359– British Literature 1660-1750

Description: A study of Restoration and early eighteenth-century literature, including poetry, prose and drama. May be organized around a specific theme, topic, or cluster of authors.

Formerly ENGL 373, ENGL 374

Note(s): Credit will be granted for only one of ENSH 359, ENGL 373, ENGL 374

ENSH 360– British Literature 1750-1800

Description: A study of the literature of the later eighteenth century, including poetry, prose and drama. May be organized around a specific theme, topic, or cluster of authors.

Note: formerly ENGL 375

Credit will be granted for only one of ENSH 360, ENGL 375.

ENSH 364– 19th Century British Fiction

Description: A study of Romantic and/or Victorian period fiction. May include the novel, the novella and short stories.

Note: formerly ENGL 379, ENGL 380.

Credit will be granted for only one of ENSH 364, ENGL 379, ENGL 380, ENGL 384.

ENSH 365– Romantic Period Poetry

Description: A study of Romantic period poetry.

Formerly ENGL 382, ENGL 383.

Note(s): Credit will be granted for only one of ENSH 365, ENGL 382, ENGL 383.

ENSH 366– Victorian Period Poetry

Description: Achievements of Victorian poets examined in relation to 19th-century theories of aesthetics and poetics, with emphasis on topics such as historiography, medievalism, imperialism, orientalism, decadence, construction of gender, the relations between the sexes, the rise of science and the decline of faith.

Formerly ENGL 386

Note(s): Credit will be granted for only one of ENSH 366, ENGL 386.

ENSH 369– 20th-Century Poetry in Britain and/ or Ireland

Description: A study of modern British or Irish poetry (or some combination). May be organized around a specific theme, topic, or cluster of authors.

Formerly ENGL 433A, ENGL 434A

Note(s): Credit will be granted for only one of ENSH 369, ENGL 433A, ENGL 434A, ENGL 433, ENGL 434.

ENSH 370– 20th-Century Drama in Britain and/ or Ireland *NEW*

- Description: A study of modern British or Irish drama (or some combination). May be organized around a specific theme, topic, or cluster of authors.
- ENSH 371– 20th-Century Fiction in Britain and/ or Ireland
- Description: A study of modern British or Irish fiction (or some combination). May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 433A, ENGL 436A*
- Note(s): Credit will be granted for only one of ENSH 371, ENGL 433A, ENGL 436A, ENGL 433, ENGL 436.*
- ENSH 372– Contemporary Literature in Britain and/ or Ireland
- Description: A study of British or Irish literature (or some combination) from the late 20th century up to the present focused on either poetry, fiction, or drama, or some combination of genres. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 433B, ENGL 436B*
- Note(s): Credit will be granted for only one of ENSH 372, ENGL 433B, ENGL 436B, ENGL 433, ENGL 436.*
- ENSH 376– Literature in Canada to 1900
- Description: A study of pre-20th century Canadian literature in some combination of poetry, prose, and drama. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 459*
- Note(s): Credit will be granted for only one of ENSH 376, ENGL 459.*
- ENSH 377– 20th-Century Literature in Canada
- Description: A study of modern Canadian literature focused on either poetry, fiction, or drama, or some combination of genres. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 450, ENGL 452.*
- Note(s): Credit will be granted for only one of ENSH 377, ENGL 450, ENGL 452, ENGL 397.*
- ENSH 378– Contemporary Literature in Canada
- Description: A study of Canadian literature from the late twentieth century up to the present focused on either poetry, fiction, or drama, or some combination of genres. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 451, ENGL 453.*
- Note(s): Credit will be granted for only one of ENSH 378, ENGL 451, ENGL 453, ENGL 397.*
- ENSH 379– Critiquing Settler-Colonialism in Canadian Literature *NEW*
- Description: A critical study of literature by settler writers.
- ENSH 380– Margaret Atwood
- Description: A study of major novels and other selected writings.
- Note(s): Credit will be granted for only one of ENSH 380 and ENGL 448 if taken Fall 2018.*
- ENSH 383– American Poetry
- Description: A study of American poetry, primarily focused on the 20th century. May be organized around a specific theme, topic, or cluster of authors.

Formerly ENGL 431A, ENGL 431B, ENGL 432A, ENGL 432B

Note(s): Credit will be granted for only one of ENSH 383, ENGL 431A, ENGL 431B, ENGL 432A, ENGL 432B, ENGL 431, ENGL 432.

ENSH 384—Literature in the United States to 1900

Description: A study of pre-20th-century American literature in some combination of poetry, prose, and drama. May be organized around a specific theme, topic, or cluster of authors.

Formerly ENGL 427, ENGL 428A, ENGL 428B

Note(s): Credit will be granted for only one of ENSH 384, ENGL 427, ENGL 428A, ENGL 428B, ENGL 428.

ENSH 385—Fiction in the United States 1900-1970

Description: A study of modern American fiction. May be organized around a specific theme, topic, or cluster of authors.

Formerly ENGL 429A, ENGL 429B.

Note(s): Credit will be granted for only one of ENSH 385, ENGL 429A, ENGL 429B, ENGL 429.

ENSH 386— Fiction in the United States 1970-present

Description: A study of contemporary American fiction from the late twentieth century up to the present. May be organized around a specific theme, topic, or cluster of authors.

Formerly ENGL 429B, ENGL 429C.

Note(s): Credit will be granted for only one of ENSH 386, ENGL 429B, ENGL 429C, ENGL 429.

ENSH 390— Comparative World Literatures

Description: Study of literatures in English from Southeast Asia, the Caribbean, Africa, and Australasia, among other places. May address a theme, topic, or cluster of authors; may include comparative analysis of non-Anglophone texts in translation.

Formerly ENGL 439B

Note(s): Credit will be granted for only one of ENSH 390, ENGL 439B.

ENSH 395— Topics in Indigenous Literatures

A study of Indigenous literature that may be organized around particular themes, genres or authors.

400-Level Courses

ENSH 400— Technical Communication

Description: Communicating scientific and technical information to subject matter experts, managers, technicians and non-specialists using print and digital media.

Technical reports, manuals, user guides.

Formerly ENGL 306

Note(s): Credit will be granted for only one of ENSH 400, ENGL 306. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.

ENSH 401— Web Design

Description: Introduction to technologies and writing skills required to produce websites in HTML5, CSS3 and WordPress. Cross-platform tools, terms, processes and standards. Emphasis on open-source tools and best practices for design and implementation.

Formerly ENGL 401

Note(s): Credit will be granted for only one of ENSH 401, ENGL 401. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.

ENSH 402– Special Topics in Professional Communication

Description: A study of special topics in Professional Communication.

Formerly ENGL 406. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.

ENSH 403– Digital Communication and Social Media

Description: Cultural, social and economic processes underlying digital media, particularly social media. Skills may be developed in, but are not limited to, collaborative and document authoring applications, podcasting, digital writing, digital video production and blogging, which may be applied via community-engaged learning.

Formerly ENGL 407

Note(s): Credit will be granted for only one of ENSH 403, ENGL 407. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.

ENSH 404– Research for Professional Writers

Description: An introduction to the research skills, tasks and tools of professional writers. Practice in developing research questions and identifying and evaluating information sources; using search engines, databases, indexes and other electronic sources to gather information; developing research proposals; creating electronic research notebooks and annotated bibliographies; interpreting and reporting data.

Formerly ENGL 412

Note(s): Credit will be granted for only one of ENSH 404, ENGL 412. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.

ENSH 405– Print Media Genres and Techniques for Professional Communication

Description: Introduction to print-based genres associated with professional writing, including media kits, news releases, bios, speeches, op-ed writing and organizational newsletters.

Formerly ENGL 418

Note(s): Credit will be granted for only one of ENSH 405, ENGL 418. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.

ENSH 480– Advanced Theories and Methods

Description: A capstone course offering intensive training in various methods of interpretation and theoretical approaches to literature, culture, and media. May include experiential learning in Special Collections or a computer lab.

Note(s): May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.

ENSH 481– Advanced Special Topics Seminar

Description: A capstone course on advanced variable topics course in a focused area of literary or cultural analysis (could focus on a specific author).

Note(s): May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.

May be taken more than once for credit in different topics to a maximum of 3 units.

ENSH 482– Community-Engaged Learning and Public Humanities

Description: A capstone course organized around opportunities for community engagement and experiential learning in an applied situation with an emphasis on public-facing literary or cultural writing in various digital and/or print media. Students apply their research and writing skills in a community setting. Possible engagements include working with local literacy initiatives, independent theatre, or social justice organizations.

Note(s): May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.

ENSH 483– In the Archives

Description: A hands-on variable content course conducted largely in Special Collections.

Formerly ENGL 481.

Note(s): Credit will be granted for only one of ENSH 483, ENGL 353 (if taken in Jan-Apr 2015, Sep-Dec 2015, or Sep-Dec 2016), ENGL 481 (if taken in the same topic), MEDI 451 (if taken in the same topic).

May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.

ENSH 484– Field School in Literary and Cultural Studies

Description: Connects the study of literature, culture, or media to a particular place.

Notes: May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.

ENSH 490– Directed Reading

Description: A specified reading project for Honours students determined by the student and the instructor; written assignments are required.

Formerly ENGL 490.

Note(s): Credit will be granted for only one of ENSH 490, ENGL 490.

ENSH 492– Directed Reading in Advanced Topics in Professional Communication

Description: A specific writing project in some area of Professional Communication to be determined by the student and the instructor. Students must have the approval of the instructor, the Director of the Professional Communication Program, and the department Chair.

Formerly ENGL 492

Note(s): Credit will be granted for only one of ENSH 492, ENGL 492.

ENSH 493– Directed Reading in Advanced Topics in Literary Study

Description: Supervised study in some area of English literature; written assignments required.

Formerly ENGL 493

Note(s): Credit will be granted for only one of ENSH 493, ENGL 493

ENSH 499– Honours Graduating Essay

Description: The graduating essay is written under the guidance of an individual instructor, usually in the Honours student's final year.

Formerly ENGL 499.

Note(s): Credit will be granted for only one of ENSH 499, ENGL 499.

Appendix B: Program Requirements

Program Requirements for MAJORS (21 units)

- 1.5 units of 100-level courses
- 4.5 units of 100- and 200-level courses, including ENSH 200
- 13.5 units of upper-level courses. ENSH 493 may count towards this unit value.
 - Prerequisite: AWR + second year standing
 - Breadth recommendations:
 - 1.5 units prior to 1660 (ENSH 346-ENSH 358)
 - 1.5 units between 1660-1900 (ENSH 359- ENSH 368)
 - 1.5 units after 1900 (ENSH 369-ENSH 376, ENSH 384)
 - 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376-399)
 - 1.5 units of genre, form, or themed courses (310-345)
- 1.5 units of capstone courses (ENSH 480-484)
 - Prerequisite: AWR, ENSH 200, + third year standing; these courses are limited to Majors and Honours students, except by permission of the instructor.

Program Requirements for HONOURS (30 units)

- 1.5 units of 100-level courses
- 4.5 units of 100- and 200-level courses, including ENSH 200
- 3.0 units of ENSH 301
- 16.5 units of upper-level courses including the breath requirements listed below. ENSH 490 may count towards this unit value.
 - Prerequisite: AWR + second-year standing
 - Breadth requirements:
 - 1.5 units prior to 1660 (ENSH 346-ENSH 358)
 - 1.5 units between 1660-1900 (ENSH 359- ENSH 368)
 - 1.5 units after 1900 (ENSH 369-ENSH 376, ENSH 384)
 - 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376-399)
 - 1.5 units of genre, form, or themed courses (310-345)
- 3.0 units of capstone courses (ENSH 480-484)
 - Prerequisite: AWR, ENSH 200, + third-year standing; these courses are limited to Majors and Honours students, except by permission of the instructor.
- 1.5 units of Graduating Honours Essay (must earn a minimum of B- for Honours)

Program Requirements for MINORS (15 units)

- 1.5 units of 100-level ENSH courses or ATWP 135
- 4.5 units of 100- and 200-level courses
- 9.0 units of 300-level courses
 - Prerequisite: AWR + second-year standing

Appendix C: Program Learning Outcomes

Cultural Competencies

- Develop the cognitive flexibility required to connect disparate ideas and apply them in novel ways
- understand, articulate, and embrace the role that literature, storytelling, and other modes of aesthetic creation play in human societies
- demonstrate a clear understanding of and capacity to explain primary literary texts and a familiarity with the culture, genre, and place in literary history from which they come
- engage with and make judgments about the ethical, aesthetic, and historical dimensions of literature
- recognize and distinguish major modes, genres, and subgenres of literature across a range of cultural and socio-historical contexts

Linguistic Competencies

- develop skills in reading English across historical periods
- gain insight into a variety of societies as they are constructed through literary language
- appreciate the ways literature can make and re-make language

Analytical and Research Skills

- demonstrate understanding of and skills in literary critical, textual critical, and research methods
- recognize and respond to cues of language, genre, and context and how they mediate understanding, emotion, perception etc.
- demonstrate a working vocabulary of literary and critical terminology
- analyze a literary text in a way that reflects an awareness of literary form, aesthetic values, and socio-historical context
- locate, critically evaluate, and engage with secondary criticism about literature

Oral and Written Communication Skills

- write clear and persuasive literary analysis, with a focus on close reading and contextual analysis, shaping and editing it for a range of audiences and in a range of forms (from print to digital to multimodal)
- summarize and present evidence in speech and writing in a variety of forms

Leadership and Interpersonal Skills

- develop the capability to work independently and collaboratively
- gain problem-solving strategies and interpersonal skills for working collaboratively with others

Engaged Citizenship and Lifelong Learning

- acquire the knowledge and skill to explain the work that literature does in the world
- recognize the role literature can play in understanding the self and society
- learn how to learn about literature and how to connect literature to big ideas and other disciplines

Appendix D: Feasibility of the New Program

According to our calculations the proposed curriculum can serve the same number of students as our current curriculum (Table 1). We created a four-year mock course allocation using the proposed courses to ensure that students can progress through the program (Table 2) and that all instructors will have courses to teach (Table 3).

A. The Proposed Curriculum Will Serve the Same Number of Students

Table 2 below illustrates how many students we have taught per level for the past five years.¹ We used the five-year average to anticipate how many students we expect to teach in the new curriculum. Because our new curriculum clearly differentiates between the 300- and 400-levels, most of what we teach now will be taught at the 300-level. We used the following formulas to determine the projected numbers: # of 300-level students = $.9 * (805 + 614.4)$ and # of 400-level students = $.1 * (805 + 614.4)$. In order to determine how many courses we will need to teach at each level, we divided the projected enrollment by the expected initial enrollment, which is 2-10 below the course cap.

The calculations assume that majors will be required to take ENSH 200: Foundations of Writing Literary Criticism (currently ENGL 209). Therefore, we will need to offer enough sections of 209 so our average of 109 majors can take it before they graduate. In order to accommodate all majors and potential majors, we will raise the cap from 20 to 22 and add 4 sections. We would reduce the number of 300-level courses by 2 to “pay” for those additional courses, so the projected numbers at the 200-level include 60 additional students not accounted for in the current numbers; the other 70 come from 300-level courses.

We propose that the new curriculum’s program will require majors but not minors to take one 400-level capstone seminar. we have 109 majors on average, so 8 sections of the 400-level courses will be enough.

Finally, we anticipate that some courses will become quite popular among students: “YA Fiction,” “Narrative Worldmaking,” “Science Fiction,” etc. As these and other courses become successful, we plan on raising their caps from 60 or 40 to 80 or 60. This will allow us to increase our EETS while maintaining small classes at the 400-level.

¹ The following courses were excluded from these calculations: 209, 215, 225, Honours Seminars (310, 467), 480, individual supervisions (490, 493, 499), Professional Communications courses, 478 (Summer Bamfield course), and WSA section of 146.

Table 1: Number of Students Served, 2017-2022

Current Curriculum											
	100-level		200-level		300-level		400-level		Totals		Average class size
	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	
2017- 18	1172	32	697	17	694	21	713	26	3276	96	34.13
2018- 19	1134	32	532	16	762	25	741	31	3169	104	30.47
2019- 20	1128	35	544	11	860	27	599	26	3131	99	31.63
2020- 21	1342	40	623	13	958	30	556	21	3479	104	33.45
2021-22	1366	42	692	14	751	26	463	18	3272	100	32.72
5-year Average	1228.4	36.5	619.5	14	805	25.8	614.4	22.75	3276.8	99.05	33.08
New Curriculum											
Cap	30		60		40		20				
Expected Initial Enrollment	28		50		35		17				
Projected	1228.4	43.87	619.5	12.39	1277.46	36.5	141.94	8.35			
Projected # of Sections	1228.4	44	679.5	18 (12+ 6 209s)	1081.2	37 (37+ 2 310s - 2)	121.4	8	3327.3	107	31.06

B. Our Faculty Complement is Adequate for the New Curriculum

We used the projected number of sections to create a mock course allocation for four years with the proposed curriculum. Using the course allocations from 2019-2020, 2020-2021, and 2021-2022, we assigned everyone at least one course per year that is similar to what they currently teach. To match courses with instructor preferences, we referred to a summer 2021 survey that asked faculty to indicate courses they would be interested and willing to teach.

We tried to account for all research, teaching, and continuing sessional instructors, and we conclude that everyone who is currently employed as an instructor in our department will still be teaching for us under the new curriculum. While we did not include non-continuing sessional instructors in the mock allocations, they will continue to have courses because we are normally short about eight instructors for the forty-four 100-level sections.

Below, you will find two tables. Table 1 represents a student's view of four years in the new curriculum, showing what particular courses could be offered at each level and the total number of sections offered in each year. We assigned every faculty member a leave but did not assign all the service-related course releases. Our projections anticipate additional leaves and course releases (Chair, Graduate Advisor, Undergraduate Advisor, Directors of various programs such as ATWP, MDIA, MEDI, and other service obligations).

Table 2 is a sample course allocation for four years in the new curriculum. Our intention is to start the new curriculum with a lean suite of offerings. As we get accustomed to the new curriculum, we can add new courses and sections. Please note that this mock-up was created before we finalized the numbering system and course names. While the projected TAP demonstrates the feasibility of our program, it does not match, in every case, the propose course names and numbers.

Table 2: Sample Offerings for Four Years

Year 1		Year 2		Year 3		Year 4	
100-Level Courses							
While we assigned instructors 100-level courses, we did not yet assign “Literature in Action” or “Themes in Literature.” The numbers below indicate how many regular faculty we assigned 100-level courses in each year.							
100	35		35		39		38
200-Level Courses							
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
203	How Poetry Works	203	How Poetry Works	201	Foundations	201	Foundations
205	Popular Genres	204	How Fiction Works	203	How Poetry Works	203	How Poetry Works
208	Narrative Worldmaking	206	How Drama Works	203	How Fiction Works	204	How Fiction Works
209	Women's Writing	207	Cultural Studies	205	Popular Genres	205	Popular Genres
210	Literature, Self and Society	208	Narrative Worldmaking	208	Narrative Worldmaking	206	How Drama Works
212	Literature and Psychology	209	Women's Writing	209	Women's Writing	207	Cultural Studies
214	Bible as Literature	210	Literature, Self, and Society	212	Literature and Psychology	207	Adaptations of Literature
215	Myth and Literature	212	Lit and Psychology	214	Bible as Literature	210	Literature, Self, and Society

216	British Lit 1	215	Myth and Lit	215	Myth and Literature	212	Lit and Psychology
252	World Lit	216	British Lit 1	216	British Lit 1	214	The Bible as Literature
219	Canadian	252	World Lit	252	World Lit	216	British Lit 1
220	American	219	Canadian	219	Canadian	220	American
223	Intro to Major Author	220	American	220	American		
Total Number of 200-Level Courses							
	19		19		19		18
300-Level Courses							
301	Practical Crit.	301	Practical Crit.	301	Practical Crit.	301	Practical Crit.
302	Topics in Specul. Fiction	302	Science Fiction	303	Detective Fiction	302	Science Fiction
304	Horror	303	Detective Fiction	304	Horror	303	Detective Fiction
305	Children's Fiction	305	Children's Literature	305	Coming of Age Novels	305	Children's Lit
306	YA Fiction	306	YA Fiction	305	Children's Literature	307	Coming of Age Novels
307	Coming of Age Novels	307	Coming of Age Novels	308	Literature and Love	308	Literature and Love
308	Lit & Love	308	Lit and Love	310	Games and Interactive Fiction	309	Comics
309	Comics and Graphic Novels	308	Literature and Love	311	Narrative on Film	310	Games
310	Games & Interactive Fiction	309	Comics	313	Media and Popular Culture	311	Narrative on Film
311	Narrative and Film	310	Games	315	Authors on Screen	312	Creative Non-Fiction
313	Media and Popular Culture	312	Creative Non-Fiction	316	The Bible and Literature	313	Media and Popular Culture
313	Media and Popular Culture	313	Media and Popular culture	317	Topics in Social Justice	314	Studies in a Genre
314	Studies in Genre	314	Studies in a Genre (Utopian)	317	Literature and Social Justice	316	The Bible and Literature
315	Authors on Screen	315	Authors on Screen	319	Theories and Methods	317	Social Justice
315	Authors on Screen	316	The Bible and Literature	320	Literature Home and Away	319	Theories and Methods
316	Literature and the Bible	317	Social Justice	321	Literature and the Epic Imagination	320	Literature Home and Away
319	Theories and Methods	320	Literature Home and Away	323	Major Author	321	Narrative and the Epic Imagination
320	Literature Home and Away	321	Epic Imagination	324	Old English	322	Trans-Atlantic
321	Literature and the Epic Imag.	322	Trans-Atlantic	325	Medieval Lit	323	Major Author
323	Major Author	323	Major Author	326	Topics in Medieval	324	Old English
325	Medieval Lit	324	Old English	327	Renaissance Lit	325	Medieval Lit

326	Medieval Lit Topics	325	Medieval Lit	328	Shakespeare Tragedies	326	Themes in Medieval Lit
327	Renaissance Lit	326	Themes in Medieval Lit	328	Shakespeare Tragedies	327	Renaissance Lit
328	Shakespeare Tragedies	327	Renaissance	329	Shakespeare Comedies	328	Shakespeare Tragedies
329	Shakespeare Comedies	329	Shakespeare Comedies	332	Restoration and 18 th	329	Shakespeare Comedies
331	Milton	330	17 th Century Lit	333	19 th Century Fiction	330	17 th Century Lit
332	Restoration and 18 th	331	Milton	334	Romantic Poetry	332	18 th Century Lit
333	19 th C Fiction	332	18 th Century Lit	335	Victorian Poetry	334	Romantic
334	Romantic Lit	335	Victorian Poetry	338	20 th -century Fiction in the UK	335	Victorian Poetry
335	Victorian Poetry	336	20 th Century UK Poetry	341	American Poetry	336	20 th Century Poetry in UK
336	20 th Century Poetry in UK	337	20 th Century Drama	344	American Fiction 1970-present	337	20 th Century Drama
337	20 th Century Drama in UK	341	American Poetry	346	20 th Century Canadian	341	American Fiction to 1900
338	20 th Century Fiction in UK	390	World Lit	347	Contemporary Canadian Lit	342	Shakespeare Comedies
344	American Lit 1970-present	395	Indigenous Lit.	348	Settler-Colonialism	346	20 th Century Canadian Lit
346	20 th Century Canadian Lit					347	Contemporary Canadian
348	Settler-Colonialism					348	Settler-Colonialism
349	Atwood					349	Atwood
390	World Lit					390	World Lit
395	Indigenous Lit.						
Total Number of 300-Level Courses							
	40		35		35		39
400-Level Courses							
While we assigned everyone 400-level courses, we did not yet distinguish between the options. The numbers below indicate how many 400-level courses we assigned in each year							
	9		8		9		9
500-Level Courses							
We assigned people to graduate courses, but did not specify which graduate course. The numbers below indicate how many 500-level courses we assigned in each year.							
	12		11		11		11

Table 3: Sample Course Allocations for Four Years

	Year 1		Year 2		Year 3		Year 4	
Bancroft, Corinne	100		100		100		100	
Bancroft, Corinne	201	Foundations	201	Foundations	201	Foundations	317	Social Justice
Bancroft, Corinne	208	Narrative Worldmaking	208	Narrative Worldmaking	220	American	Leave	
Bancroft, Corinne	500	grad seminar	317	Social Justice	500		Leave	
Blank, Kim	100		207	Cultural Studies	100		100	
Blank, Kim	334	Romantic Lit	500		321	Literature and the Epic Imagination	207	Cultural Studies
Blank, Kim	400		Leave		334	Romantic Poetry	334	Romantic
Blank, Kim	500	grad seminar	Leave		400		500	
Boyarin, Shamma	100		100		100		100	
Boyarin, Shamma	313	Media and Popular Culture	316	The Bible and Literature	325	Medieval Lit	214	The Bible as Literature
Boyarin, Shamma	316	Literature and the Bible	325	Medieval Lit	Leave		313	Media and Popular Culture
Boyarin, Shamma	325	Medieval Lit	500		Leave		325	Medieval Lit
Bradley, Nick	100		323	Major Author	100		301	Foundations
Bradley, Nick	400	Advanced Spec. Topics	400		301	Foundations	301	Foundations
Bradley, Nick	Leave		500		347	Contemp. Canadian Lit	346	20th Century Canadian Lit
Bradley, Nick	Leave		100		301	Foundations	400	
Carson, Luke	100		308	Lit and Love	100		100	
Carson, Luke	220	American	341	American Poetry	308	Literature and Love	220	American
Carson, Luke	308	Lit & Love	Leave		341	American Poetry	400	
Carson, Luke	500	grad seminar	Leave		400		500	
Chalykoff, Lisa	100		100		100		100	
Chalykoff, Lisa	100		100		346	20th Century Canadian	100	
Chalykoff, Lisa	320	Literature Home and Away	312	Creative Non-Fiction	Leave		312	Creative Non-Fiction
Chalykoff, Lisa	348	Settler-Colonialism	no course		Leave		348	Settler-Colonialism

Chapman, Alison	100		100		100		100	
Chapman, Alison	335	Victorian Poetry	203	How Poetry Works	203	How Poetry Works	335	Victorian Poetry
Chapman, Alison	400	In the Archives	335	Victorian Poetry	209	Women's Writing	Leave	
Chapman, Alison	500	grad seminar	500		335	Victorian Poetry	Leave	
Dean, Misao	219	Canadian	100		100		322	Trans-Atlantic
Dean, Misao	100		219	Canadian	317	Topics in Social Justice	349	Atwood
Dean, Misao	349	Atwood	322	Trans-Atlantic	400		Leave	
Dean, Misao	500	grad seminar	400		500		Leave	
Dopp, Jamie	100		100		100		100	
Dopp, Jamie	346	20th Century Canadian Literature	307	Coming of Age	219	Canadian	203	How Poetry Works
Dopp, Jamie	Leave		Leave		348	Settler-Colonialism	307	Coming of Age
Dopp, Jamie	Leave		Leave		400		347	Contemporary Canadian
Douglas, Christopher	100		302	Science Fiction	100		100	
Douglas, Christopher	214	Bible as Literature	400		214	Bible as Literature	302	Science Fiction
Douglas, Christopher	302	Topics in Speculative Fiction	leave		316	The Bible and Literature	316	The Bible and Literature
Douglas, Christopher	344	American Literature 1970-present	leave		344	American Fiction 1970-present	400	
Ellerbeck, Erin	400	Advanced Spec. Topics	201	Foundations	100		100	
Ellerbeck, Erin	500	grad seminar	315	Authors on Screen	201	Foundations	207	Adaptations of Literature
Ellerbeck, Erin	Leave		Leave		315	Authors on Screen	342	Shakespeare Comedies
Ellerbeck, Erin	Leave		Leave		500		500	
Gagan, Rebecca	201	Foundations	100		100		100	
Gagan, Rebecca	201	Foundations	100		100		100	
Gagan, Rebecca	404	Community Engaged Learning	100		100		100	
Gagan, Rebecca	Leave		100		100		201	Foundations
Gagan, Rebecca	Leave		100		100		201	Foundations
Gagan, Rebecca	Leave		201	Foundations	201	Foundations	201	Foundations

Gagan, Rebecca	Leave		201	Foundations	201	Foundations	404	Community Engaged Learning
Grossi, Joseph	321	Epic Imagination	100		Leave		100	
Grossi, Joseph	100		324	Old English	Leave		324	Old English
Grossi, Joseph	500	grad seminar	Italian		Leave		Italian	
Hawkes, Joel	100		100		100		100	
Hawkes, Joel	100		100		100		100	
Hawkes, Joel	100		100		100		100	
Hawkes, Joel	Leave		100		100		100	
Hawkes, Joel	Leave		100		100		100	
Hawkes, Joel	Leave		100		100		100	
Hawkes, Joel	Leave		100		Leave		100	
Henry, Sean	100		100		Leave		100	
Henry, Sean	100		100		Leave		100	
Higgins, Iain	Malahat		Malahat		Malahat		Malahat	
Jenstad, Janelle	100		201	Foundations	100		100	
Jenstad, Janelle	310	Games and Interactive Fiction	500		310	Games and Interactive Fiction	201	Foundations
Jenstad, Janelle	329	Shakespeare Comedies	Leave		327	Renaissance Lit	206	How Drama Works
Jenstad, Janelle	500	grad seminar	Leave		400		500	
Kay, Magda	100		100		100		100	
Kay, Magda	203	How Poetry Works	209	Women's Writing	500		336	20th Century Poetry in UK
Kay, Magdalena	307	Coming of Age Novels	336	20th Century UK Poetry	Leave		400	
Kay, Magdalena	336	20th Century Poetry in the UK	400		Leave		500	
Kelly, Erin	100		206	How Drama Works	100		Leave	
Kelly, Erin	223	Intro to Major Author	306	YA Fiction	329	Shakespeare Comedies	Leave	
Kelly, Erin	306	YA Fiction	500		400		Leave	
Kelly, Erin	Release		Release		500		Leave	
Kuchar, Gary	100		100		100		100	
Kuchar, Gary	212	Literature and Psychology	212	Lit and Psychology	216	Brit Lit 1	212	Lit and Psychology
Kuchar, Gary	331	Milton	330	17th century lit	Leave		330	17th Century Lit
Kuchar, Gary	500	grad seminar	403		Leave		500	

Leighton, Mary Elizabeth	201	Foundations	201	Foundations	201	Foundations	100	
Leighton, Mary Elizabeth	301	Practical Crit	301	Practical Criticism	203	How Fiction Works	400	
Leighton, Mary Elizabeth	301	Practical Crit	301	Practical Criticism	100		Leave	
Leighton, Mary Elizabeth	333	19th C Fiction	500		333	19th Century Fiction	Leave	
McLean-Fiander, Kim	100		100		100		100	
McLean-Fiander, Kim	100		100		100		100	
McLean-Fiander, Kim	201	Foundations	100		100		201	Foundations
McLean-Fiander, Kim	201	Foundations	Leave		201	Foundations	201	Foundations
McLean-Fiander, Kim	327	Renaissance Lit	Leave		201	Foundations	201	Foundations
McLean-Fiander, Kim	500	grad seminar	Leave		305	Coming of Age Novels	327	Renaissance Lit
Miller, Eric	100		100		100		323	Major Author
Miller, Eric	215	Myth and Literature	215	Myth and Literature	215	Myth and Literature	332	18th Century Lit
Miller, Eric	323	Major Author	321	Epic Imagination	332	Restoration and 18th Century Literature	Leave	
Miller, Eric	332	Restoration and 18th Century	332	18th century lit	500		Leave	
Mitchell, Allan	100		400		100		100	
Mitchell, Allan	216	Brit Lit 1	Leave		305	Children's Literature	216	BritLit1
Mitchell, Allan	326	Medieval Lit Topics	Leave		326	Topics in Medeival	320	Literature Home and Away
Mitchell, Allan	403	Advanced Spec. Topics	Release		500		500	
Nowlin, Michael	100		100		Leave		100	
Nowlin, Michael	210	Literature, Self and Society	220	American	Leave		210	Literature, Self, and Society
Nowlin, Michael	400	Advanced Research Essay Writ.	308	Literature and Love	Leave		308	Literature and Love
Nowlin, Michael	Release		Release		Leave		341	American Fiction to 1900

Rabillard, Sheila	100		100		100		100	
Rabillard, Sheila	209	Women's Writing	303	Detective Fiction	Grad		303	Detective Fiction
Rabillard, Sheila	337	20th Century Drama in the UK	337	20th Century Drama	Leave		337	20th Century Drama
Rabillard, Sheila	400	Advanced Spec. Topics	395	Indigenous Literature	Leave		400	
Ross, Stephen	100		204	How Fiction Works	100		100	
Ross, Stephen	338	20th Century Fiction in the UK	402	Theories and Methods	313	Media and Popular Culture	204	How Fiction Works
Ross, Stephen	500	grad seminar	Leave		338	20th-century Fiction in the UK	321	Narrative and the Epic Imagination
Ross, Stephen	Release		Leave		500		402	Theories and Methods
Sayers, Jentery	205	Popular Genres	309	Comics	100		100	
Sayers, Jentery	309	Comics and Graphic Novels	310	Games	205	Popular Genres	309	Comics
Sayers, Jentery	Leave		313	Media and Popular culture	400		310	Games
Sayers, Jentery	Leave		release		500		500	
Shlensky, Lincoln	100		390	World Lit	100		100	
Shlensky, Lincoln	311	Narrative and Film	500		252	World Lit	311	Narrative on Film
Shlensky, Lincoln	315	Authors on Screen	Leave		311	Narrative on Film	390	World Lit
Shlensky, Lincoln	390	World Lit	Leave		400		500	
Shukin, Nicole	100		320	Literature Home and Away	323	Major Author	319	Theories and Methods
Shukin, Nicole	395	Indigenous Literature	500		500		Leave	
Surridge, Lisa	305	Children's Fiction	305	Children's Literature	303	Detective Fiction	305	Children's Lit
van Oort, Richard	100		100		100		100	
van Oort, Richard	314	Studies in Genre	210	Literature, Self, and Society	212	Literature and Psychology	328	Shakespeare Tragedies
van Oort, Richard	Leave		327	Renaissance	319	Theories and Methods	329	Shakespeare Comedies
van Oort, Richard	Leave		400		328	Shakespeare Tragedies	500	

Williams Boyarin, Adrienne	100		100		100		100	
Williams Boyarin, Adrienne	313	Media and Popular Culture	500		324	Old English	326	Themes in Medieval Lit
Williams Boyarin, Adrienne	319	Theories and Methods	326	Themes in Medieval Lit	400		Leave	
Williams Boyarin, Adrienne	500		216	Brit Lit 1	320	Literature Home and Away	Leave	
Wong, Samuel	100		100		208	Narrative Worldmaking	205	Popular Genres
Wong, Samuel	100		314	Studies in a Genre (Utopian)	304	Horror	314	Studies in a Genre
Wong, Samuel	304	Horror	331	Milton	Leave		400	
Wong, Samuel	315	Authors on Screen	no course		Leave		no course	
Wright, Nancy	100		100		100		100	
Wright, Nancy	252	World Lit	252	World Lit	317	Literature and Social Justice	500	
Wright, Nancy	328	Shakespeare Tragedies	329	Shakespeare Comedies	328	Shakespeare Tragedies	Leave	
Wright, Nancy	400		500		500		Leave	

Appendix E: Comparative Research of Peer Institutions

Table 1: Course Distribution

University*	Type of Course	
University*	Literary Historical	Other (Theme, Theory, Media Writing, etc.)
UVic New Curriculum	50%	50%
SFU	40%	60%
UBC	40%	60%
UofA	50%	50%
UofT (Mississauga)	65%	35%
UofT (Scarborough)	45%	55%
UofT (St. George)	60%	40%
* These rough estimates do not include 100-level courses. For our curriculum, Professional Communications courses and 400-level courses were also excluded. These courses were not excluded from other universities because they were not demarcated differently in the course calendar.		

Table 2: Requirements

University	Requirements for Majors (not including # of courses at each level)
UVic New Curriculum	ENSH 200, 1 400-level seminar, breadth recommendations
SFU	1 course in Canadian or Indigenous Literature
UBC	200 “Principles of Literary Studies, 6 courses in literary history, 1 400-level seminar
UofA	Recommendations only
UofT (Mississauga)	4 literary history, 1 theory, 1 EDI
UofT (Scarborough)	4 literary history; 2 theory/ writing courses; 1 400-level seminar
UofT (St. George)	6 literary history, 1 Indigenous/ postcolonial, 1 theory, 1 digital

Appendix F: Evidence of Consultation

Dailyn Ramirez - English Assistant to the Chair

From: Andrea Giles
Sent: June 7, 2022 3:47 PM
To: Michael Nowlin – Chair of English
Cc: Dailyn Ramirez - English Assistant to the Chair; Chelsey Evans, Director of Operations
Subject: RE: English Department Major Curriculum Revision: Consultation

Follow Up Flag: Follow up
Flag Status: Flagged

Hello Michael,

Thank you for your email. Your course code change from ENGL to ENSH sounds both interesting and timely. I agree that this should not have any negative affect on COOP – and I do thank you for reaching out to consult on this. I consider this course code change consultation sufficient.

I will be interested to learn more about your two experiential learning courses at the 4th year level when you move farther along in your planning – if there is any way the Co-op Program could be of service in this regard, please feel free to reach out.

Regards,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

University of Victoria
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Michael Nowlin – Chair of English <englchr@uvic.ca>
Sent: June 7, 2022 1:45 PM
To: Andrea Giles <agiles@uvic.ca>
Cc: Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>
Subject: English Department Major Curriculum Revision: Consultation

Dear Ms. Giles,

The English Department plans to put through a major curriculum change this coming fall, substantial enough that it will require us to use a new course code: ENSH will replace ENGL.

The changes are meant to establish a more flexible, up-to-date English literature and cultural studies program, less centred around the traditional British canon and nationalist literary paradigms, and with more courses in popular genres, book history, comparative literature, and themes of interest.

This should not have any negative effect on our relationship to the Cooperative Education Program. The current roster of courses for our Professional Communication Minor are initially being switched over to the new course code, but there will likely be some changes to these new courses with the arrival of our new Professional Communications Adviser, Dr. Becky Halliday, in July. She is committed to updating and reviving our program, which has always had a crucial relationship to the Co-op Program, and I'm sure she will be in touch with you over the next year. We are also wanting to introduce two experiential learning courses at the 4th year level (a field school course, and a publishing-oriented course), but are not tied to the Co-op Program, at least for now.

Please let me know if you would like me to consult with you further about this. Please also let me know if this consultation is sufficient.

Regards,

Michael



Michael Nowlin
Professor and Chair
Department of English
University of Victoria
T 250-721-7236
<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

Dailyn Ramirez - English Assistant to the Chair

From: Michael Nowlin – Chair of English
Sent: June 7, 2022 11:55 AM
To: Justin Harrison
Cc: Dailyn Ramirez - English Assistant to the Chair
Subject: RE: English Curriculum Revision: Consultation

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Justin,

Thank you very much for this prompt response, and all your caveats make sense to me.

Regards,

Michael



Michael Nowlin
Professor and Chair
Department of English
University of Victoria
T 250-721-7236
<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

From: Justin Harrison <justinh@uvic.ca>
Sent: June 7, 2022 11:28 AM
To: Michael Nowlin – Chair of English <englchr@uvic.ca>
Cc: Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>
Subject: RE: English Curriculum Revision: Consultation

Hi Michael,

I would say that as long as this is a consolidation of established directions, this should be fine from the library's point of view, with the following in mind:

- As new course topics and faculty teaching/research areas emerge we can build up supporting collections accordingly going forward.
- The library is deeply invested in Evidence Based Acquisition, an approach in which we are able to provide access to most of the catalogues of Oxford, Cambridge, Taylor & Francis, and Wiley (and their related imprints). Many of these publishers are particularly strong in the Humanities, so should continue to serve ENGL/ENSH well.

- What the library would be concerned with in particular are potential ongoing subscriptions, such as any new journals and/or databases. If our current holdings in these areas provide access to the materials you envision your students, instructors, and researchers needing for the upcoming curriculum changes then we are likely good. The library requiring new monies to support such ongoing resources would likely require further discussion.
- Without seeing specifics of new course proposals I can only base my assessment on your description below. As librarian for English I will be contacted via Kuali to identify any areas of concern on new courses, so it is conceivable that I notice things of potential concern. However, again, it is really taking on the financial commitment of ongoing subscriptions that would likely be an issue, rather than gradually acquiring or providing access to, via one-off acquisitions, monographs and reference items in emerging areas.

If these caveats are agreeable I would say this consultation is sufficient. I appreciate you reaching out. If I can be of further assistance, please let me know.

Best wishes on the curriculum and related changes.

Justin

From: Michael Nowlin – Chair of English <englchr@uvic.ca>
Sent: June 7, 2022 10:40 AM
To: Justin Harrison <justinh@uvic.ca>
Cc: Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>
Subject: English Curriculum Revision: Consultation

Dear Justin,

The English Department plans to put through a major curriculum change this coming fall, substantial enough that it will require us to use a new course code: ENSH will replace ENGL.

The changes are meant to establish a more flexible, up-to-date English literature and cultural studies program, less centred around the traditional British canon and nationalist literary paradigms, and with more courses in popular genres, book history, comparative literature, and themes of interest.

This will have no significant ramifications for library holdings – to some extent we are consolidating and codifying directions we have already been practising.

Please let me know if you would like me to consult with you further about this. Please also let me know if this consultation is sufficient.

Regards,

Michael



Michael Nowlin
Professor and Chair
Department of English
University of Victoria

T 250-721-7236

<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

Subject: Re: English Department Major Curriculum Revision: Consultation
Date: Friday, September 9, 2022 at 11:19:14 AM Pacific Daylight Time
From: Luke Carson - Chair of English
To: Jacquie Green, Rob Hancock, IACE Associate Director Academic
CC: Corinne Bancroft, Iain Higgins
Attachments: image001.png, image002.png, IACE Consultation.docx

Dear Dr. Green and Dr. Hancock,

Thank you so much for your reply to our request for consultation regarding the English Department's Program Change Proposal. I do indeed realize how busy you must be and I appreciate the quick turnaround you managed once you had received our drafts. I am attaching my responses to your comments and queries, and I hope you will find that they clarify some of the background of our proposal as well as our goals and our attempts to achieve them. My comments are in red font following your comments and queries. I will also be submitting my comments, along with yours, as part of the consultation package for the Humanities Faculty Council meeting of September 20, where our proposal will be voted on.

If you wish to discuss anything further, please don't hesitate to let me know.

Sincerely,
Luke



Luke Carson | he/him
Associate Professor and Chair
Department of English
[University of Victoria](https://www.uvic.ca/humanities/english/)
Office: Cle C343a
T 250-721-7235
<https://www.uvic.ca/humanities/english/>

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

From: Jacquie Green <iaceed@uvic.ca>
Date: Tuesday, September 6, 2022 at 10:57 AM
To: Luke Carson - Chair of English <englchr@uvic.ca>
Cc: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>, Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>, Corinne Bancroft <corinnebancroft@uvic.ca>
Subject: Re: English Department Major Curriculum Revision: Consultation

Yowtz Luke – I have reviewed documents sent our way and currently scanning for your review – as both Rob and I have 'written' our feedback on the documents.

I don't think our feedback affects Kuali submission – our feedback is about Indigenous courses, indigenous

course writers and perhaps policies for hiring and ensuring Indigenous scholars are involved when it comes to indigenous content.

I apologize for not meeting your august 31 deadline, as per email below I see you sent this august 18th so bit of a short turn around. As you may know, in our office we are asked to oversee high volume of curriculum projects and/or policies and doing our best to meet deadlines

Cheers !

Kundoqk, Jacquie Green, PhD
IACE, Executive Director
First Peoples House
University of Victoria



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

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From: Luke Carson - Chair of English <englchr@uvic.ca>
Date: Thursday, August 18, 2022 at 11:50 AM
To: Jacquie Green <iaceed@uvic.ca>
Cc: Rob Hancock <iaceadac@uvic.ca>, Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>, Corinne Bancroft <corinnebancroft@uvic.ca>
Subject: Re: English Department Major Curriculum Revision: Consultation

Dear Dr. Green,

I am writing to consult with you on the curriculum changes being proposed by the English Department, which we hope to have approved by the Faculty of Humanities and then by Senate for implementation by May 2023. Our deadline for submitting the results of our consultation to the Faculty of Humanities for the first in the series of approvals is August 31, so we would be grateful if we could hear back as quickly as you are able in the midst of your new responsibilities.

The June 7 e-mail below from our previous chair, Dr. Michael Nowlin, to Dr. Hancock provides a brief description of our proposal and our priorities. I am also attaching the two recently completed documents we are submitting for the approval process.

Finally, welcome to your new position! I look forward to working with you and your office as our department

seeks to follow through on its goals.

Sincerely,
Luke Carson



Dr. Luke Carson | he/him
Chair
Department of English
[University of Victoria](https://www.uvic.ca/humanities/english/)
Office: Cle C343a
T 250-721-7235
<https://www.uvic.ca/humanities/english/>

We acknowledge and respect the lək'wəḡən 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.

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

Date: Wednesday, June 8, 2022 at 1:24 PM

To: Michael Nowlin – Chair of English <englchr@uvic.ca>

Cc: Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>

Subject: Re: English Department Major Curriculum Revision: Consultation

Good afternoon, Michael,

Thank you for your message and all the information you've shared about the curriculum changes coming to your department. It certainly sounds like a lot of work has gone into it, and it sounds like a very thoughtful and thorough approach. There will be a new Executive Director in IACE (Kundoq Dr. Jacquie Green) starting on 01 August, so depending on your timeline I would suggest connecting with her if that works with your timeline. If you're looking to move sooner, I would recommend connecting with Dr. Robina Thomas for a signature — while I'm able to meet with units to consult on curriculum proposals, she will be signing off on them on behalf of IACE until Jacquie starts.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)
Associate Director Academic, Office of Indigenous Academic and Community Engagement
University of Victoria

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On Jun 7, 2022, at 14:06, Michael Nowlin – Chair of English <englchr@uvic.ca> wrote:

Dear Rob,

The English Department plans to put through a major curriculum change this coming fall, substantial enough that it will require us to use a new course code: ENSH will replace ENGL.

The changes are meant to establish a more flexible, up-to-date English literature and cultural studies program, less centred around the traditional British canon and nationalist literary paradigms, and with more courses in popular genres, book history, comparative literature, and themes of interest, including social justice-oriented themes.

The more de-centred structure of the program (which will contain more varying paths toward different kinds of English degrees) is one necessary step toward developing a more post-colonial program with more Indigenous content, but also offers instructors more options for experimenting with new course ideas that better reflect contemporary approaches to literary and cultural study. The department's current lack of Indigenous scholars is glaring and something we are committed to changing. Faculty positions are currently hard to come by, but the department has voted unanimously that at its next hire be an Indigenous scholar and the subsequent two hires be BIPOC scholars. We believe the new curriculum with its greater number of courses in popular and contemporary literature will eventually attract more students, and with more students comes the greater possibility of new hires: so there is a circuitous cause and effect relation between creating courses in, say, graphic fiction or horror/dystopian fiction and getting an Indigenous position. By the same token Indigenous scholars may be more attracted to a program in which they're encouraged to create a freer range of courses through which the work of Indigenous writers and artists can be studied.

Please let me know if you would like me to consult with you further about this. Please also let me know if this consultation is sufficient.

Thanks for attending to this, and regards,

Michael

<image001.jpg> Michael Nowlin
Professor and Chair
Department of English
[University of Victoria](https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php)
T 250-721-7236
<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

From: Luke Carson, Chair, Department of English
Re: English Department Curriculum Change Proposal

Attachment to September 9, 2022 e-mail to Dr. Jacquie Green and Dr. Rob Hancock (IACE).

ENGL/ ENSH Undergraduate Curriculum proposal

- RH comment: they seem to be looking for IACE approval, not consulting with us

We are indeed seeking consultation, as per the first page of the Standard Template for Program Change, and the following responses are intended to be in the spirit of such consultation.

First, however, I wanted to affirm that we are committed to hiring an Indigenous colleague and to share some background to the English Department's aspirations for such a hiring. We have been permitted three times to advertise a position for tenure-track Indigenous faculty, and have twice had great success: in 2005 we hired Dr. Cheryl Suzack, who resigned in 2009 for a position at the University of Toronto, and as her replacement in 2010 we hired Dr. Christopher Teuton, who resigned his position in 2012 for a position at the University of Washington. In his resignation letter, Dr. Teuton explained that UVic administration's lack of a serious retention policy for Indigenous faculty was the primary reason for his resignation. Our third attempt, when a faculty line was finally granted again in 2018, was unsuccessful when each of our three candidates opted for positions elsewhere. Since then, hiring a tenure-track Indigenous faculty member has consistently been our department's priority. However, we are entirely dependent on the decisions made at the level of the Dean of Humanities and above, and the current prospects of being granted a new faculty position are not good. While we do teach several courses with Indigenous content, at least one course in our curriculum has exclusively Indigenous content, and some of our courses are cross-listed with the Indigenous Studies Program, we are sorely lacking the expertise of an Indigenous faculty member. We wanted to ensure that the new curriculum includes Indigenous courses so that they are available should we successfully hire an Indigenous expert in that area. We have left the 300-level course with Indigenous content a "Topics" course so that the person we eventually hire could teach their area of expertise in their first year. We have also retained space in the new curriculum (ENSH 395-399) for that person to design additional courses with Indigenous content.

- How do these proposals engage with/ respond to the department's most recent external review?
- p. 2, "Value"
 - it's not obvious or clear how a shift from a national-historical emphasis to one based on theme/form/genre "work[s] toward decolonization and paves way for Indigenization" - would be helpful to have an explicit discussion of this with concrete examples

The national-historical model, which is based on the assumption of the primacy of modern nation state and its official/dominant language as the most important grounds for the organization of literary studies, confines the texts in a course to the period and/or nation, so that for example a course in 17th-Century English Poetry would only include texts of that period and place. Our liberalization of the courses means that an instructor could devise a course that includes 17th-century English poetry and, for example, early 20th-century Indigenous literature on the basis of a thematic or generic context. Cross-cultural and other forms of comparison — without being

based on normative, national(ist) grounds — thus become possible, since instructors would be free to design courses that included a relational element.

- e.g., what courses will be added? What changes will be made to include this in existing or other courses?

In principle, many of the new courses and some of the old national-historical courses can include Indigenous content. Incorporating such content, however, will depend on the expertise of individual faculty members, and we certainly hope that some of our instructors will explore the ways in which Indigenous literature can be incorporated into their courses. Several of our instructors in existing American and Canadian literature courses

- this connection is explained a bit better in the document "Re: Proposed Changes" for the graduate program, in section A
- and Indigenous content in most courses, in addition to an Indigenous course

- p. 2, "Proposed Changes," paragraph 2 (p. 3)
 - these courses might engage these topics, but none of them are required for majors/honours

We have indeed dropped breadth requirements for our program (that is, requirements that students cover the national-historical breadth of the field) in favor of breadth recommendations, one of which is that Majors and Honours students complete 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376-399). Our department may choose in the future to require that students complete a course in Indigenous literature, but we cannot guarantee that we can offer such a course every year in the absence of Indigenous faculty members.

Future decisions on this matter will also hinge on whether or not the Faculty of Humanities or the university will follow other universities in requiring all students to take a course on Indigenous histories and cultures. The English Department would presumably be able to offer at least one course – and probably several more – that would satisfy such a requirement.

- p. 3, "Alignment"
 - this section can also refer to specific sections of the Indigenous Plan and Strategic Enrolment Management Plan (the proposal mentions the IP on p. 7, but doesn't provide a lot of details about the connections)
 - "If we recruit an Indigenous colleague..." How would the department shift to make space for Indigenous faculty and students?

The department understands the need to change our culture and is taking first steps in this area. When we revised our department standards after the last Collective Agreement, we adopted the Indigenous Faculty Caucus's recommendations for how to best support the success of Indigenous faculty. Last year, as well as in 2017, Dr. Hancock visited our department to lead the workshop in Indigenous Acumen Training. We also have begun drafting a plan for how to improve the department in terms of both decolonization and DEI. That plan is currently being workshopped by our equity committee. We recognize that we are not experts in this area and are working to make the necessary changes.

- This is not mentioned elsewhere in the proposal (it is mentioned in passing in the Curriculum Revision document, Appendix D Part B)
 - Why is hiring at least one Indigenous colleague not a plan/priority?

- Perhaps because they're trying to say that they don't need to add faculty to what they have in order to make these changes

As mentioned above, hiring an Indigenous tenure-track faculty member has been a priority for many years now. And yes, it is true that we are not permitted to propose changes that would require us to hire new faculty.

Curriculum Revision Document

- ENSH 379
 - Not clear what the content of the course is based on the description—will it be settler scholars engaging with settler representations of Indigenous people/communities/nations? If so, not likely to be very appealing to students

Yes, that is an accurate description of the literary content. We currently teach several courses that include critical analyses of settler literature, and students are drawn to them as they attempt to come to a fuller understanding of the history of the colonization of North America. As for the instructor, we presume it is a course that would also interest an Indigenous colleague whose research includes settler literature.

- Also not clear how this contributes to decolonization/Indigenization of the curriculum

We consider the ability to critique settler representations of the settler project and of Indigenous peoples to be an essential component of advanced literary analysis and of the decolonization of literary studies in North America. Learning to read critically literary representations of settler-colonial history and of Indigenous peoples and cultures is one crucial element in helping students come to a fuller understanding of the world around them, since those representations have contributed in various ways both to the understanding of history in Canada and to policy and practice (the most well-known example of these interrelations is that of Duncan Campbell Scott, poet, prose writer, and also deputy superintendent of the federal Bureau of Indian Affairs from 1913 to 1932). The knowledge and skills learned in this course would be applicable beyond it, giving the students resources for more informed critical participation in other courses, some of which will likewise address past writings through various critical lenses, including those of decolonization.

- ENSH 395

- Why is Indigenous literature a topics course and not a regular course?

In this case, the "Topics" course is a regular course, as distinguished from courses designated "Special Topics." This is our only course distinguished as "Topics" in order for the course to be defined more precisely when we have a regular faculty member who will develop it as they wish.

- Appendix D, Part B (Faculty Complement)

- Why no plan to add an Indigenous scholar?

- Will the proposed ENSH 379/395 courses be attractive to students if they're not taught by tenured/tenure-track Indigenous faculty?

As mentioned above, our first priority is the preferential hire of a tenure-track Indigenous faculty member.

- What other courses could be added with dedicated Indigenous faculty?

We have decided to leave this question to the faculty member(s) we eventually hire. However, the flexible numbering system allows for four more courses to be added to our Indigenous listings (see Appendix A, p. 2): 396, 397, 398, 399.

ENGL / ENSH Undergraduate Curriculum proposal

- RH comment: they seem to be looking for IACE approval, not consulting with us

Standard Template

- How do these proposals engage with / respond to the department's most recent external review?
- p. 2, "Value"
 - it's not obvious or clear how a shift from a national-historical emphasis to one based on theme/form/genre "work[s] toward decolonization and paves way for Indigenization" — would be helpful to have an explicit discussion of this with concrete examples
 - e.g., what courses will be added? What changes will be made to include this in existing or other courses?
 - this connection is explained a bit better in the document "Re: Proposed Changes" for the graduate program, in section A
- p. 2, "Proposed Changes," paragraph 2
 - these courses might engage these topics, but none of them are required for major/honours *- and Indigenous content on most courses, in addition to an Indig course - can it be required for honours/major?*
- p. 3, "Alignment"
 - this section can also refer to specific sections of the Indigenous Plan and Strategic Enrolment Management Plan (the proposal mentions the IP on p. 7, but doesn't provide a lot of details about the connections)
 - "If we recruit an Indigenous colleague..." *how would the prog/department shift to make space for Indig faculty & students?*
 - This is not mentioned elsewhere in the proposal (it is mentioned in passing in the Curriculum Revision document, Appendix D Part B)
 - Why is hiring at least one Indigenous colleague not a plan/priority?
 - Perhaps because they're trying to say that they don't need to add faculty to what they have in order to make these changes

Curriculum Revision Document

- ENSH 379
 - Not clear what the content of the course is based on the description — will it be settler scholars engaging with settler representations of Indigenous people/communities/nations? If so, not likely to be very appealing to students
 - Also not clear how this contributes to decolonization/Indigenization of the curriculum

- ENSH 395
 - Why is Indigenous literature a topics course and not a regular course?
- Appendix D, Part B (Faculty Complement)
 - Why no plan to add an Indigenous scholar?
 - Will the proposed ENSH 379/395 courses be attractive to students if they're not taught by tenured/tenure-track Indigenous faculty?
 - What other courses could be added with dedicated Indigenous faculty?

Dailyn Ramirez - English Assistant to the Chair

From: Corinne Bancroft
Sent: August 23, 2022 3:37 PM
To: Luke Carson - Chair of English; Dailyn Ramirez - English Assistant to the Chair
Subject: FW: English curriculum revision

Dear Luke and Dailyn,

I am forwarding you an email that I received from OREG indicating that they accept our consultations, so we can use this in the Program Change Proposal. I have written back to request a meeting because it's my understanding that the registrar sends out a letter to all incoming students before they start their first term. This letter includes information about the AWR. When we met with Lisa and Annalee last spring, they emphasized that it was crucial this letter mentions that 100-level ENSH courses fulfill the AWR. I let Sabrina know that I would like to meet about that, so hopefully she will get back to me, but that's not urgent or necessary for the evidence of consultation.

Thank you,

Corinne

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Date: Friday, August 19, 2022 at 9:03 AM
To: Corinne Bancroft <corinnebancroft@uvic.ca>
Subject: RE: English curriculum revision

Hello Corrine,

Asia has kept me informed regarding your program change. If there is nothing additional to add to the discussions you have already had with the Curriculum and Calendar team, then I do not think we need meet. However, I am certainly happy to go over any other questions you may have about implementation. I can set up a Teams meeting for us and representatives from undergraduate and graduate Records at your convenience.

Sincerely,
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.
Associate Registrar
Office of the Registrar
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
T 250-472-5328
oregar@uvic.ca
uvic.ca/registrar
Together, we transform students' lives.

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

Please tell us how we did today. Provide your feedback [here](#).

From: Corinne Bancroft <corinnebancroft@uvic.ca>
Sent: August 15, 2022 7:54 AM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: English curriculum revision

Hello,

English is proposing a change to our curriculum and the program change memo requires that we consult with you. I think that Mary Elizabeth Leighton, the previous chair of the curriculum committee in English, may have already met with you, but I have since taken over for her because she's on medical leave. I'm hoping that we can meet this week or next because the proposal is due on August 31.

Thank you for your help,

Corinne

Subject: Re: Curriculum Consultation English/Indigenous Studies

Date: Tuesday, September 13, 2022 at 10:28:40 AM Pacific Daylight Time

From: Luke Carson - Chair of English

To: Lisa Kahaleole Hall - Director of Indigenous Studies

Dear Lisa,

Thanks for sending that. This message is to keep you in the loop regarding our Indigenous offerings – which we hope to offer eventually with a new tenure-track Indigenous hire, which as you may know is our department's first hiring priority. That faculty member – or, I hope, the new faculty members – will have room in the new numbering system to create five new upper-level courses in Indigenous literatures (ENSH 395-399).

ENSH 255– Indigenous Literatures

Description: A survey of Indigenous literatures.

ENSH 395– Topics in Indigenous Literatures

Description: A study of Indigenous literature that may be organized around particular themes, genres or authors.

I look forward to eventually meeting you in person!

Luke



Luke Carson | he/him
Associate Professor and Chair
Department of English
[University of Victoria](https://www.uvic.ca/humanities/english/)
Office: Cle C343a
T 250-721-7235
<https://www.uvic.ca/humanities/english/>

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

From: Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>

Date: Tuesday, September 13, 2022 at 10:22 AM

To: Luke Carson - Chair of English <englchr@uvic.ca>

Subject: FW: Curriculum Consultation English/Indigenous Studies

From: Gary Kuchar <kucharg@uvic.ca>

Date: Monday, August 22, 2022 at 4:09 PM

To: Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>

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

Subject: Re: Curriculum Consultation English/Indigenous Studies

Thank you!

Gary Kuchar
Professor
Department of English
University of Victoria
Clearihue Building C329
PO BOX 1700 STN CSC
Victoria BC
250-721-7248
V8W 2Y2
<http://www.uvic.ca/humanities/english/people/regularfaculty/kuchar-gary.php>

George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England (Palgrave: 2017).

From: Lisa Kahaleole Hall - Director of Indigenous Studies
Sent: Monday, August 22, 2022 3:55:05 PM
To: Gary Kuchar
Cc: Ruth Parrish - Indigenous Studies
Subject: Re: Curriculum Consultation English/Indigenous Studies

Dear Gary,
Thanks for your follow up. Your proposal seems straightforward to me and I see no issues. We would appreciate being kept in the loop about courses with significant Indigenous content so that we can keep our electives list current.

Thanks for your work,
Lisa

Lisa Kahaleole Hall, Ph.D
Director, Indigenous Studies Program
University of Victoria
Clearihue A-309
Lekwungen and WSÁNEĆ territories

On Aug 22, 2022, at 3:17 PM, Gary Kuchar <kucharg@uvic.ca> wrote:

Dear Professors Hall and Corntassel,

Just a quick follow up to my previous notes regarding the English
Department curriculum changes. I now understand that the
deadline for Kuali entries for cycle 1 within individual units

in the Humanities is 31st August.

If any of the minor changes to course numbers noted in my initial email require
Kuali entry changes they would ideally be implemented by 31st August.

Please let me know if you have any questions or concerns.

Thank You.

Gary

Gary Kuchar
Professor
Department of English
University of Victoria
Clearihue Building C329
PO BOX 1700 STN CSC
Victoria BC
250-721-7248
V8W 2Y2

<http://www.uvic.ca/humanities/english/people/regularfaculty/kuchar-gary.php>

George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England (Palgrave: 2017).

From: Gary Kuchar
Sent: Monday, August 22, 2022 9:02:11 AM
To: Lisa Kahaleole Hall - Director of Indigenous Studies
Subject: Re: Curriculum Consultation English/Indigenous Studies

Dear Professor Corntassel,

I hope this note finds you well. I am writing to follow up on my email of 30 May, 2022
regarding the English Department's Curriculum changes and to indicate that our deadline
for submission is 2 November. If you have any questions or concerns about these changes
or if,

as I indicate in the note, you wish to meet to discuss them please let me know.

If the changes pose no substantive concern at this stage, could I please trouble you to indicate that you are satisfied with the consultation process.

All Best,

Gary Kuchar
Professor
Department of English
University of Victoria
Clearihue Building C329
PO BOX 1700 STN CSC
Victoria BC
250-721-7248
V8W 2Y2

<http://www.uvic.ca/humanities/english/people/regularfaculty/kuchar-gary.php>

George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England (Palgrave: 2017).

From: Gary Kuchar
Sent: Monday, May 30, 2022 9:01 AM
To: Lisa Kahaleole Hall - Director of Indigenous Studies
Subject: Curriculum Consultation English/Indigenous Studies

Dear Lisa Kahaleole Hall,

I hope this note finds you well. I am writing in my capacity as a member of the curriculum committee in the Department of English. I have been tasked with consulting all other relevant units in the University about our curriculum revision per University regulations on calendar and curriculum changes.

Please let me begin by reiterating that the Department of English is committed to hiring Indigenous Faculty to teach and develop new courses. In this light, we fully expect further development of Indigenous-related courses as we move forward.

The following proposed changes are an attempt to make the most of existing resources and we are very much open to any suggestions or concerns you might have at this stage of the process. Indeed, the members of the curriculum committee would be happy to meet with you about the proposed changes should that be desirable.

Please also note that one goal of the curricular revision was to streamline the program by creating broad course rubrics that allow instructors to teach across time periods and geographical areas.

I note this in order to signal that Indigenous literatures will likely be taught as part of courses that are not explicitly identified as Indigenous and so have not been flagged by Kualī as directly pertinent to the Indigenous Studies Program.

In light of this curricular loosening of some rubrics, the Indigenous content of classes with broader frames will vary from year to year and instructor to instructor. This information should be widely available each year for students as we now advertise our courses online; but we could certainly alert the Indigenous Program of relevant courses as they are taught in specific years should that be desirable.

There are a relatively large number of courses on the new curriculum in which Indigenous literature could be taught, so I will not list them all here. I would, however, be happy to send along the new roster of courses should that be desirable.

Beyond that, there are two kinds of changes in our proposed curriculum that are immediately relevant to Indigenous Studies.

First there is the addition of new courses noted below.

And second there are changes in existing course codes arising from our shift from ENGL to ENSH.

Here are Course Additions (with no existing course equivalencies in the current curriculum):

ENSH 255– Indigenous Literatures

Description: A survey of Indigenous literatures.

ENSH 379– Critiquing Settler-Colonialism in Canadian Literature

Description: A critical study of literature by settler writers.

And here is a change in course code, with some alteration of Course Description:

1. Current Curriculum Code

ENGL 477 Indigenous Literature in English

and 476 Indigenous and Diasporic

Literatures in Canada

New Curriculum Code

ENSH 395– Topics in Indigenous Literatures

Please note that the current curriculum identifies third and fourth-year courses simply as "upper-level" while the new curriculum reserves fourth year courses for advanced seminars. This means that there are general rubrics for special topics seminars

in the fourth-year that could be Indigenous-focused depending on yearly offerings.

Thank you for your time and do please let me know if you have any questions, concerns, or further suggestions about these proposed changes. And as I mentioned, the committee would be happy to meet in person or over Zoom should you wish for further consultation.

All Best,



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 16, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

A handwritten signature in blue ink, reading "Elizabeth Croft".

cc: President and Vice-Chancellor

Meeting Date: January 31, 2023

Subject: Proposal to make changes to and change the name of the combined
Computer Science and Statistics Major and Honours programs to Data
Science Program

Basis for Jurisdiction: Senate Committee on Planning meeting November 2, 2022
Senate meeting on December 2, 2022

Strategic Relevance:

The proposed changes and proposed name change to the combined Computer Science and Statistics Major and honours programs to Data Science align with the following Strategic Framework strategies:

- Strategy 3.4 – Design and continually update quality curricular and co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation.
- 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 make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program, as described in the document “Change CSC/STAT combined programs to Data Science”, effective May 2023.

Background:

With increased demand for data science specialists, and subsequent demand from students, it is important for UVic to offer a program with this focus. Statistics and computer science provide the core learning outcomes necessary to support this specialty. The existing combined Computer Science and Statistics combined Major and Honours programs include most of the necessary courses that address these learning outcomes. Strict requirements to courses that are fundamental to students wanting to focus their studies in the area of Data Science have been added. Additionally, by augmenting this program with alternate but equivalent courses offered by Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics, this provides wider opportunities and choices to students enrolling in the program.

This program will provide students the flexibility of choosing their home department, allowing them to complete this BSc in Data Science with the Computer Science or Mathematics/Statistics department. Given these departments reside under two separate faculties (Faculty of Engineering and Computer Science and Faculty of Science), advice from Records suggested program level requirements be introduced for admissions, progression and graduation to ensure consistency. That is, all students receiving a BSc in Data Science would be subject to the same requirements.

The proposed program introduces a limited enrolment of 30 students: 15 seats in each year from Computer Science and 15 seats in Math/Stats.

Attachment(s): December, 2022 Senate docket for the proposed changes to and proposed name change of the combined Computer Science and Statistics Major and Honours programs to Data Science Program.



Date: November 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program**

At its meeting on November 2, 2022, the Senate Committee on Planning considered the proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program.

With increased demand for data science specialists, and subsequent demand from students, it is important that UVic offer a program with this focus.

This program will provide students the flexibility of choosing their home department, allowing them to complete this BSc in Data Science with the Computer Science or Mathematics/Statistics department. Since these departments reside under two separate faculties, Faculty of Engineering and Computer Science and Faculty of Science, all students receiving a BSc in Data Science would be subject to the same requirements.

The following motion is recommended:

Motion: that Senate approves, and recommends to the Board of Governors that it also approve the proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program, as described in the document "Change CSC/STAT combined programs to Data Science".

Respectfully submitted,

2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Ms. Alyssa Jackson
Dr. Evanthia Baboula	Dr. Michelle Lawrence
Dr. Rustom Bhiladvala	Dr. Annalee Lepp
Dr. Alexandrine Boudreault-Fournier	Dr. Kin Fun Li
Dr. Alexandre Brolo	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Joban Raiwal
Ms. Andrea Giles	Ms. Ada Saab
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Cindy Holder	Dr. Jie Zhang
Dr. Sandra Hundza	Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE
Change CSC/STAT combined programs to Data Science

Indicate the type of change being proposed:

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☒ Changes to a program degree or title
- ☐ Significant changes to program focus, content, structure, new stream within existing program or requirements
- ☒ Other: minor changes to program focus, content, structure, new stream within existing program. Change to admission and degree progress requirements.

Submitted by:	Name and title	Email
Contact person	Celina Berg, Curriculum Chair Department of Computer Science, Faculty of Engineering and Computer Science Rod Edwards, Curriculum Chair Department of Mathematics and Statistics, Faculty of Science	celinag@uvic.ca edwards@uvic.ca
Dean or designate	LillAnne Jackson Associate Dean, Undergraduate Programs Faculty of Engineering and Computer Science Adam Monahan Associate Dean Academic, Faculty of Science	engradu@uvic.ca scieada@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov 25. 2021
Departmental/School approval	CSC: 4 Feb. 2022 MATH: 11 Jan. 2022
Faculty Curriculum Committee approval	FoS: 4 Feb. 2022 Fac. of ECS: 9 Feb. 2022
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	FoS: 15 Feb. 2022 Fac. of ECS: 17 Feb. 2022

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)	Supporting Documentation Attached (Y/N)
Libraries - ulo@uvic.ca	17 Oct. 2022	Y
Co-operative Education and Career Services – coopinfo@uvic.ca	17 Oct. 2022	Y
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	17 Jun. 2022	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca	17 Oct. 2022	Y

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



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Change CSC/STAT combined programs to Data Science

Please complete all sections or indicate N/A

SUMMARY of PROPOSED CHANGE	
Name, Location, Academic units (Faculties, departments, or schools)	Department of Computer Science, Faculty of Engineering and Computer Science Department of Mathematics and Statistics, Faculty of Science
Anticipated implementation date of change	May 2023
Name, title, phone number and e-mail address of contact person	Celina Berg, Curriculum Chair, CSC celinag@uvic.ca Rod Edwards, Undergraduate Curriculum Chair, MATH edwards@uvic.ca
<i>A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters)</i>	
<ul style="list-style-type: none">- Change in program title- Addition of upper level Data Science focused requirements- Allowing students to enroll in the program through either the faculty of Engineering and Computer Science or Science (currently students enroll through the faculty of Science.- Addition of admission and graduation requirements to ensure students admitted to the program through the faculty of Engineering and Computer Science or Science will be held to the same requirements. <p>See Appendix for program change details.</p>	

B. Provide a summary and rationale for the proposed change (maximum 1 page)

Clearly articulate the proposed change and provide a rationale for the change and its impact on students. How does the proposed change align with unit/Faculty/UVic institutional plans and priorities?

This proposal will change the name of combined Computer Science and Statistics combined [Major](#) and [Honours](#) to Data Science. With this name change there are changes to some of the course and admission requirement as outlined in the Appendix of this document.

Calendar changes will be made to the existing combined Computer Science and Statistics combined [Major](#) and [Honours](#) Calendar entries.

With increased demand for data science specialists, and subsequent demand from students, it is important for our institution to offer a program with this focus. Statistics and computer science provide the core learning outcomes necessary to support this specialty. The existing combined Computer Science and Statistics combined [Major](#) and [Honours](#) programs include the most of the necessary courses that address these learning outcomes. We have added strict requirements to courses that are fundamental to students wanting to focus their studies in the area of Data Science. Additionally, we believe that by augmenting this program with alternate but equivalent courses offered by Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics we provide wider opportunities and choice for students enrolling in the program.

This program will provide students the flexibility of choosing their home department, allowing them to complete this BSc in Data Science with the Computer Science or Mathematics/Statistics department. Given these departments reside under two separate faculties (Faculty of Engineering and Computer Science and Faculty of Science), advice from Records suggested program level requirements be introduced for admissions, progression and graduation to ensure consistency. That is, all students receiving a BSc in Data Science would be subject to the same requirements.

C. What impact does the proposed change have on student recruitment, retention and success? Are there current labour market indicators to support the proposed change?

Data Science expertise is in high demand with the growth across all industries. Increased enrolment in courses such as machine learning, artificial intelligence and optimization demonstrates the student interest in this area.

Letters of support from employers in the

Appendix of this document.

D. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

No changes.

This program is largely based on the pre-existing Computer Science and Statistics Major and Honours programs with some domain specific 300 and 400 level requirements added. Given the core program already exists and is made up of courses that are already taught by CSC, ECE and MATH we do not see any issues in the ability to service these programs.

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

This program introduces the following admission changes:

- Limited enrolment (capped, per year, at 15 seats in CSC and 15 seats in MATH/STATS)

Adding both CSC and MATH/STAT admission and graduation requirements to the program itself to ensure students in the program have a uniform admission and evaluation process.

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

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

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.

These proposed programs were constructed by tailoring the existing Computer Science and Statistics program that already included many of the foundational courses necessary for a Data Science focused degree. Some program requirements were introduced to ensure students completing this program gain an understanding of concepts fundamental for a Data Science degree. A detailed description of the program design based on the existing program is provided in the Curriculum Overview in the

Appendix of this document.

- **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.

The existing programs have a coop option for students to opt into. Students will still have the opportunity to enroll and participate in the co-op program of the faculty which they are enrolled in.

As the change being made is from a combined degree(CSC/STAT) to a singular degree (Data Science), the current, more complex regulations around combined co-op degrees can be regularized into the standard degree language. This will be done in consultation with the Director of Operations in Co-operative Education Program and Career Services once approval is received from the Senate Committee on Planning.

- Opportunities for community engaged and research-enriched learning

The proposed Honours option of this program will include a seminar course and an independent supervised research project. This component already existed in the current CSC/STAT combined honours program.

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

No

G. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The following learning outcomes are proposed, integrating with existing outcomes but highlighting relevant data science learning outcomes

1. Acquire a foundational knowledge of computer science, mathematics and statistics, with relevance to data science, so that students are able to select and apply appropriate methods and techniques to mine relevant information from data.
2. Develop an understanding not only how to apply methodologies, but when and why they are appropriate.
3. Provide instruction in fundamental theory so that students can adjust methodology to changes in new settings.
4. Integrate the fields of computer science, mathematics and statistics to create skilled and broadly based data scientists.
5. Provide experience with real-world problems.

H. Does the proposed change affect anticipated times to completion? If yes, provide the revised anticipated times to completion.

no

I. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

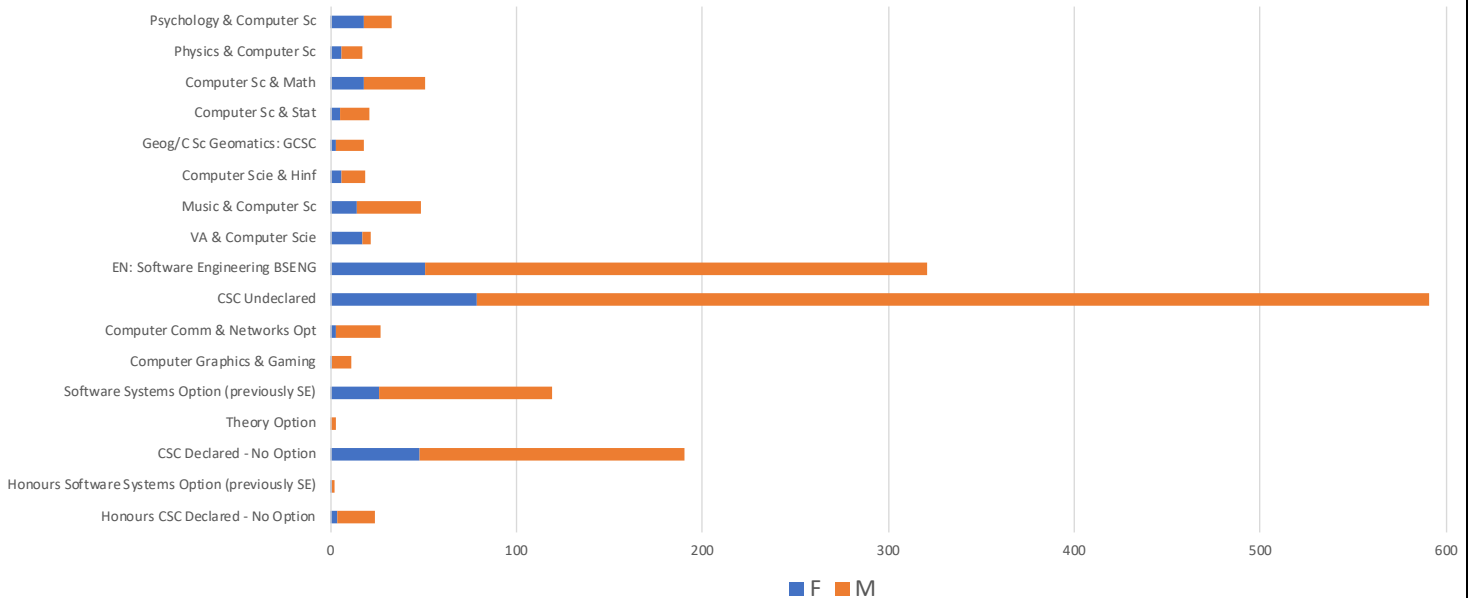
N/A

J. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.

With the explosion of data available in our interconnected globe since the change of millennium and the growth of Computer Science and Statistics related research fields, such as machine learning, big data, data mining and data visualization, this field has grown naturally to encompass global perspectives. Data now flows (nearly) unobstructed by borders. The term Data Science is now used world-wide to reflect the statistical and computer science methods that are being used to quantify, manage and visualize the impact of this knowledge. This proposed natural change of program name and the focusing of the curriculum allows the program to be recognized by many more people as the program doing the vital work of scientifically assessing data.

K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.

Computer Science has historically had disproportionate male/female enrolments. The introduction of combined programs has allowed us to establish programs that attract a higher percentage of female students. A snapshot of our 2021 enrolments broken down by gender demonstrates this(below). We believe the renaming and focusing of this exiting combined CSC/STATS program will allow us to recruit students interested in the application of Data Science to real-world problems, who would not have otherwise considered a CS degree as an option.



L. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.

The proposed Honours option of this program will include a seminar course and an independent supervised research project. These components already existed in the current CSC/STAT combined honours program.

M. How does the proposed change align with or distinguish the program from related undergraduate programs in other BC post-secondary institutions?

The following BC institutions have existing Data Science programs that have similar components as there is a high demand for data scientist both in industry and research positions:

- UBC: https://you.ubc.ca/ubc_programs/data-science/
- SFU: <http://www.sfu.ca/students/calendar/2022/spring/programs/data-science/major/bachelor-of-science.html>
- UBC (Okanagan), <https://cmps.ok.ubc.ca/undergraduate/data-science/>
- Thompson Rivers University - <https://www.tru.ca/programs/catalogue/data-science-major.html>

And many others at other Canadian universities, such as :

- Waterloo: <https://uwaterloo.ca/future-students/programs/data-science>
- Laurier: <https://www.wlu.ca/programs/science/undergraduate/data-science-bsc/index.html>
- U of T: <https://future.utoronto.ca/undergraduate-programs/data-science/>

Letters of feedback and support from four BC institutions are attached in the

Appendix of this document.

We reached out to the following institutions for feedback:

- UBC
- UBC-O
- SFU
- UNBC
- TRU

N. Does the proposed change affect anticipated enrolment and student financial support plans? If yes, please provide details.

No student financial support necessary.

After consultation with the Office of the Registrar, we intend to follow their suggest control of entry to the program:

Students at UVic who are interested in the program will either declare their major with the Faculty of Science or with the Faculty of Engineering and Computer Science and each faculty will manage the number of students.

A per-year enrolment cap of 15 students per faculty (Science/Engineering and Computer Science) will be managed on a first-come, first-serve basis by the corresponding department advising offices. Student admitted must follow the process for declaration described below.

Evidence of this consultation in the
Appendix of this document.

After consultation with the Records Officer we have established the following process for declaration for the following two cases:

1. Current/Returning students already admitted to correct faculty: Sc (Science) or EN (Engineering)
 - 1.1. Student is already admitted to the faculty of EN:BSc or SC
 - 1.2. Student submits a formal request for the Data Science program to the appropriate Advisor
 - 1.3. The Advisor will then assess the student's record to verify if the student meets the program admission requirements
 - 1.4. The Advisor will declare the student within the program, if they meet admission requirements.
 - 1.5. The faculty will manage their own declaration number
2. Students Transferring to UVic or Current/Returning (from a different faculty) - Separate Admit/Program Declaration to Data Science Program
 - 2.1. Student must submit a My UVic application for desired faculty (EN or SC) and for either Computer Science (EN) or Mathematics (SC) or Statistics (SC).
 - 2.2. Admission reviews application for faculty admission requirements. They do not need to consult an adviser.
 - 2.3. Once admitted to their faculty they follow the same process as "Current/Returning Students Already Admitted to

Correct Faculty” stated in Case 1 above.
Evidence of this consultation in the
Appendix of this document.

O. 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

This appendix contains the following:

Curriculum Overview

- [Summary of differences from existing Combined CSC/STAT programs](#)
- [Program specific curriculum details](#)

Letters of Support

- Employers
 - o CIBC
 - o Abe Books
 - o Information and Communications Technology Council
- Coop offices
 - o Meeta Khurana, Associate Director, Engineering and Computer Science, Co-operative Education Program + Career Services
 - o Arkady Futerman, Co-op Coordinator, Physics, Astronomy, Chemistry, Mathematics, Statistics, Co-operative Education Program + Career Services

Evidence of Consultation with University units

- Office of the Registrar
- Undergraduate Records
- Co-operative Education Program and Career Services
- Libraries
- Indigenous Academic and Community Engagement

Evidence of Consultation with related departments within the University

- Mathematics and Statistics and Computer Science
- Electrical and Computer Engineering
- Bachelor of Software Engineering
- Mathematics and Statistics and Computer Science Chairs

Evidence of Consultation with related departments at other Universities

- Thompson Rivers University
- University of Northern British Columbia
- Simon Fraser University

Curriculum Overview

Summary of differences from existing Combined CSC and STAT programs

These proposed programs were constructed by tailoring the existing Computer Science and Statistics program that already included many of the foundational courses necessary for a Data Science focused degree:

[existing Computer Science and Statistics Combined Major](#)

[existing Computer Science and Statistics Honours Program](#)

The core Year 1 and Year 2 courses for these programs will remain the same as they were in existing combined programs. The courses in these two years provide the foundational knowledge from math, statistics and computer science that are necessary for students to build on in Years 3 and 4.

We have moved the required Data Mining course (SENG474) from Year 4 to Year 3 with the intent to provide students with foundational knowledge going into Year 4 courses such as Machine Learning.

We have added a required Sampling Techniques course (STAT354) as a requirement in Year 3. Knowledge of Sampling Techniques is needed in Data Science to properly design and judge studies of the predictive performance of models used to answer real world problems. Sampling incorporates statistical techniques used to select, manipulate and analyze representative subsets of data points to identify patterns and trends in larger data sets.

To provide students with flexibility in their program choices we have added ECE courses as options to fill additional program specific credits in Year 3.

In Year 4 the (previous) combined programs included options for courses in Artificial Intelligence and Optimization; but in the (new) Data Science program these will be required courses along with a Machine Learning course.

We have added a required Generalized Linear Models course (STAT458) as a requirement in Year 4. Generalized Linear Models are the most used statistical models in Data Science. It is crucial that students have a good understanding of these models and how to use them properly.

We have increased the number of required courses in Year 4 by two in order to more closely focus the program on topics of importance in data science, but we have also added more 400 level options to the Year 4 to provide students with some flexibility in tailoring the program to their specific needs.

We have also added program requirements to ensure students are maintaining at least a C grade in the core program courses to ensure foundational knowledge and subsequent success as they move through the upper level requirements to align with existing program requirements for CSC Major and Honours students.

The Data Science Honours program requires a higher level of mathematical theory in STAT450 than STAT 359 required by the Major program. Additionally, Honours students will be required to complete a project course (CSC 499 or STAT 498). These differences between the Honours and Major programs are consistent with UVic policy.

Program specific details:

[Data Science \(Bachelor of Science - Major\)](#)

[Data Science \(Bachelor of Science - Honours\)](#)

Data Science (Bachelor of Science - Major)

General Information

For a BSc degree in Data Science, students may take a Major or Honours program. This single degree program is composed of a selected combination of courses from the Department of Mathematics and Statistics and the Department of Computer Science. Students may complete this program in either the [Faculty of Science](#) or the [Faculty of Engineering and Computer Science](#).

Students should contact an adviser in Computer Science for advice regarding CSC or SENG courses and an adviser in Mathematics and Statistics for advice regarding MATH or STAT courses, and for advice regarding the programs. Students considering future graduate work in Computer Science, Mathematics or Statistics should consult with advisers prior to making their choice of elective courses.

For completion of this program, students must satisfy the program specific requirements as outlined below in addition to the requirements outlined by the faculty in which they are enrolled. Students enrolled through the Faculty of Science must satisfy the [Faculty of Science Program Requirements](#). Students enrolled through the Faculty of Engineering and Computer Science must satisfy the [Faculty of Engineering and Computer Science Program Requirements](#).

Admission Requirements

Students declaring into this program in the [Faculty of Science](#) and must consult the [Faculty of Science Requirements](#).

Students declaring into this program in the [Faculty of Engineering and Computer Science](#) and must consult the [Computer Science Requirements](#).

Admission Rules

- **Complete all of the following (added C grade requirement to be ensure consistency in admissions across faculties)**
 - Complete all of:
 - [CSC110](#) - Fundamentals of Programming I (1.5)
 - [CSC115](#) - Fundamentals of Programming II (1.5)
 - [MATH101](#) - Calculus II (1.5)
 - [MATH122](#) – Logic and Foundations (1.5)
 - Complete 12 units from: courses required for this degree
 - **A minimum C grade in all CSC SENG, MATH, STAT, ENSH, ENGL, ATWP, ECE, and ENGR courses completed.**
 - Students must have satisfactory standing as defined by the University at the time of application.

Program requirements

Year 1 (no change from existing Computer Science and Statistics Combined Major)

- Complete all of the following
 - Complete all of:
 - [CSC110](#) - Fundamentals of Programming I (1.5)
 - [CSC115](#) - Fundamentals of Programming II (1.5)
 - Complete 1 of:
 - [MATH100](#) - Calculus I (1.5)
 - [MATH109](#) - Introduction to Calculus (1.5)
 - Complete all of:
 - [MATH101](#) - Calculus II (1.5)
 - [MATH122](#) - Logic and Foundations (1.5)
 - Complete 1 of:
 - [MATH110](#) - Matrix Algebra for Engineers (1.5)
 - [MATH211](#) - Matrix Algebra I (1.5)
 - Complete all of:
 - [STAT123](#) - Data Science (1.5)
 - Complete 4.5 units of:
electives (students who have not satisfied the Academic Writing Requirement (AWR) should choose 1.5 units from ATWP 135, ENSH 101, ENSH 102) (note English changed course codes)

Year 2 (no change from existing Computer Science and Statistics Combined Major)

- Complete all of the following
 - Complete all of:
 - [CSC225](#) - Algorithms and Data Structures I (1.5)
 - [CSC226](#) - Algorithms and Data Structures II (1.5)
 - [CSC230](#) - Introduction to Computer Architecture (1.5)
 - [MATH200](#) - Calculus III (1.5)
 - [MATH204](#) - Calculus IV (1.5)
 - [MATH222](#) - Discrete and Combinatorial Mathematics (1.5)
 - [SENG265](#) - Software Development Methods (1.5)
 - [STAT260](#) - Introduction to Probability and Statistics I (1.5)
 - [STAT261](#) - Introduction to Probability and Statistics II (1.5)
 - Complete 1.5 units of electives

Year 3 (requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Complete all of:
 - [CSC320](#) - Foundations of Computer Science (1.5)
 - [CSC370](#) - Database Systems (1.5)
 - [SENG474](#) – **Data Mining (1.5)**
- Complete 1 of:
 - [CSC349A](#) - Numerical Analysis (1.5)
 - [MATH348](#) - Numerical Methods (1.5)
- Complete all of:
 - [STAT350](#) - Mathematical Statistics I (1.5)
 - [STAT353](#) - Applied Regression Analysis (1.5)
 - [STAT354](#) – **Sampling Techniques (1.5)**
- Complete **1.5** units from CSC, SENG, **ECE**, or STAT 300 - 499
- Complete **3** units of electives

Year 4(requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Complete all of the following
 - Complete 1 of:
 - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
 - [ECE470](#) - Artificial Intelligence (1.5)
 - Complete all of:
 - [SENG401](#) - Social and Professional Issues (1.5)
 - Complete 1 of:
 - [CSC445](#) - Operations Research: Linear Programming (1.5)
 - [STAT464](#) - Statistical Computing (1.5)
 - [ECE403](#) - Optimization for Machine Learning (1.5)
 - Complete all of:
 - [STAT469](#) – Machine Learning (1.5)
 - Complete all of:
 - [STAT359](#) - Data Analysis (1.5)
 - [STAT458](#) - Generalized Linear Models (1.5)
 - Complete 1 of:
 - [STAT453](#) - The Design and Analysis of Experiments (1.5)
 - [STAT454](#) - Topics in Applied Statistics (1.5)
 - [STAT455](#) - Distribution-Free Statistics (1.5)
 - [STAT456](#) - Multivariate Analysis (1.5)
 - [STAT457](#) - Time Series Analysis (1.5)
 - [STAT459](#) - Survival Analysis (1.5)
 - [STAT460](#) - Bayesian Statistics (1.5)
 - [STAT466](#) - Robust Statistics (1.5)
 - Complete 1.5 units from CSC SENG, ECE, MATH, or STAT 300 – 499
 - Complete 7.5 3.0 units of electives

Minimum course requirements (added to promote successful progression through the program and to ensure consistency with CSC Major program requirements)

- Required Computer Science, Software Engineering, Electrical and Computer Engineering, Math, Statistics, and English courses completed with a grade below a C must be repeated with a grade of C or better prior to graduation.

Elective Requirement (move the following note to year 4 to explicitly list this requirement in place)

- ~~Year 3 and Year 4~~ electives should include at least 3.0 units comprising 300/400 level courses from CSC, MATH, SENG or STAT.

Recommended electives (requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Select from:
 - [CSC360](#) - Operating Systems (1.5)
 - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
 - [CSC425](#) - Analysis of Algorithms (1.5)
 - [CSC429](#) - Cryptography (1.5)
 - [CSC445](#) - Operations Research: Linear Programming (1.5)
 - [CSC449](#) - Numerical Linear Algebra (1.5)
 - [CSC462](#) - Distributed Computing (1.5)
 - [SENG360](#) - Security Engineering (1.5)
 - [STAT453](#) - The Design and Analysis of Experiments (1.5)
 - [STAT454](#) - Topics in Applied Statistics (1.5)
 - [STAT455](#) - Distribution-Free Statistics (1.5)
 - [STAT456](#) - Multivariate Analysis (1.5)
 - [STAT457](#) - Time Series Analysis (1.5)
 - [STAT459](#) - Survival Analysis (1.5)
 - [ECE485](#) - Data Analysis and Pattern Recognition (1.5)

Co-op requirements (this will be updated to standard degree regulations language in consultation with Co-op Education Program and Career Services upon Senate Committee on Planning approval)

Students in the Math/Computer Science or Statistics/Computer Science Combined Program who wish to participate in Co-op may, if eligible, enrol in and undertake work terms in both Co-op programs or may, if eligible, enrol and undertake work terms in only one Co-op program. They must successfully complete four work terms in order to complete their Co-op degree requirements. Students who complete at least two work terms in each area will have the combined nature of their program noted as part of the Co-op designation on their official records.

Data Science (Bachelor of Science - Honours)

General Information

For a BSc degree in Data Science, students may take a Major or Honours program. This single degree program is composed of a selected combination of courses from the Department of Mathematics and Statistics and the Department of Computer Science. Students may complete this program in either the [Faculty of Science](#) or the [Faculty of Engineering and Computer Science](#).

Students should contact an adviser in Computer Science for advice regarding CSC or SENG courses and an adviser in Mathematics and Statistics for advice regarding MATH or STAT courses, and for advice regarding the programs. Students considering future graduate work in Computer Science, Mathematics or Statistics should consult with advisers prior to making their choice of elective courses.

For completion of this program, students must satisfy the program specific requirements as outlined below in addition to the requirements outlined by the faculty in which they are enrolled. Students enrolled through the Faculty of Science must satisfy the [Faculty of Science Program Requirements](#). Students enrolled through the Faculty of Engineering and Computer Science must satisfy the [Faculty of Engineering and Computer Science Program Requirements](#).

Admission requirements

Students completing this program in the [Faculty of Science](#) and must consult the [Faculty of Science Requirements](#). Students completing this program in the [Faculty of Engineering and Computer Science](#) and must consult the [Computer Science Requirements](#).

Admission to this program is limited. Students who wish to be admitted to the Data Science Program should apply in writing to the adviser of the respective department they would complete the program under on completion of their first year.

Normally a student will be admitted to the Data Science Program only if the following conditions are met:

Admission on completion of Year 2 (added first year MATH requirements to admission requirements to ensure fundamentals, added C grade requirement to be ensure consistency in admissions across faculties)

- Complete all of the following
 - Complete all of:
 - [CSC110](#) - Fundamentals of Programming I (1.5)
 - [CSC115](#) - Fundamentals of Programming II (1.5)
 - [CSC225](#) - Algorithms and Data Structures I (1.5)
 - [CSC230](#) - Introduction to Computer Architecture (1.5)
 - [SENG265](#) - Software Development Methods (1.5)
 - [MATH101](#) - Calculus II (1.5)
 - [MATH122](#) – Logic and Foundations (1.5)
 - Complete 10.5 units of:
MATH and STAT courses required for degree
 - a grade of at least B+ in all 200-level CSC and SENG courses
 - a GPA of at least 6.5 in all 200-level MATH and STAT courses
 - Earned a minimum grade of C in all courses taken from the following subject codes: CSC SENG, MATH, STAT, ENSH, ENGL, ATWP, ECE, or ENGR

Note

- Honours students are expected to maintain a GPA of at least 5.0 in their third year to remain in the program.

Admission on completion of Year 3 (no change from existing Computer Science and Statistics Combined Honours, added C grade requirement to be ensure consistency in admissions across faculties))

- Completed at least 4.5 units of 300- or 400-level credit from each department with a minimum GPA of 6.0 in all courses completed at the 300-or 400-level in the two departments.
- Earned a minimum grade of C in all courses taken from the following subject codes: CSC SENG, MATH, STAT, ENSH, ENGL, ATWP, ECE, or ENGR

Program requirements

Year 1 (no change from existing Computer Science and Statistics Combined Honours)

- Complete all of the following
 - Complete all of:
 - [CSC110](#) - Fundamentals of Programming I (1.5)
 - [CSC115](#) - Fundamentals of Programming II (1.5)
 - Complete 1 of:
 - [MATH100](#) - Calculus I (1.5)
 - [MATH109](#) - Introduction to Calculus (1.5)
 - Complete all of:
 - [MATH101](#) - Calculus II (1.5)
 - [MATH122](#) - Logic and Foundations (1.5)
 - Complete 1 of:
 - [MATH110](#) - Matrix Algebra for Engineers (1.5)
 - [MATH211](#) - Matrix Algebra I (1.5)
 - Complete all of:
 - [STAT123](#) - Data Science (1.5)
 - Complete 4.5 units of:
electives (students who have not satisfied the Academic Writing Requirement (AWR) should choose 1.5 units from ATWP 135, ENSH 101, ENSH 102) (note English changed course codes)

Year 2 (no change from existing Computer Science and Statistics Combined Honours)

- Complete all of the following
 - Complete all of:
 - [CSC225](#) - Algorithms and Data Structures I (1.5)
 - [CSC226](#) - Algorithms and Data Structures II (1.5)
 - [CSC230](#) - Introduction to Computer Architecture (1.5)
 - [MATH200](#) - Calculus III (1.5)
 - [MATH204](#) - Calculus IV (1.5)
 - [MATH222](#) - Discrete and Combinatorial Mathematics (1.5)
 - [SENG265](#) - Software Development Methods (1.5)
 - [STAT260](#) - Introduction to Probability and Statistics I (1.5)
 - [STAT261](#) - Introduction to Probability and Statistics II (1.5)
 - Complete 1.5 units of electives

Year 3 (changes from existing Computer Science and Statistics Combined Honours highlighted in red)

- Complete all of the following
 - Complete all of:
 - [CSC320](#) - Foundations of Computer Science (1.5)
 - [CSC370](#) - Database Systems (1.5)
 - [SENG474 – Data Mining \(1.5\)](#)
 - Complete 1 of:
 - [CSC349A](#) - Numerical Analysis (1.5)
 - [MATH348](#) - Numerical Methods (1.5)
 - Complete all of:
 - [STAT350](#) - Mathematical Statistics I (1.5)
 - [STAT353](#) - Applied Regression Analysis (1.5)
 - [STAT354 – Sampling Techniques \(1.5\)](#)
 - Complete 3 units from CSC, SENG, **ECE**, or STAT 300 - 499
 - Complete **1.5** units of electives

Year 4 (changes from existing Computer Science and Statistics Combined Honours highlighted in red)

- Complete all of the following
 - Complete 1 of:
 - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
 - [ECE470](#) - Artificial Intelligence (1.5)
 - Complete all of:
 - [SENG401](#) - Social and Professional Issues (1.5)
 - Complete 1 of:
 - [CSC445](#) - Operations Research: Linear Programming (1.5)
 - [STAT464](#) - Statistical Computing (1.5)
 - [ECE403](#) - Optimization for Machine Learning (1.5)
 - Complete all of:
 - [STAT469](#) – Machine Learning (1.5)
 - Complete all of:
 - [STAT450](#) - Mathematical Statistics II (1.5)
 - [STAT458](#) - Generalized Linear Models (1.5)
 - Complete 1 of:
 - [STAT453](#) - The Design and Analysis of Experiments (1.5)
 - [STAT454](#) - Topics in Applied Statistics (1.5)
 - [STAT455](#) - Distribution-Free Statistics (1.5)
 - [STAT456](#) - Multivariate Analysis (1.5)
 - [STAT457](#) - Time Series Analysis (1.5)
 - [STAT459](#) - Survival Analysis (1.5)
 - [STAT460](#) - Bayesian Statistics (1.5)
 - [STAT466](#) - Robust Statistics (1.5)
 - Complete 1 of:
 - [CSC499](#) - Honours Seminar and Project (1.5)
 - [STAT498](#) - Seminar and Independent Project (1.5)
 - Complete 6 **3** units of electives

Recommended electives (requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Select from:
 - [CSC360](#) - Operating Systems (1.5)
 - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
 - [CSC425](#) - Analysis of Algorithms (1.5)
 - [CSC429](#) - Cryptography (1.5)
 - [CSC445](#) - Operations Research: Linear Programming (1.5)
 - [CSC449](#) - Numerical Linear Algebra (1.5)
 - [CSC462](#) - Distributed Computing (1.5)
 - [SENG360](#) - Security Engineering (1.5)
 - [STAT453](#) - The Design and Analysis of Experiments (1.5)
 - [STAT454](#) - Topics in Applied Statistics (1.5)
 - [STAT455](#) - Distribution-Free Statistics (1.5)
 - [STAT456](#) - Multivariate Analysis (1.5)
 - [STAT457](#) - Time Series Analysis (1.5)
 - [STAT459](#) - Survival Analysis (1.5)
 - [ECE485](#) - Data Analysis and Pattern Recognition (1.5)

Minimum course requirements (added to promote successful progression through the program and to ensure consistency with CSC Major program requirements)

- Required Computer Science, Software Engineering, Electrical and Computer Engineering, Math, Statistics, and English courses completed with a grade below a C must be repeated with a grade of C or better prior to graduation.

Co-op requirements (this will be updated to standard degree regulations language in consultation with Co-op Education Program and Career Services upon Senate Committee on Planning approval)

Students in the Math/Computer Science or Statistics/Computer Science Combined Program who wish to participate in Co-op may, if eligible, enrol in and undertake work terms in both Co-op programs or may, if eligible, enrol and undertake work terms in only one Co-op program. They must successfully complete four work terms in order to complete their Co-op degree requirements. Students who complete at least two work terms in each area will have the combined nature of their program noted as part of the Co-op designation on their official records.

Letters of Support



Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
University of Victoria
3800 Finnerty Rd
Victoria, BC V8P 5C2

August 15, 2022

Subject: University of Victoria Data Science Program Support

Dear Elizabeth,

As a long-time supporter of the University of Victoria's Computer Science and Engineering cooperative education program, I'm writing this letter of support, on behalf of AbeBooks, for your new undergraduate Data Science Program.

The graduates we've hired from your computer science and engineering programs have shown an important ability to not only deliver results, but adapt to the differing computing challenges our software teams face. Data science skills are a growing need in industry and science, requiring a greater focus on statistics, linear algebra, predictive modeling, and analytics than what is covered in other undergraduate programs. Your new Data Science track should give students the skills necessary to enter the workforce with an undergraduate degree that enables them to start solving scientifically ambiguous problems based on their knowledge in data science, machine learning, and advanced mathematics.

AbeBooks continues to invest in data solutions to meet the needs of our customers and a Data Science program at our local university would be a welcome addition to help address our growing need for new, local talent in this discipline.

Sincerely,

Andrew Finall
CTO

Only in books has mankind known perfect truth, love and beauty.

George Bernard Shaw



Salimah Manji
CIBC
81 Bay St.
Toronto, ON M5J 0E7
June 6, 2022

Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
University of Victoria
3800 Finnerty Rd
Victoria, BC V8P 5C2

Dear Elizabeth Adjin-Tettey:

In my current role at CIBC, I actively lead and support the strategic pipelining, acquisition, and development of architecture, data, and analytics talent at CIBC. As we adopt new technologies, strategies, and mandates, we are committed to connecting with and fostering the most suitable talent to support these changes.

It is my understanding that there is a proposal in place for a new Bachelor of Science degree program at the University of Victoria, focused on Data Science. I personally would be delighted to partner with faculty and students of this program, as the skills and knowledge from this discipline directly align with current and upcoming initiatives within our bank.

Sincerely,

Salimah Manji
Senior Manager, Education & Strategic Partnerships



Dr. Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
University of Victoria
3800 Finnerty Rd
Victoria, BC V8P 5C2

July 6, 2022

Dear Dr. Adjiin-Tettey:

I am writing this letter in support of the proposed Bachelor of Science in Data Science program at the University of Victoria.

The Information and Communications Technology Council (ICTC) is a not-for-profit, national centre of expertise for strengthening Canada's digital advantage in a global economy. Through trusted research, practical policy advice, and creative capacity-building programs, ICTC fosters globally competitive Canadian industries enabled by innovative and diverse digital talent. In partnership with an expansive network of industry leaders, academic partners, and policy makers from across Canada, ICTC has empowered a robust and inclusive digital economy for over 30 years

Our research shows that there is current and growing demand for data science skills in Canada's digital economy. In 2021, ICTC's [*Digital Talent Outlook 2025*](#) surveyed 400 digital businesses across Canada to better understand the key roles needed in sectors such as cleantech, biotech, agri-food tech, and advanced manufacturing. The most common technical role that emerged at surveyed companies from 2020-2021 were data professionals, including data scientists, data analysts, data engineers, business intelligence analysts, and big data developers.

Looking forward, demand for workers with data science backgrounds will likely continue to increase. According to a baseline scenario, ICTC forecasts overall employment in the digital economy will reach 2.26 million or approximately 11% of all employment in Canada by the end of 2025. That means a demand for roughly 250,000 additional jobs. More specifically, two of the most critical digital economy occupations going forward require data science skills: data analysts with proficiency in Python, SQL, and data modelling as well as data scientists with knowledge of computer science principles, machine learning, and big data.

The new BSc in Data Science program can help address the growing need for graduates with these skills.

Yours sincerely,

Rob Davidson, Director of Data Science
Original signed by Rob Davidson

December 2, 2021

To Whom It May Concern**Re: Conversion of Computer Science / Statistics to Data Science Programs**

The Engineering & Computer Science Co-op and Career Services department strongly supports the Computer Science department as they seek to add value to their curriculum by targeting skill development for students in the areas of data science and affiliated roles. Over the past two years, there has been a significant growth in the number of job postings from our employers that require or prefer students with skills or experience related to data science, machine learning and/or data engineering.

Initially, the demand for these skills came mainly from the financial services sector or specialized data science innovation labs but we are now seeing data science roles in a wide range of sectors, including natural resources, agriculture, healthcare as well as technology consultancy companies that support various sectors. Additionally, there has been an equal increase in interest from students for these roles. Below is a snapshot for some relevant job postings between fall 2020 and fall 2021 with associated student views and applications submitted for each:

Position	Unique Job View Count	Application Count
Ocean Data Analyst Co-op	375	55
Water Quality Data Analyst Assistant	337	55
Data Analyst	290	45
Data, AI, and ML Strategist	250	42
Intern Opportunities for Students - Data & Applied Sciences	201	35
Deep Learning / Data Science Intern	201	28
Data Science Co-op	186	28
Machine Learning Developer Internship	147	29
Back-end Software Engineer Co-op - Machine Learning	138	28
Data Engineer Co-Op, Fall Term 2020 - (0107063)	130	42
Analytics Co-op	128	31

In summary, there is strong and increasing demand from employers for students with skills related to data science, and equally strong interests from students for these roles. Any effort to develop these skills will undoubtedly be beneficial to both.

Regards

Original signed by Meeta Khurana

Meeta Khurana
Associate Director

Wednesday, January 5, 2022

To whom it may concern,

Please accept this letter in support of the UVic Mathematics and Statistics' department move to adjust the name of the joint Computer Science and Mathematics program as "Data Science".

My role as Co-op coordinator includes the support of students in their skill and professional development, as well as liaising with current and potential employers, faculty and university staff.

The Mathematics and Statistics programs at UVic has consistently helped our students gain a strong foundation and excellent technical abilities which continue to be beneficial in our students' careers, work and futures. In spite of this strong preparedness, there is a challenge that our students face, which I believe could be addressed, in part, by the proposed program name change.

Students in our Mathematics and Statistics programs sometimes find it challenging to articulate their abilities and unique value in the industry – While some employers are aware of Mathematics and Statistics curricula and the learning outcomes of our programs, there exists a substantial contingent of employers who may not understand what exactly it is that our students are able to do in the work place, which skills they have learned, and how these tie in to practical applications.

Part of our training in co-op is to support students in articulating their value and abilities to employers, but I believe that the proposed change in name would resolve some of this issue – The term "Data Science" has become commonplace, and students would not have to work as hard to make their job applications stand out, and for employers to understand the skills that our students possess. In my opinion, the name change may also assist UVic in competing for incoming students with other institutions with similar programs, since UVic would now have both a "Mathematics / Statistics" program, and a combined "Data Science" Stream.

I have had first-hand experience talking to employers who have had a history of hiring engineering and data-science students from other institutions. There have been several instances in recent memory where these same employers have hired one of our Mathematics and Statistics students, and went on to comment how great their abilities and fit for the job were – They supervisors further mentioned that they would love to hire more Math and Stats students, and the reason they did not hire more of these students earlier was that they were not aware that Math and Stats students possessed the necessary skills.

I believe that the name change of the combined program can go a long way to address some of these issues, and extend my support for this process.

If you need more information, please do not hesitate to reach out. I am happy to respond to any further questions you may have.

Sincerely,

Original signed by Arkady Futerman

Arkady Futerman



Consultation with University units

Consultation with Office of the Registrar (OREG)

Subject: RE: Math / Computer Science - Data Science program
Date: Friday, June 17, 2022 at 12:38:05 PM Pacific Daylight Time
From: Leona Locke, UG Admission Officer
To: Sabrina Jackson, Associate Registrar, Wei Marton, UG Admission Officer
CC: Celina Berg
Attachments: image006.jpg, image001.jpg, image002.jpg

Hi Celina

I spoke to Wendy regarding this and she sees two options.

Option 1

Have this program as a first year entry program with specific admission requirements and average— applicants apply to the program – applicants are evaluated by admission to determine if they meet the specific subject requirements and grade point average - those that meet the requirements are admitted to the program in first year – In order to implement this the department will need to submit a proposal and have through the various committees and receive approval, Wendy will be able to assist with this before are able put into the calendar. This is how Admissions assists with managing the numbers in the combined Computer Science & Health Information Science program.

Option 2

Students at UVic who are interested in the program will either declare their major with the Faculty of Science or with the Faculty of Engineering and Computer Science and each faculty will manage the number of students.

If you have any further questions please contact me.

Sincerely,

Leona Locke

Admission Coordinator | Undergraduate Admissions
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2 | Canada
T: 250-721 8948 | www.uvic.ca/undergraduate

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From: Sabrina Jackson, Associate Registrar <oregar@uvic.ca>
Sent: June 13, 2022 9:47 AM

To: Leona Locke, UG Admission Officer <admsofficer1@uvic.ca>; Wei Marton, UG Admission Officer <admsofficer7@uvic.ca>

Cc: Celina Berg <celinag@uvic.ca>

Subject: FW: Math / Computer Science - Data Science program

Importance: High

Hello Wei and Leona,

Celina could use your help on developing some aspects of the proposed Data Science program. We have provided some guidance from the RECO side, but additional assistance on how to set up the online application (with appropriate entry point) and how the admissions evaluations will be processed would be very helpful.

I am not sure who would be the best person to represent Science (in general), so I am hoping that Leona will be able to connect us with the appropriate Officer.

Thanks in advance for providing your expertise!

Best,
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.
Associate Registrar
Office of the Registrar
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
T 250-472-5328
oregar@uvic.ca
[uvic.ca/registrar](https://www.uvic.ca/registrar)
Together, we transform students' lives.

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

Please tell us how we did today. Provide your feedback [here](#).

From: Celina Berg <celinag@uvic.ca>

Date: Friday, May 27, 2022 at 2:24 PM

To: "Nicole Greengoe, Registrar" <registrar@uvic.ca>

Cc: LillAnne Jackson <engradu@uvic.ca>

Subject: Re: Math / Computer Science - Data Science program

Hi Nicole

Just wondering if you had time to look at my inquiry below? We are wanting to ensure we are following your guidelines before we start to institute calendar changes. We are happy to meet with you to discuss this as I know somethings get lost in translation over email.

Thanks so much

Celina

From: Celina Berg <celinag@uvic.ca>
Date: Wednesday, May 11, 2022 at 3:54 PM
To: "Nicole Greengoe, Registrar" <registrar@uvic.ca>
Subject: Re: Math / Computer Science - Data Science program

Hi Nicole

I think I made a mistake with my "language". When I said **declaration**, I guess I should have said **application**? As I said below, much like other programs do (ie. music and CS – links below), we want to have a single application deadline. Does this fall under the registrar's office? Or is this still under Advising?

In the future, if the program is popular, we will look at making the admission competitive and adding resources to support the evaluation at that point. For now we would just like to limit admission to the first 15 in each faculty that meet a set of minimum admission requirements.

<https://www.uvic.ca/calendar/archives/202205/undergrad/index.php#/programs/ryO7UEX9V?bc=true&bcCurrent=Music%20and%20Computer%20Science&bcltemType=programs>
<https://www.uvic.ca/undergraduate/admissions/application-deadlines/>

Thanks so much for your help!

Celina

From: "Nicole Greengoe, Registrar" <registrar@uvic.ca>
Date: Wednesday, May 11, 2022 at 2:13 PM
To: Celina Berg <celinag@uvic.ca>
Subject: RE: Math / Computer Science - Data Science program

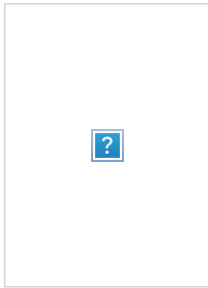
Hi Celina,

Apologies for the delay. We actually did have a look at what you had proposed and noted that the work of declaration actually resides in Academic Advising. However, there are a few things that we do want to comment on and Sabrina Jackson, Associate Registrar, will be in touch about those matters asap.

Again sorry for the delay.

Nicole

Together, we transform students' lives.



Nicole Greengoe (she/her)
Registrar
Office of the Registrar
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
T 250-721-8135
[uvic.ca/registrar](https://www.uvic.ca/registrar)

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From: Celina Berg <celinag@uvic.ca>
Sent: April 20, 2022 4:36 PM
To: Nicole Greengoe, Registrar <registrar@uvic.ca>
Cc: Rod Edwards <edwards@uvic.ca>; Science - Associate Dean Academic <scieada@uvic.ca>; Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>; Engineering Undergrad Admin Officer <engradmn@uvic.ca>
Subject: Math / Computer Science - Data Science program

Hi Nicole

Last calendar cycle we proposed a name-change and update to our current Combined Computer Science and Statistics and corresponding Honours programs to support the demand for a Data Science program. Feedback from this proposal suggested we needed to articulate program requirements and processes for admission/declaration more clearly in our proposal.

We are concerned that the interest in the program might be more than our current teaching resources could support so we agreed between Math and Computer Science to place a cap of 15 students for each faculty (Science and Engineering) to limit enrolment per year. I wanted to reach out to your office so we can discuss how these caps might be enforced.

Our initial thoughts are to:

- Limit declaration into this program once per year (in September) much like other programs do: <https://www.uvic.ca/undergraduate/admissions/application-deadlines/>
- We plan to identify a set of minimum entry requirements that will be clearly stated in the Program Requirements and accept the first 15 applicants to each faculty that meet these requirements.

It is not clear to me if this fits with your processes for program declaration. I am hoping we can work together to flesh this out.

Thanks so much for your time – happy to meet online to discuss this further!

Celina Berg, PhD (she/her)
Assistant Teaching Professor
Department of Computer Science

Faculty of Engineering and Computer Science
University of Victoria
Office: ECS 618
Email: celinag@uvic.ca

Consultation with Undergraduate Records (RECO)

Subject: RE: Data Science program Kual entry
Date: Friday, August 19, 2022 at 3:51:16 PM Pacific Daylight Time
From: Devin Stark - Acting Undergraduate Records Officer
To: Celina Berg
CC: Alejandra De La Hoz, Records Officer, Undergraduate Records
Attachments: image001.png, image002.png

Hi Celina,

I talked to a few colleagues and I think the confusion on our side came from the “Requirements Common to all BSc Degrees” being taken to mean those degrees even outside the faculty that the blurb was written in, not Requirements Common to all BSC degrees (within the faculty of ____).

So, therefore, there is no issue that I can see anymore (other than potential calendar clarity) so you can ignore that point of our email/attachment.

Sorry for the confusion and have a great weekend,
Devin

Devin Stark

Records Officer | Undergraduate Records and Graduation Services
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-8652 | E: uro6@uvic.ca | W: www.uvic.ca/registrar

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From: Celina Berg <celinag@uvic.ca>
Sent: August 16, 2022 5:07 PM
To: Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Cc: Alejandra De La Hoz, Records Officer, Undergraduate Records <uro5@uvic.ca>; Rod Edwards <edwards@uvic.ca>; Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>
Subject: Re: Data Science program Kual entry

Wouldn't the student just be required to fulfill the “Requirements” of their home department since the Program entry will say:

*For completion of this program, students must satisfy the program specific requirements as outlined below in addition to the requirements outlined by the faculty they are enrolled in. **Students enrolled through the Faculty of Science must satisfy the Faculty of Science Requirements. Students enrolled through the Faculty of Engineering and Computer Science must satisfy the Computer Science Requirements.***

In addition to the requirements stated in this section, students should refer to the Minimum course requirements section below. (Minimum course requirements section is where we stipulate the CS specific graduation requirement: any C grade courses will have to be repeated. This minimum course requirement and the new admission requirements are really the only differences between the 2 faculty requirements and this is why we put them at the "program" level).

From: Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>

Date: Tuesday, August 16, 2022 at 3:50 PM

To: Celina Berg <celinag@uvic.ca>

Cc: "Alejandra De La Hoz, Records Officer, Undergraduate Records" <uro5@uvic.ca>, Rod Edwards <edwards@uvic.ca>, LillAnne Jackson <engradu@uvic.ca>

Subject: RE: Data Science program Quali entry

Hi Celina,

Sorry – It took me a minute, but I figured it out.

The issue is with the difference of language in the calendar with regards to the “Requirements common to all Bachelor’s (or BSc) Degrees” sections in the Faculty of Science Requirements as opposed to the Computer Science Requirements. The confusion is with the word “Area” in the SC version vs the word “Departments” in the CSC Requirements (see screenshots below).

CSC Requirements: <https://www.uvic.ca/calendar/future/undergrad/index.php#/experiences/rJxRmdMFE>

BSc program requirements

Requirements common to all BSc degrees

Each candidate for a BSc degree is required:

1. to have satisfied the Academic Writing Requirement
2. to include in the first 15 units presented for the degree not more than 9 units in Computer Science and at least 3 units from each of two other departments

Faculty of SC Requirements: <https://www.uvic.ca/calendar/future/undergrad/index.php#/experiences/ByIJ9-cs4>

Requirements common to all Bachelor’s degrees

A student may proceed to a BSc degree, normally in one of three programs: Honours, Major or General. Combined Honours and Major programs are also offered (see below).

Each candidate for a Bachelor’s degree must:

1. complete at least 3.0 units from each of three areas of study on the following listing:
 - Astronomy
 - Biochemistry
 - Biology
 - Chemistry
 - Earth and Ocean Sciences
 - Marine Science
 - Mathematics

- Mathematics
- Microbiology
- Physics
- Statistics

Our issue with this when it comes to the Quali submission (and with the language in the calendar) is that, while Mathematics courses and Statistics courses are in different “Areas”, they both fall under the umbrella of the Mathematics and Statistics Department. And due to this the requirements are different, having some students needing to pick up a Science Elective in a department outside Math and Stats, while others would simply have that particular requirement satisfied within the Data Science Program Requirements.

Hope this makes sense – let me know if it doesn’t.

Have a great evening,
Devin

Devin Stark

Records Officer | Undergraduate Records and Graduation Services
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-8652 | E: uro6@uvic.ca | W: www.uvic.ca/registrar

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From: Celina Berg <celinag@uvic.ca>
Sent: August 16, 2022 12:59 PM
To: Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Subject: Re: Data Science program Quali entry

Thanks Devin!

Celina

From: Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Date: Tuesday, August 16, 2022 at 11:02 AM
To: Celina Berg <celinag@uvic.ca>
Subject: RE: Data Science program Quali entry

Good morning Celina,

You’re right – that point is very confusing.
I’m taking a look into it and will get back to you when I figure out what we were trying to say with that one.

Talk soon,

Devin

Devin Stark

Records Officer | Undergraduate Records and Graduation Services
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From: Celina Berg <celinag@uvic.ca>
Sent: August 15, 2022 4:01 PM
To: Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Subject: Re: Data Science program Quali entry

Hi Devin!

Looks like Alejandra is away – hopefully you can help?

Thanks!

Celina

From: Celina Berg <celinag@uvic.ca>
Date: Monday, August 15, 2022 at 3:59 PM
To: "Alejandra De La Hoz, Records Officer, Undergraduate Records" <uro5@uvic.ca>, Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Cc: LillAnne Jackson <engradu@uvic.ca>, Rod Edwards <edwards@uvic.ca>
Subject: Re: Data Science program Quali entry

OK – I am working through your AMAZINGLY detailed feedback – so much appreciated!

I am trying to gather answers to your questions still and I will get back to you.
BUT, I do have a clarification question about your suggestion:

- EN: BSc - The 2nd requirement common to all BSc degrees. If Math and Stats are considered within one department, then this requirement is not satisfied within the program as it. It would only be met if a student happened to complete 3.0 units within the same department. This requirement would only be met if the student happens to complete 3.0 units of electives within the same department. Alternatively, the calendar entry for these BSc degree requirements could be updated so the Major requirements listed separately.

I am just not sure what you are referring to here and what change I need to make?

Thanks again!

Celina

From: "Alejandra De La Hoz, Records Officer, Undergraduate Records" <uro5@uvic.ca>
Date: Thursday, August 11, 2022 at 5:47 PM
To: Celina Berg <celinag@uvic.ca>, Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Cc: LillAnne Jackson <engradu@uvic.ca>, Rod Edwards <edwards@uvic.ca>, Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>
Subject: RE: Data Science program Kual entry

Hello Celina,

Thank you for your patience and for sharing this information, as it is helpful to know. Based on this information, it seems as though certain students are no longer required to apply to the program to gain admission, instead they can submit a request for declaration with their Advisor. If this is true, then the Data Science program declaration process would be as follows:

Current/Returning students already admitted to correct faculty: Sc or EN
<ol style="list-style-type: none">1. Student is already admitted to the faculty of EN:BSc or SC2. Student submits a formal request for the Data Science program to the appropriate Advisor3. The Advisor will then assess the student's record to verify if the student meets the program admission requirements4. The Advisor will declare the student within the program, if they meet admission requirements.5. The faculty will manage their own declaration numbers

For current students or those already admitted into the correct faculty, the evaluation process is quite straightforward (see above). However, new and current/returning students (not in correct faculty) will be required to submit a My UVic Application which would be reviewed by Admissions. Below is a general admission process for a student who does not fall into the category outlined above and the variety of issues associated with direct admission and not separating the Admission and Declaration processes.

Students Transferring to UVic or Current/Returning (from a different faculty) - Direct Admit to Data Science Program
<ol style="list-style-type: none">1. Student must submit a My UVic application for desired faculty (EN or SC) and for the Data Science major2. Admission reviews application for faculty admission requirements and, if eligible, forwards application to Departmental Advisor. At this time, Admissions does not consult directly with the Math/Stats Adviser, therefore this process would need to be established.3. Adviser reviews student's application for program admission requirements and communicates decision to Admissions.4. If admissible, Admission will approve application, however student would be admitted to the program via an undeclared Data Science major which would require a different program code5. Once admitted to faculty, student would need to submit

declaration request to respective adviser ... by a declaration deadline? This could impact students who are admitted in the Fall and are unable to gain access to the Data Science program until the next declaration opportunity. In addition, some students don't request declaration right away and will remain undeclared for some time, which would impacts reports confirming the number of students declared within the program.

6. The Advisor will declare the student in the Data Science program
7. The faculty will manage their own declaration numbers

Undergraduate Records would like to propose a solution which would circumnavigate the issues stated above by removing the option for students to apply directly to the Data Science program via My UVic application. Instead, have the students follow the process below. This process is similar to the admissions/declaration process for the BSC Geomatics program.

Students Transferring to UVic or Current/Returning (from a different faculty) - Separate Admit/Program Declaration to Data Science Program

1. Student must submit a My UVic application for desired faculty (EN or SC) and for either Computer Science (EN) or Mathematics (SC) or Statistics (SC).
2. Admission reviews application for faculty admission requirements. They do not need to consult an adviser.

Once admitted to their faculty they follow the same process as "Current/Returning Students Already Admitted to Correct Faculty" seen in 1st example above.

Can you please confirm if there be a deadline for students to submit their request to Advisors? Is the Fall term the only entry point for this program or will students be able to request declaration at any time of the year? Will this information be added to the draft proposal?

I should note departmental advisers for the tri-faculties are unable to change a student's program or declare a student within in Banner, which is different from EN advisers. All program declaration requests for tri-faculty students are handled by Academic Advising. The Math/Stats Advisers would be required to email Academic Advising when a student is eligible for declaration. Academic Advising will then contact the student to request they submit a declaration request through the [declaration portal](#). Unfortunately, the processing time for these requests can take up to 6 weeks.

In your email below, you state the faculty will manage their own declaration numbers. Who within the faculty will be tracking these numbers?

The attached document provides several edit and suggestions for the draft proposals in Kuali. Please let us know if you have any questions or concerns.

Cheers,
Alejandra

Please tell us how we did today - provide your feedback [here](#).

Alejandra De La Hoz

Records Officer | Undergraduate Records and Graduation Services
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-8120 | E: uro5@uvic.ca | W: www.uvic.ca/registrar

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From: Celina Berg <celinag@uvic.ca>

Sent: August 10, 2022 8:26 AM

To: Alejandra De La Hoz, Records Officer, Undergraduate Records <uro5@uvic.ca>; Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>

Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>; Rod Edwards <edwards@uvic.ca>

Subject: Re: Data Science program Quali entry

Hi Alejandra and Devin!

Any updates on this?

Thanks!!

Celina

From: "Alejandra De La Hoz, Records Officer, Undergraduate Records" <uro5@uvic.ca>

Date: Tuesday, August 2, 2022 at 9:12 AM

To: Celina Berg <celinag@uvic.ca>, Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>

Cc: LillAnne Jackson <engradu@uvic.ca>, Rod Edwards <edwards@uvic.ca>

Subject: RE: Data Science program Quali entry

Hey Celina,

I hope you had a relaxing long weekend.

Thanks for checking in and apologies for the delay. I'm hoping Devin and I will have notes for you to review by the end of this week.

Cheers,
Alejandra

Please tell us how we did today - provide your feedback [here](#).

Alejandra De La Hoz

Records Officer | Undergraduate Records and Graduation Services
Office of the Registrar | Division of Student Affairs | University of Victoria

PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-8120 | E: uro5@uvic.ca | W: www.uvic.ca/registrar

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From: Celina Berg <celinag@uvic.ca>

Sent: July 27, 2022 9:13 AM

To: Alejandra De La Hoz, Records Officer, Undergraduate Records <uro5@uvic.ca>; Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>

Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>; Rod Edwards <edwards@uvic.ca>

Subject: Re: Data Science program Kual entry

Hi Alejandra!

Just reaching out to see if you and Devin have had a chance to look at this and have any feedback for us?

Thanks so much for taking the time for this – I know you both must be VERY busy!

Celina

From: "Alejandra De La Hoz, Records Officer, Undergraduate Records" <uro5@uvic.ca>

Date: Tuesday, June 28, 2022 at 2:20 PM

To: Celina Berg <celinag@uvic.ca>, Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>

Cc: LillAnne Jackson <engradu@uvic.ca>, Rod Edwards <edwards@uvic.ca>

Subject: RE: Data Science program Kual entry

Hello Celina,

Devin and I are working on this together and we hope to have something for you in the next couple weeks.

Cheers,
Alejandra

Please tell us how we did today - provide your feedback [here](#).

Alejandra De La Hoz

Records Officer | Undergraduate Records and Graduation Services
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-8120 | E: uro5@uvic.ca | W: www.uvic.ca/registrar

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From: Celina Berg <celinag@uvic.ca>

Sent: June 27, 2022 9:25 AM

To: Devin Stark - Acting Undergraduate Records Officer <uro6@uvic.ca>; Alejandra De La Hoz, Records Officer, Undergraduate Records <uro5@uvic.ca>

Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>; Rod Edwards <edwards@uvic.ca>

Subject: Data Science program Kual entry

Hi Devin and Alejandra

I am wondering if you can take a look at the Kual entries for the Major and Honours Data Science programs. Specifically, I am wondering if they way we have specified admission and program requirements is ok.

<https://uvic.kuali.co/cm/#/programs/view/619fe7b2963c9c5b516b345d>

<https://uvic.kuali.co/cm/#/programs/view/619fde2646191081713623d9>

thanks so much!

Celina Berg, PhD (she/her)
Assistant Teaching Professor
Department of Computer Science
Faculty of Engineering and Computer Science
University of Victoria
Office: ECS 618
Email: celinag@uvic.ca

Consultation with Co-operative Education Program and Career Services

Subject: RE: Data Science Program proposal
Date: Wednesday, October 19, 2022 at 2:07:26 PM Pacific Daylight Saving Time
From: Andrea Giles
To: Celina Berg
CC: Chelsey Evans, Director of Operations
Attachments: image001.jpg, Coop_MATH-LetterOfSupport.pdf, Coop_CSC-LetterOfSupport.pdf, DataScienceProgramProposal.pdf

Hello Celina,

Thank you for forwarding your proposal for the program and name change which rebrands the existing Computer Science and Statistics combined Major and Honours programs into a Data Science (Bachelor of Science) major and honours degree.

I agree with my Engineering and Computer Science Co-op and Mathematics and Statistics Coop staff on the value of the rebrand of these combined degrees into the new Data Science degree. It is a timely change that makes the program curriculum and deliverables more apparent to students.

I note on page 6 and page 10 of your document under the Co-op requirements section that it is noted that there are no changes from the existing Computer Science and Statistics Combined Major or Honours degree co-op requirement language. I would note that this co-op section will need to be rewritten when you are ready to submit Curriculum changes, after Senate Committee on Planning approval is received. The language as it stands now speaks to co-op regulations around combined degrees. As you are changing to a singular degree (Data Science), the more complex regulations around combined co-op degrees can be regularized into our standard degree language. I have copied Chelsey Evans, Director of Operations, on this email as she can help facilitate Co-op calendar language changes. Please feel free to reach out to her directly when you get closer to making Curriculum changes.

Please consider this email as my letter of confirmation of consultation. I think this change in program name is a very positive move.

Thanks for consulting.

Regards,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

University of Victoria
Jamie Cassels Centre (JCC), Room B271n
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: coopinfo <coopinfo@uvic.ca>
Sent: October 18, 2022 2:50 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: FW: Data Science Program proposal

Hi Andrea,

This email came to coopinfo but it's intended for you.

Thanks,
Amy

Amy Kilmer
Assistant to the Executive Director
Co-operative Education Program and Career Services
University of Victoria
T 250-721-7628 | coopdirasst@uvic.ca
Web: uvic.ca/coopandcareer/ | Portal: learninginmotion.uvic.ca

From: Celina Berg <celinag@uvic.ca>
Sent: October 17, 2022 2:48 PM
To: coopinfo <coopinfo@uvic.ca>
Cc: Science - Associate Dean Academic <scieada@uvic.ca>; Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>; Rod Edwards <edwards@uvic.ca>
Subject: Data Science Program proposal

This message is intended for the Executive Director, Co-operative Education and Career Services

The University of Victoria's Computer Science and Mathematics/Statistics departments are continuing their collaboration in the field of Data Science. For more than 20 years the two departments have jointly offered combined degrees (Major and Honours) in Computer Science and Statistics. The current curriculum proposal for the degrees includes re-branding by changing the programs' name to **Data Science** and customizing the upper year coursework to focus on topics of importance to Data Science.

Since the proposal includes a name change, our Senate Planning Committee has asked that the university consult with any units connected to the program. Given our existing programs had coop components, the Data Science program will continue to offer these options to students. Attached please find a document that describes UVIC's proposed re-branded Data Science program, including links to the existing Combined programs in Computer Science and Statistics. I have also attached letters of support from the coop office from both Math and Computer Science so you can see we have been in consultation with them already.

Please let us know if you have any concerns.

Thank you so much

Celina Berg, PhD (she/her)
Associate Teaching Professor
Department of Computer Science
Faculty of Engineering and Computer Science
University of Victoria

Consultation with Libraries



Lisa Goddard

Acting University Librarian

University Librarian's Office
PO Box 1800 STN CSC
Victoria, BC V8W 3H5 Canada

Telephone: 250-721-8192

Email: lgoddard@uvic.ca

Dr. Celina Berg
Associate Teaching Professor
Department of Computer Science
Faculty of Engineering and Computer Science
University of Victoria

October 24, 2022

Dear Celina,

I am writing this letter on behalf of the University of Victoria Libraries to voice our strong support for the proposed Data Science Program. Data Science is a fast-growing field that will undoubtedly attract significant student interest and new enrolments. This program is well aligned with themes around innovation that are emerging in UVic's current strategic planning process. Conceiving of this program as a collaboration between three disciplines and two faculties helps to address UVic's stated goal to break down silos and barriers across campus.

UVic Libraries have long supported UVic's teaching and research strengths in areas related to Computer Science, Engineering, and Mathematics/Statistics, and I feel confident that our collections will be sufficient to support researchers in the Data Science Program. Our specialists can assist researchers with finding and accessing licensed and government-produced [data sources](#) including data produced here at the university that is published in the [UVic Dataverse Repository](#). I'd also encourage you to review UVic Libraries' [software training workshops](#), some of which may be of interest to your students and researchers. Our Engineering and Computer Science Librarian, Aditi Gupta, will be able to tell you much more about UVic Libraries collections and research and teaching supports.

Our new [Library Search](#) interface is a great discovery tool for exploring literature across disciplinary boundaries. The UVic Libraries evidence-based acquisitions (EBA) initiative additionally allows researchers to gain instant access to new e-book titles, simply by clicking on the links provided in our discovery interface. This use triggers a purchase by UVic, so that e-books selected this way continue to be available in our collection for future use. EBA is one of the ways in which faculty and student research interests help to shape library collections. The UVic Libraries collections policy emphasizes the acquisition of e-formats that can be accessed 24/7 from anywhere in the world to support remote learners.

Overall, I am confident that UVic Libraries can support the proposed Data Science Program. I encourage you to work closely with your subject librarian, Aditi Gupta, to ensure that library collections, research help services, and instruction workshops will continue to meet the needs of your students and instructors.

Sincerely,

Original signed by Lisa Goddard

Lisa Goddard
Acting University Librarian
[University of Victoria Libraries](#)

Consultation with Indigenous Academic and Community Engagement

Subject: Re: Data Science Program proposal

Date: Tuesday, October 25, 2022 at 2:53:04 PM Pacific Daylight Saving Time

From: Rob Hancock, IACE Associate Director Academic

To: Celina Berg

CC: Jacquie Green, Science - Associate Dean Academic, Associate Dean Undergraduate Programs, Engineering and Computer Science, Rod Edwards

Good afternoon, Celina,

I am writing on behalf of the Executive Director, Kundoqk Dr. Jacquie Green (cc'ed here), to confirm that IACE has had a chance to review the document you shared outlining the changes to the Data Science Program. We have no concerns about the proposal as it stands, but are wondering if the committee has any sense about the potential positive impacts the change might have on attracting a more diverse student body as is a priority among STEM programs in general.

Thank you for the chance to review the document. Best wishes for the proposal as it moves through the process.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)
Associate Director Academic
Office of Indigenous Academic & Community Engagement
University of Victoria

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From: Celina Berg <celinag@uvic.ca>

Date: Monday, October 17, 2022 at 4:05 PM

To: Jacquie Green <iaceed@uvic.ca>

Cc: Science - Associate Dean Academic <scieada@uvic.ca>, "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>, Rod Edwards <edwards@uvic.ca>

Subject: FW: Data Science Program proposal

This message is intended for the Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director.

The University of Victoria's Computer Science and Mathematics/Statistics departments are continuing their collaboration in the field of Data Science. For more than 20 years the two departments have jointly offered combined degrees (Major and Honours) in Computer Science and Statistics. The current curriculum proposal for the degrees includes re-branding by changing the programs' name to **Data Science** and customizing the upper year coursework to focus on topics of importance to Data Science.

Since the proposal includes a name change, our Senate Planning Committee has asked that the university

consult with any units connected to the program. Attached please find a document that describes UVIC's proposed re-branded Data Science program, including links to the existing Combined programs in Computer Science and Statistics.

Please let us know if you have any concerns.

Thank you so much

Celina Berg, PhD (she/her)
Associate Teaching Professor
Department of Computer Science
Faculty of Engineering and Computer Science
University of Victoria
Office: ECS 618
Email: celinag@uvic.ca

Consultation with related departments within the University

Consultation with Mathematics and Statistics

CSC suggestions based on ECE suggested revised programs	MATH&STATS; responses	CSC responses to MATH STATS				
			First Year Major Data Science			Honours: Data Science First Year
			CSC 110, 115	3		CSC 110, 115
			MATH 100 or 109, 101, 122, 211 ²	6		MATH 100 or 109, 101, 122, 211 ²
STAT 100 - Non-existent course assume meant to be replaced with STAT 123. But STAT 123 seems too basic to be included in the Data Science major as it is not required in Statistics Major or Honours programs. It seems to be designed for non-statistics students (students not doing statistical computing/data science/statistical machine learning as their focus). Suggest to remove as a requirement.	STAT 123 is required for Data Science Minor; STATS Majors and Honors can take STAT 123 to satisfy a program requirement. The content is really data science; it is introductory to Statistical Data Science so students in Data Science ought to take this course.	OK	STAT 123	1.5		STAT 123
			Electives	4.5		Electives
			Total	15		Total
			Second Year			Second Year
	CSC 230 could be made optional. Computer architecture is perhaps useful but not required for data scientists.	Some of our faculty feel that it is useful and would like to keep it as a requirement.	CSC 225, 226, 230	4.5		CSC 225, 226, 230
MATH 204 Not needed for data science/statistical machine learning. Suggest to remove as a requirement/make optional.	The problem with removing MATH 204 as a requirement is that students need exposure to differential equations; Unfortunately, M202 cannot be used as an alternate to gain DE exposure because M200 is needed for STAT 350.	OK	MATH 200, 204, 222	4.5		MATH 200, 204, 222
			SENG 265	1.5		SENG 265
			STAT 260, 261	3		STAT 260, 261
			Electives	1.5		Electives
			Total	15		Total
			Third Year			Third Year
	CSC 320: Foundations of Computer Science. Do we really need this course? Seems important, but making it a requirement is probably not needed - have instead as a recommendation.	Being familiar with complexity classes, satisfiability, and computability provides important context for artificial intelligence and machine learning, which many students in this program might end up taking. Also, there are important considerations for the efficiency of statistical/machine learning algorithms, especially in an area where many problems we would like to solve optimally are not in P. Therefore, from the computer science side, CSC 320 would be considered essential.	CSC 320	1.50		CSC 320
			CSC 370	1.50		CSC 370
MATH348/CSC349A are highly mathematical and the type of math that is not relevant for computational statistics and machine learning. Suggest to remove as a requirement/make optional.	Error analysis, theoretical foundations of interpolation, and data fitting, among other things are important concepts for data scientists and M348 and CSC349A are the only courses where they can see these concepts. M348 at least can be made less theoretical if needed; it may depend on the instructor though and some guidelines may need to be put in place. We are open to making MATH248 as an option though it is not exactly a perfect replacement.	OK	MATH 348 or CSC 349A	1.50		MATH 348 or CSC 349A
	STAT 354 (sampling) needs to be in the list of required courses. Suggest 354 is required and replace 3.00 units of CSC, SENG, ECE, or STAT with one 1.5 units CSC, SENG, ECE, or STAT. Remove STAT359 from Honours.	OK	STAT 350, 353, 354	4.5		STAT 350, 353, 354 (omit 359)
			1.5 (omit 3.0) units of CSC, SENG, ECE	1.5		3.0 units of CSC, SENG, ECE, or STAT co

Data mining	OK		SENG 474	1.50	SENG 474	1.5
			Electives	3.00	Electives	1.5
			Total	15	Total	15
			Fourth Year		Fourth Year	
STAT 359 Data Analysis - Many of the topics listed in the course outline will be covered in more detail in other courses. This course is not currently part of the Statistics Major/Honours. The course is software application oriented "Emphasis is placed on proper use of computer software, interpretation of output and assumptions required for use of each statistical method." May be more useful for students looking to leverage statistics within another discipline, perhaps from the business side, not develop expertise for Data Science degree. Suggest to remove as a requirement/make optional.	STAT 359 is meant to give an overview about the practice of statistical methods in various disciplines and data scientists will benefit from this course a lot. It is where the students could find many things in one place. An option would be to require it only for majors and leave it as an optional course for honours students since honours students take CSC499 or STAT498. Ideally, we should have a capstone course for the Majors programme.	OK	STAT 359	1.5	STAT 450	1.5
					CSC 499 or STAT 498	1.5
Artificial Intelligence			CSC 421 or ECE 470	1.5	CSC 421 or ECE 470	1.5
Would like to see the following added to this list of options: STAT 460 (Bayesian Statistics), STAT 464 (Statistical Computing), STAT 466 (Robust Statistics)	OK. Remove here STAT 458 GLM should be a required course		One of STAT 453, 454, 455, 456, 457, 4	1.5	One of STAT 453, 454, 455, 456, 457, 4	1.5
	STAT 458 GLM should be a required course.	OK	STAT 458	1.5	STAT 458	1.5
machine learning	Add STAT ML course as another option	OK	one of: CSC ML course, ECE 485, STAT	1.5	one of: CSC ML course, ECE 485, STAT	1.5
Ethics course one of these courses is sufficient given teaching resources are limited . This can updated to include ECE potentail new Data Science ethics course.	OK		One of SENG 401, 460	1.5	One of SENG 401, 460	1.5
optimization course	Could be added to the list: Discrete optimization; CSC 446; Nonlinear Optimization M447 could be included here. STAT 464 covers a lot of optimization algorithms	OK	One of CSC 445, ECE 403, STAT 464	1.5	One of CSC 445, ECE 403, STAT 464	1.5
			Electives	4.5	Electives	3
			Total	15	Total	15
			Degree Total:	60	Degree Total:	60

Consultation with Bachelor of Software Engineering (BSENG) and Electrical and Computer Engineering (ECE)

The following two consultation documents outline the a discussion between Computer Science and the Electrical and Computer Engineering Department and the Bachelor of Software Engineering Program. This discussion was surrounding the fit of the current ethics courses listed in the Data Science program. We have included the discussion for completeness but the result of the discussion was as follows:

The Computer Science Department voted to accept the proposed program but only if SENG401 was retained. The department felt very strongly that any Data Science program needed a course that focused on social and professional issues involving ethics. (February 2022)

The program, including SENG401 was put forward to the Engineering and Computer Science Faculty and was approved. This vote consisting of members from all departments in the faculty including ECE and BSENG implies that the major of our faculty believes SENG401 to be a reasonable fit for the Data Science program. (Feb 2022)

Subject: Re: Joint CSC-Math Data Science Program
Date: Thursday, January 6, 2022 at 6:40:29 AM Pacific Standard Time
From: Sudhakar Ganti
To: Celina Berg
Attachments: image001.jpg, image001.jpg

Good morning Celina,

Wish you a happy New Year. We can try with the suggested changes. I don't see any other option. Last time it failed because people felt it is not comprehensive. Now they want us to remove what they suggested in the first place

Regards
-Sudhakar

Dr. Sudhakar Ganti,
Chair and Associate Professor,
Department of Computer Science,
University of Victoria, BC, Canada

From: Celina Berg <celinag@uvic.ca>
Sent: Thursday, January 6, 2022 6:35:14 AM
To: Sudhakar Ganti <sganti@uvic.ca>
Subject: Re: Joint CSC-Math Data Science Program

Hi Sudhakar

I think we have to move on this if want to try to push this through in Cycle 2.
Are you ok with moving forward with these suggestions from Rod?

Celina

From: Celina Berg <celinag@uvic.ca>
Date: Wednesday, January 5, 2022 at 4:32 PM
To: CSC Advisor <cscadvisor@uvic.ca>, CSC Department Chair <chair@csc.uvic.ca>, Rich Little <rlittle@uvic.ca>, Jens-Holger Weber <jens@uvic.ca>, Sheryl Thompson <sthompson@uvic.ca>
Subject: Re: Joint CSC-Math Data Science Program

Thanks for the input Irene.
Sudhakar are you ok with moving forward with these suggestions from Rod?

Celina

From: CSC Advisor <cscadvisor@uvic.ca>
Date: Wednesday, January 5, 2022 at 1:01 PM
To: Celina Berg <celinag@uvic.ca>, CSC Department Chair <chair@csc.uvic.ca>, Jason Corless <jcorless@uvic.ca>, Rich Little <rlittle@uvic.ca>, Jens-Holger Weber <jens@uvic.ca>, Sheryl Thompson <sthompson@uvic.ca>
Subject: RE: Joint CSC-Math Data Science Program

Hi Celina,

I find their rationale that SENG 460 is “*geared towards a software engineering program and would not be appropriate..*” and that it is “*...always full with waitlists...*” interesting, considering they allow Computer and Electrical Engineering students to take the course (see screenshot below). It seems to me that if they were that worried about waitlists and ensuring that only students for whom they considered the course to be applicable to their field of study to take it, they would restrict it to BSENG students. It’s also a little odd that they constantly complain we don’t allocate enough seats to permit all SENG students into one of our courses, when they don’t appear to do the same with those offered through ECE.

That being said, it seems pretty obvious that ECE/SENG feel very strongly that the Data Science students should not be taking any of those courses, so I think implementing Rod and Sudhakar’s suggestions make the most sense. Would we be giving the students another couple of course options if we remove SENG 401 and SENG 460 from the list of recommended courses?

Irene

Practice of Information Security and Privacy - 22789 - SENG 460 - A01

Associated Term: Second Term: Jan - Apr 2022
Levels: Graduate, Law, Undergraduate

Main Campus
Lecture Schedule Type
Face to Face Instructional Method
1.500 Credits
[View Catalog Entry](#)

Registration Availability

	Capacity
Seats	50
Waitlist Seats	50

Restrictions:
Must be enrolled in one of the following Levels:
Undergraduate
Must be enrolled in one of the following Colleges:
Faculty of Engineering and CSc
Must be enrolled in one of the following Fields of Study (Major, Minor, or Concentration):
EN: Computer Engineering
EN: Electrical Engr
EN: Software Engineering BSENG
Must be enrolled in one of the following Classifications:
Year 4

-----Original Message-----

From: Celina Berg

Sent: January 4, 2022 2:31 PM

To: CSC Department Chair <chair@csc.uvic.ca>; Jason Corless <jcorless@uvic.ca>; Rich Little <rlittle@uvic.ca>; CSC Advisor <cscadvisor@uvic.ca>; Jens Weber <jens@uvic.ca>; Sheryl Thompson <sthompson@uvic.ca>
Subject: FW: Joint CSC-Math Data Science Program

Hello Curriculum Committee and Sudhakar

Below is ECE's response to the proposed Data Science program we have put forward with Math&Stats. You will also see the suggested response from Rod Edwards (Math/Stats curriculum chair). Dropping the Ethics course requirement was something Sudhakar had suggested in late December as well with the plan to develop a more fitting ethics course in the future with new faculty hires. Could each of you let us know by replying to this email if you are ok with this suggested update and/or have any concerns. We are tight on time to negotiate this Cycle 2 so I don't want to wait for our next meeting.

thanks

Celina

On 2022-01-04, 3:48 PM, "Rod Edwards" <edwards@uvic.ca> wrote:

Hi Celina

My thought in relation to the message below, is that we could simply remove ECE 485 as an option, and remove SENG 401 or 460 from the list of recommended courses.

ECE 485 is listed as an option for a Machine Learning course, so we would just make STAT 469 a hard requirement.

SENG 401 and 460 are not even options for program requirements, only recommended additional courses, so removing them will have no significant effect.

Also, we do mention enrolment caps in the Rationale. I'm not sure if there is any way in the calendar to make these explicit. I assumed that these would be handled by departments as needed.

If we make these two changes, we might appease ECE and still get this through in Cycle 2.

What do you think?

Rod

On 2022-01-04, 12:12 PM, "Michael Adams" <mdadams@ece.uvic.ca> wrote:

Rod and Celina,

The ECE Curriculum Committee discussed the Joint CSC-Math Data Science Program in its December meeting. In particular, we considered the information at the following links:

BSC-CVSC | Data Science

<https://uvic.kuali.co/cm/#/programs/view/619fe7b2963c9c5b516b345d>

BSC-CVSD | Data Science

<https://uvic.kuali.co/cm/#/programs/view/619fde2646191081713623d9>

This joint program uses four courses from ECE, namely: ECE 403, ECE 470, ECE 485, and SENG 460. During this meeting, three significant concerns were raised regarding this program:

- 1) Resources. There is no information on the enrolment cap of this program. ECE 485 and SENG 460 are always full with wait lists.
- 2) SENG 401 is not appropriate to this program. That is, this course presents material in a way that is highly tailored to a software engineering program and would not be appropriate for a data science program.
- 3) SENG 460 is not appropriate to this program. That is, this course is geared towards a software engineering program and would not be appropriate for a data science program.

--Michael

Subject: Re: SENG 406 and SENG 401 and combined math/stats data science program
Date: Monday, December 6, 2021 at 5:02:03 PM Pacific Standard Time
From: Stephen W. Neville
To: CSC Department Chair, Celina Berg, Michael Adams, ECE Grad Sec; MASc & PhD
CC: Cassandra Petrachenko, SENG Director, CSC Advisor
Attachments: sneville.vcf

Sudhakar,

Just to follow up on the issues with SENG 460 and SENG 401 and the proposed data science program between CS and Math/Stats.

Again, neither course is appropriate for the proposed program, an issue that I had raised many months ago when Peter originally asked for my input in the process. So, I would disagree that it is “too late” to address the concerns – as these concerns were raised at the beginning of the process and appear to have simply been set aside which raised a concern that they will simply continue to be set aside to the disadvantage and negative impacts to the SENG students. The restructured program is likely to attract more students than the old program - hence, the potential resourcing impacts are not equivalent (unless an equivalent hard cap is agreed to and enforced at the prior 10 to 20 total students in the program level).

SENG 401 is critical to SENG as it is the CEAB required ethic course for software engineers – hence, it is critical to the program that it is not reused as a convenient means of servicing the need to “ethics” in other programs. Moreover, it is not structured as an ethics course for data science and cannot be “move” to service that direction/need. It must remain a SENG focused ethics course for SENG to be an accreditable degree program.

Similarly, SENG 460 is an ECE-homed security focused course which students in the proposed program would likely not have appropriate backgrounds for – which will lead to an overloading of the external instructor who offers this course to catch those less prepared students up. Gary Perkins, the BC government’s CISO offers this course and it would be inappropriate to overload him with students who are less prepared to take and succeed at his course.

Beyond these issues, both SENG 401 and SENG 460 are already full courses with waitlists – so no room exists to expand these courses to service a currently unknown number of new students who may enrol in the proposed combined CS/Math/Stats data science program.

As SENG 460 is a ECE homed course, the proposed program would need to go through the ECE CC for approval (given the potential resourcing impacts on ECE). Additionally, as SENG 401 is a core SENG program course, the proposed program would also need to go through the SENG PCC for approval.

Given the likelihood that the use of SENG 401 in the proposed matter would pivot the SENG 401 away from servicing SENG accreditation needs it is likely that SENG PCC approval will not be possible. Given the likely resourcing impacts on ECE, it is likely ECE CC approval is also not going to be possible – particularly as no agreed to student cap for the proposed program is in place. It is also unclear when the proposed program was going to be brought to the ECE CC and SENG PCC for approval, given as far and I know, it currently is not on either CC’s upcoming agendas. I’m not sure of the intended timelines

for the proposed combined program, but under existing Faculty policies it would need to come to both the ECE CC and SENG PCC due to the inclusions of SENG 460 and SENG 401.

As such it would seem the best approach, at this time, would be simply to remove SENG 401 and SENG 460 from the proposed program and replace them with any other 1.5 credits from either CS or Math/Stats, i.e., for example as 1.5 units of technical elective. Again, it is unclear why there is such an apparent strong focus on having SENG 401 and SENG 460 included in the proposed program – particularly as they are both a poor fit, complicate the approval process, and do not well service the intended student population.

In general, I don't think SENG should be used as a resourcing catch-all for other programs – particularly as insufficient resourcing currently exists to properly deliver the SENG program to the existing SENG students. Further diluting the SENG resourcing so as to service a new data science focused program is not appropriate as it further sets the existing SENG students as being 2nd class students within the CS department and ECS Faculty. The proposed data science combined program needs to be properly resourcing on its own account – as was previously discussed with Peter that this combined program would not come at the further expense of SENG.

Again, I think the easiest approach is simply to replace SENG 401/SENG 460 with 1.5 units of technical electives to be taken from CSC or Math/Stats courses.

As an aside, I believe there are cases where SENG students are being restricted from taking CS offered course due to the SENG section cap not being increased to service student demands. These issues, I believe, are beginning to delay SENG students progressions through their degree program. Additionally, were SENG student have been allowed into CS home courses while CS majors have not been, has been when the SENG students required the course as a core course to their degree and the CS students were taking it as an elective (with the reverse also occurring). Both CS majors and SENG majors are students within the CS department and there is a need to not treat SENG group as somehow different and 2nd class students to the CS major group. Both are CS department students and should be treated equally by the department, while considering the different requirements of each degree program, e.g., in this specific case, that SENG 401 is a critical course for SENG's CEAB accreditation and cannot be diluted so as to service other needs.

If there is a flood a new undergrad data science students into core courses SENG students require for completing there degree then these issues are likely to be significantly exacerbated. Both ECE and CS have a responsibility to ensure that SENG student can progress through there degree program in a timely manner, particularly as these are existing students in both departments who already count to the department EETs and resourcing levels.

SENG has been under-serviced from a resourcing perspective for a number of years - further exacerbating this via a new likely high demand program is highly problematic and, again, further enforces the view that SENG students are not a departmental and/or Faculty) priority.

Beyond past history, what is the rationale for seeking to include SENG 401 and SENG 460 in the proposed combined data science program? I do not see the programmatic fit.

Stephen

On 2021-11-29 5:52 p.m., CSC Department Chair wrote:

Dear Stephen,

These courses had been part of the existing combined program. Though the Combined Stats/CSc program is relabeled as Data Science, it is of the same difficulty as the existing program but with a bit stronger mandate. Resourcing is each department's responsibility. We always allowed CSC and SENG courses to be serviced both ways. So far I don't know of any case where by we limited accessibility to SENG students for the required courses. We always make room so that we allow CSc/combined program students to take the SENG courses where possible. In fact, we also added sections to service SENG students in some cases and disallowed CS majors. As more teaching capacity is added we are also creating more sections dynamically.

We have advertised last year for Fairness, Ethics in AI/Machine Learning as one of the areas to hire. We were not successful and re-advertising for the same area again this year. Our hope is to hire someone in this area who will definitely teach an Ethics course that can form a basis for Data Science exclusive course. We already had numerous discussions with you, ECE and Math department and formulated changes the proposal. It is already getting late and we need to move forward with the current proposal and change it later. I didn't have that meeting yet to discuss the number of students admitted to the program. It will be definitely part of the policy that will look into existing constraints. Hope this helps.

Regards
-Sudhakar

-----Original Message-----

From: Stephen W. Neville [<mailto:sneville@ece.uvic.ca>]
Sent: November 26, 2021 11:28 AM
To: Celina Berg celinag@uvic.ca; Michael Adams mdadams@ece.uvic.ca
Cc: Cassandra Petrachenko cpetrach@uvic.ca; SENG Director sengdir@uvic.ca; CSC Advisor cscadvisor@uvic.ca; CSC Department Chair chair@csc.uvic.ca
Subject: Re: CSC375 / SENG321 overlap and add pre-req to SENG 360

They are the wrong courses for the proposed program which is why I had suggested strongly from the beginning that they needed to be removed. Re-directing SENG courses away from what the SENG students need is not an appropriate approach.

SENG shouldn't be employed as a default resourcing pool to service other initiatives. New initiatives should need to be sufficiently resourced on their own to be able to go ahead. There is no reason why this 1.5 units of credit in the program cannot be serviced from elsewhere within CS or Math/Stats - it does not and should not be serviced on the back of SENG resourcing simply for convince ...

Both SENG 401 and SENG 460 are already full course with wait lists (over their last few years of offerings and before accounting for the existing SENG growth, i.e., a larger 4th year SENG student body is already approaching 4th year and will need to be serviced) - they should not be being used as placeholders within proposed programs.

I would expect this issue to be addressed and these courses removed prior to the proposal moving forward.

I would also like to know if a formal cap has been agreed to between CS and Math/Stats on how many students will be able to enroll in the proposed

program - given apparently no new resourcing is going into it.
I have not seen any formal confirmation that any cap has been agreed to as of yet and, again, I don't see how the proposal can move forward without a formal cap having been agreed to.

Stephen

On 2021-11-26 10:55 a.m., Celina Berg wrote:

Hi Stephen

I am just looping Sudhakar in here as he is the one that is communicating with the Math Chair on enrolment caps.

As for the SENG 401 and 460, we do not have resources at this moment to develop let alone teach another course at this point in time. We hope to down the road and your comments from our initial consultation are noted on that. The CSC/STATs programs currently list these as options and therefore we propose they remain as a placeholder for this. Perhaps we can collaborate with the MADs program down the road to develop something that might work for both programs.

Celina

On 2021-11-25, 3:00 PM, "Stephen W. Neville"
sneville@ece.uvic.ca wrote:

Celina,

A concern is that SENG 401 and SENG 460 should not be part of such a program. SENG 401 is the software engineering ethics course - not a data science ethics course. SENG 460 is also not a course focused on data science - it is a core focused on people wanting to be in the cyber-security space.

There appears to be no rationale for either being included in the proposed program and both are a poor fit but important courses to the SENG program.

Also SENG 474 is a very high demand course - adding to its student numbers (even by a few more students a year may be an issue)

Is there confirmation that the program will be keep to its historical student numbers ?, i.e., a 10 or 20 student cap.

If not then this would raise serious issues for SENG and the ability to deliver the SENG program effectively to the existing SENG student body.

I would like to get an actual written confirmation as to what the

student cap will be into these programs. At 10 to 20 students its should not be a problem - at 30+ to 100+ it definitely will be

Also, although a large number of SENG technical electives are listed not all are always offered and different ones will require different prereq - so it is important not to assume that a large list means that restricting which technical electives SENG students may be able to enroll into will necessarily come at zero impact to their degree programs, i.e., completing the set number of technical electives is also a required part of their degree completion. Any impacts to which ones they may or may not be able to take would have to be analyzed more thoroughly to ensure no adverse impacts arise for SENG students and their degree completion timelines.

Stephen

On 2021-11-25 2:35 p.m., Celina Berg wrote:

> Hi Michael and Stephen

>

> Attached is a print out of the draft versions of the Data Science (honours/majors) programs that are just an update of the CSC/STATS combined honours/majors.

> These were constructed with extensive consultation between CSC/MATH/ECE over the past six months but I want to allow you to be able to bring these to your respective curriculum committees.

>

> Thanks!

>

> Celina

>

> On 2021-11-25, 12:32 PM, "Michael Adams"

[<mdadams@ece.uvic.ca>](mailto:mdadams@ece.uvic.ca) wrote:

>

> Celina,

>

> I am not sure that the Calendar and Curriculum Department will object.

> My concern is more with the various Curriculum Committees and other people

> along the chain of the approval process, including the Senate CC. In any

> case, maybe it might be possible for ECE to rename ECE458 as a 300-level

> course, which would eliminate all of these potential worries. We'll see.

>

> --Michael

>

> On Thu, 25 Nov 2021, Celina Berg wrote:

>
> > That sound GREAT! I have sent an email to
Calendar and Curriculum for their input too but I am sure you
and Stephen are correct on this.
> >
> > Thanks so much Michael!
> >
> > Celina
> >
> > On 2021-11-25, 9:45 AM, "Michael Adams"
mdadams@ece.uvic.ca wrote:
> >
> > Hi Celina,
> >
> > On Mon, 22 Nov 2021, Celina Berg wrote:
> > > 2) add ECE458 or CSC361 as a prereq for
SENG360.
> >
> > I am sorry for reading some of the emails on
this thread out of order.
> > For the reasons I mentioned in a previous email
to Stephen (which was
> > CC'd to you), I am not sure whether such a
change would ultimately be
> > approved. As Stephen noted, having a 400-level
course as a prereq to a
> > 300-level course is likely to be looked upon
quite unfavorably by some
> > people. I will add an agenda item to the
upcoming ECE CC meeting
> > to discuss the possibility of renaming ECE458
as a 300-level course.
> > I think that having ECE458 listed as a 300-
level course would greatly
> > increase the chances that your proposed prereq
change would be approved.
> >
> > --Michael
> >
> >
> >
> >
>

Consultation with MATH and CSC Chairs on enrolment cap

Subject: Re: Data Science program admissions

Date: Wednesday, January 12, 2022 at 4:36:54 PM Pacific Standard Time

From: mschair

To: Rod Edwards, Celina Berg

CC: CSC Department Chair

Dear Celina,

As Rod has mentioned, the intention is that this capping will be imposed at the level of the two departments. However, as you have rightfully said it will be really hard to do as departments can only control the enrolments in individual courses and it won't be easy to make the same process work for an entire program. What can perhaps be done is intervene when students attempt to declare the program as their major. With the help of the Admissions' office we could perhaps implement the capping the program at that level and we should do so for both faculties. We can for instance perhaps ask the Admissions office not accept students to declare this program as their major until they get permission from the respective department (MATH if they are from Science and CSC if they are from Engineering). I guess this is some how similar to the way honours programs work. Students can't choose to be in honours or can they?

As for the number 15+15, based on my own understanding of this still informal agreement, it pertains to the class size. It automatically means that no more than 15 students from a single department/faculty can enter the program in first year (which here can be interpreted as the first or second year at the university). In case students are allowed to enter the program at the 3rd (4th) year (or second if first means first), then only $n=15 - m$ students are allowed to do so, where m is the number of 3rd (4th) year students currently enrolled in the program.

Sudhakar can chip in and of course correct me if I got something sideways here.

Thank you and nice to meet you!

Boualem

Boualem Khouider (he/him)
Chair, Mathematics and Statistics
University of Victoria

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

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**From:** Rod Edwards

**Sent:** January 12, 2022 3:31 PM

**To:** Celina Berg



**Cc:** CSC Department Chair; mschair  
**Subject:** Re: Data Science program admissions

Hi Celina

I am copying Boualem, math dept. chair, here in case he has any insight. I don't think our department has any experience with capping enrolments to courses or programs. But this is certainly something that has to be done at the department administration level, and falls outside the mandate of curriculum committees.

My own sense is that the numbers mean whatever we want them to mean. These are self-imposed limits, right? Deans don't limit our enrolments, but if they don't give departments enough resources to manage more than some number of students, then departments have to impose limits. At least, that's how I assume it works. My experience as department chair is a few years old now though, and current chairs will perhaps have a more up-to-date sense of how this can work.

Rod

---

**From:** Celina Berg <celinag@uvic.ca>  
**Date:** Wednesday, January 12, 2022 at 2:55 PM  
**To:** Rod Edwards <edwards@uvic.ca>  
**Cc:** CSC Department Chair <chair@csc.uvic.ca>  
**Subject:** Data Science program admissions

Hi Rod

One thing we need to flesh out is how admissions to this program will be limited as we have agreed on (15 CSC/ 15 MATH).

I realize this does not go into the calendar so I am wondering how we monitor/enforce this.

Additionally, what do we mean by 15? Do we mean 15 applicants are admitted per year? Or do we mean there is no more than 15 in a given "year" of the program?

Lastly, if the program is popular (as we hope), how do we decide which applicants get admitted?

In our experience, University Admissions determines which students get admitted to our Major and historically we have not had much control over those numbers.

I am not sure what your process has been for managing admission into the Combined CSC/STAT program so far – perhaps you have had better luck?

I imagine we can sort these details out over the next 8 months before the program enters the September 2022 calendar but I wanted to get the ball rolling here.

**Celina Berg**, PhD (she/her/hers)  
Assistant Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)

***Consultation with related University departments***

**Thompson Rivers University**

**Subject:** Re: Data Science From: Combined BSC in Computer Science and Statistics  
**Date:** Thursday, September 1, 2022 at 11:15:19 AM Pacific Daylight Time  
**From:** Associate Dean Undergraduate Programs, Engineering and Computer Science  
**To:** Bruce Crofoot  
**CC:** Science - Associate Dean Academic, Celina Berg, Rod Edwards  
**Attachments:** image001.png

Thank you, Bruce!

We appreciate your response. All the best with your program!

LillAnne Jackson

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria

Pronouns: she/her

[Engineering and Computer Science](#) | [UVic](#)

We acknowledge and respect the ɫəkwəŋən 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:** Bruce Crofoot <Bcrofoot@tru.ca>  
**Date:** Thursday, September 1, 2022 at 11:13 AM  
**To:** "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>  
**Subject:** RE: Data Science From: Combined BSC in Computer Science and Statistics

Dear Dr. Jackson,

Sorry, I thought I had replied to this. In any case, I don't think I can say much that will be helpful to you. The feedback I got from my department was very meagre. Basically, the message is that your name change seems to be a good idea and we don't know how your proposed program fits into BC program offerings. We are just focused on running our own program successfully.

Best regards,

Bruce Crofoot, Chair  
Mathematics and Statistics  
Thompson Rivers University

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**From:** Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>  
**Sent:** Monday, July 18, 2022 3:45 PM  
**To:** Bruce Crofoot <Bcrofoot@tru.ca>  
**Cc:** Science - Associate Dean Academic <scieada@uvic.ca>

**Subject:** Re: Data Science From: Combined BSC in Computer Science and Statistics

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

So sorry, the attachment was missing. LJ

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria

Pronouns: she/her

[Engineering and Computer Science](#) | [UVic](#)

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**From:** "Associate Dean Undergraduate Programs, Engineering and Computer Science"

<[engradu@uvic.ca](mailto:engradu@uvic.ca)>

**Date:** Monday, July 18, 2022 at 12:34 PM

**To:** "<[crofoot@tru.ca](mailto:crofoot@tru.ca)>" <[crofoot@tru.ca](mailto:crofoot@tru.ca)>

**Cc:** Science - Associate Dean Academic <[scieada@uvic.ca](mailto:scieada@uvic.ca)>

**Subject:** Data Science From: Combined BSC in Computer Science and Statistics

Greetings Bruce,

The University of Victoria's Computer Science and Mathematics/Statistics departments are continuing their collaboration in the field of Data Science. For more than 20 years the two departments have jointly offered combined degrees (Major and Honours) in Computer Science and Statistics. The current curriculum proposal for the degrees includes re-branding by changing the programs' name to Data Science and customizing the upper year coursework to focus on topics of importance to Data Science.

Since the proposal includes a name change, our Senate Planning Committee has asked that the university consult with other institutions that are offering curriculum in the field to obtain input. Attached please find a document that describes UVIC's proposed re-branded Data Science program, including links to the existing Combined programs in Computer Science and Statistics.

Would you be able to provide us with input, from the perspective of your program, regarding,

- The name and content of the proposed programs,
- How the proposed programs fit into the BC program offerings,
- And any other input you believe is relevant.

If possible, could you provide this input before August 5?

Thank you, in advance, for your efforts.

Sincerely,

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria



Adam Monahan, PhD,  
Associate Dean Academic  
Faculty of Science  
University of Victoria

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**University of Northern British Columbia**

**From:** Todd Whitcombe <[Todd.Whitcombe@unbc.ca](mailto:Todd.Whitcombe@unbc.ca)>

**Date:** Monday, July 18, 2022 at 4:11 PM

**To:** "Associate Dean Undergraduate Programs, Engineering and Computer Science" <[engradu@uvic.ca](mailto:engradu@uvic.ca)>

**Subject:** RE: Data Science From: Combined BSC in Computer Science and Statistics

LillAnne,

Good to hear from you. I hope that you and yours are doing well also.

I looked over the degree proposal and we do not have anything like it at UNBC. Indeed, we are considering a course-based Masters in Data Science and in putting that together, I could find nothing in the province at the undergraduate level and only two other programs at the graduate level (although SFU is doing something similar). As far as I can tell, it would be a very good and timely program. It would certainly complement other degree programs within the province and is necessary. So I do hope your Senate gives it the green light.

All the best, Todd

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

"When a measure becomes a target, it ceases to be a good measure." Goodhart's Law.

Dr. Todd Whitcombe, Chair,  
Chemistry & Biochemistry,  
Interim Chair Mathematics & Statistics,  
University of Northern British Columbia,  
3333 University Way, Prince George, B.C.  
V2N 4Z9



**Simon Fraser University**

Dear Dr. Jackson,

Please find below some feedback on your program, collected from colleagues who teach/lead our SFU Big Data and Data Science programs. Best wishes.

### **The name and content of the proposed programs**

- The name and content are appropriate for the proposed degree. However, given that the proposal was based upon the existing joint major in computing science and statistics, it has a large number of required courses drawn from those disciplines, some of which might still be appropriate for the joint major, but not necessarily for the data science major. Some examples follow:
  - “MATH122 Logic and Foundations” and “CSC230 Introduction to Computer Architecture” are not very necessary for the data science major.
    - CSC230 could be removed as a requirement, although the MATH 122 might be good to have as a pre-req for the CSC421: Introduction to Artificial Intelligence. MATH 122 could be listed as recommended rather than required.
  - Calculus III and Calculus IV are listed as required courses, because they are pre-requisites for MATH 348, but it looks like they might not be necessary for other routes through the program.
- The curriculum could benefit from a bit more emphasis on communication (including writing) and on “soft skills”, and perhaps an ethics course focused specifically on data science (as an alternative perhaps to SENG401).
- It is suggested to focus more on applied skills in the statistics courses, as opposed to theory-heavy courses.

### **How the proposed programs fit into the BC program offerings**

- SFU already offers the B.Sc. with a major in Data Science which is described at <http://www.sfu.ca/students/calendar/2022/fall/programs/data-science/major/bachelor-of-science.html>, as does UBC (Okanagan), <https://cmpps.ok.ubc.ca/undergraduate/data-science/>, so it is natural to have a similar degree at University of Victoria campus, given the high demand for people with data science degrees. Thompson Rivers University also has a similar major - <https://www.tru.ca/programs/catalogue/data-science-major.html>. It is worth noting that the SFU degree also draws on courses from the business school, rather than the deeper focus on just COMPUTING, MATH and STATS courses in the proposed UVic offering.

Best regards  
Mohamed

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Mohamed Hefeeda  
Professor and Director  
School of Computing Science  
Simon Fraser University, Canada  
<http://www.cs.sfu.ca/~mhefeeda/>

***The following rebuttal was sent back to SFU, with no response so we assume they have no issues moving forward.***

### **The name and content of the proposed programs**

- The name and content are appropriate for the proposed degree. However, given that the proposal was based upon the existing joint major in computing science and statistics, it has a large number of required courses drawn from those disciplines, some of which might still be appropriate for the joint major, but not necessarily for the data science major. Some examples follow:
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- The curriculum could benefit from a bit more emphasis on communication (including writing) and on “soft skills”, and perhaps an ethics course focused specifically on data science (as an alternative perhaps to SENG401).
- It is suggested to focus more on applied skills in the statistics courses, as opposed to theory-heavy courses.

### **Response:**

- MATH122 is a key course in most programs in Mathematics and Statistics, providing a foundation in mathematical reasoning, and a prerequisite for MATH222 and CSC225, both part of these programs, as well as other Math and CSc courses that might be chosen as electives. We wish to retain it as part of the Data Science programs.
- The Calculus courses are required for both MATH348 and CSC349A, and Numerical Analysis is indeed considered a core part of the Data Science programs. A well-formed data scientist must have some training in numerical methods, as well as the calculus-based problems they deal with, including at least an introduction to differential equations. Dropping this requirement would mean turning out less capable data scientists. This is intended to be a competitive program that trains students to function as data scientists at a reasonably high level.
- We considered not including CSC230 as program requirement but it was argued to keep it:
  - All CS students should know how a computer works. CSC 230 is elementary architecture course and the only course on this topic students are required to take.
  - Doing data analysis on massive datasets is really important in industry, and students would be lacking if they don't have an understanding of caching and pipelining which covered in CSC230.
  - There are many data science algorithms that are hardware aware. Good understanding of computer architecture gives the data scientist the ability to propose solutions in capturing and maintaining data, implementing models and algorithms in IT systems.
  - Data Scientists should also know how large scale cloud centers work as the data resides are now totally on cloud/distributed systems. This may have implications on algorithm design for example.

- Many machine learning algorithms (e.g., deep learning) are heavily using GPUs and their programmability. We don't dwell into this but at least a basic architecture course could lay foundation to understanding of these.
- SENG401 is currently the course we use in the CSC / STATs combined program as an ethics course. It is however in our future plans to develop a more data-science focused ethic course that will be used for this program.
- As far as writing skills go, the Honours version of this program does have an seminar/project course requirement (CSC499) which would have writing component to it. Additionally, upper-level courses have project-based components to them with writing requirements. This is a good suggestion though and in the future we could perhaps introduce an explicit seminar/project course requirement like the CSC499 in the Honours version.
- The program was designed to provide a mix of theoretical foundations and applied skills. Given this is a full bachelor degree we believe it important student come out of the program understanding the reasoning behind choices they make when applying skills. For example, students take CSC320 as it is important they become familiar with complexity classes, satisfiability, and computability as these provide important context for artificial intelligence and machine learning, which many students in this program might end up taking and critical applied skills. Also, there are important considerations for the efficiency of statistical/machine learning algorithms, especially in an area where many problems we would like to solve optimally are not in P. The reasoning is the same for more theory-based statistics courses. For example, knowledge of Sampling Techniques is needed in Data Science to properly design and judge studies of the predictive performance of models used to answer real world problems. And Generalized Linear Models are THE most used statistical models in Data Science. It is crucial that students have a good understanding of these models and how to use them properly.



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**January 16, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft  
Vice-President Academic and Provost

A handwritten signature in blue ink, reading "Elizabeth Croft".

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities

**Basis for Jurisdiction:** Senate Committee on Planning meeting November 2, 2022  
Senate meeting on December 2, 2022

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**Strategic Relevance:**

The proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities aligns with all of the strategic priorities of UVic's Strategic Framework.

**Recommendation:**

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities, as described in the document “Media Studies”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval, effective May 2023.*

**Background:**

The last two decades demonstrated the need for media literacy in our occupations and everyday lives. The 2021 *British Columbia Labour Market Outlook* reflects this fact. It reveals that—for 1,003,600 job openings projected in the province by 2031—the strongest demands will be for “people skills” such as active listening, speaking, and critical thinking as well as competencies like complex problem solving. The importance of these practices is evident across occupational interests that are artistic, social, investigative, and enterprising. Such skills cannot be replaced by technologies; however, they are increasingly mediated by our use of audio, images, video, and text to communicate. Understanding media will thus be essential in industries where significant job growth is anticipated: communications, education, management, information, culture, recreation, and systems design, for instance. Given this jobs forecast, today’s students need to know how media shape not only information but also the stories we tell across modalities (vision, audition, and touch, for example). The province responded to this need by introducing New Media to its secondary English Language Arts curriculum, and the University of British Columbia, Simon Fraser University, University of the Fraser Valley, and Vancouver Island University now offer bachelor degrees in media and communication. Meanwhile, students at UVic are unable to credential in the field, and our university faces numerous obstacles to attracting students with critical interests in media.

The proposed certificate in Media Studies (MDIA) engages these issues by 1) creating an inclusive culture and unique credential for Media Studies; 2) complementing existing programs by creating media-literate students; 3) building a curriculum of five courses featuring diverse methods and global content; 4) grounding that content in anti-racist, Indigenous, decolonial, and inclusive learning; and 5) growing Media Studies in collaboration with community partners. The certificate will also gauge student appetites for the credential and could lead to a minor and general degree.

**Attachment(s):** December, 2022 Senate docket for the proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities.



**Date:** November 16, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities**

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At its meeting on November 2, 2022, the Senate Committee on Planning considered the proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities.

The proposed undergraduate certificate in Media Studies is in direct response to the anticipated demand for media literacy in the job market, highlighted by the increasing use of audio, images, video, and text to communicate. Understanding media will be essential in industries where significant job growth is anticipated such as communications, education, management, information, culture, recreation, and systems design.

**The following motion is recommended:**

Motion: that the Senate Committee on Planning recommends to Senate that it approve, and recommend to the Board of Governors that it also approve the proposal to establish an undergraduate certificate in Media Studies, as described in the document "Media Studies", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

|                                     |                               |
|-------------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair   | Ms. Alyssa Jackson            |
| Dr. Evanthia Baboula                | Dr. Michelle Lawrence         |
| Dr. Rustom Bhiladvala               | Dr. Annalee Lepp              |
| Dr. Alexandrine Boudreault-Fournier | Dr. Kin Fun Li                |
| Dr. Alexandre Brolo                 | Dr. Cynthia Milton            |
| Dr. Jo-Anne Clarke                  | Dr. Ulrich Mueller            |
| Dr. Adam Con                        | Dr. Joban Raiwal              |
| Ms. Andrea Giles                    | Ms. Ada Saab                  |
| Dr. Robin Hicks                     | Ms. Wendy Taylor              |
| Dr. Cindy Holder                    | Dr. Jie Zhang                 |
| Dr. Sandra Hundza                   | Ms. Sandra Duggan (Secretary) |

**UNIVERSITY OF VICTORIA**  
**STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE**

**MEDIA STUDIES**

Indicate the type of change being proposed:

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☐ Significant changes to program focus, content, structure, new stream within existing program or requirements
- ☒ Other, please specify: **new undergraduate certificate program**

| <b>Submitted by:</b> | <b>Name and title</b>                                            | <b>Email</b>     |
|----------------------|------------------------------------------------------------------|------------------|
| Contact person       | Lisa Surridge, Associate Dean Academic,<br>Faculty of Humanities | humsada@uvic.ca  |
| Dean or designate    | Annalee Lepp, Dean, Faculty of Humanities                        | deanhums@uvic.ca |

*Please provide dates of all approvals*

| <b>Required approvals</b>                                                                                                               | <b>Date</b>       |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)<br><br>Elizabeth Adjin-Tettey with Lisa Surridge                     | 28 July 2022      |
| Departmental/School approval<br><br>Faculty of Humanities' Directors and Chairs                                                         | 6 September 2022  |
| Faculty Curriculum Committee approval                                                                                                   | 13 September 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)<br><br>Faculty of Humanities; see also Appendices 1 and 2 | 20 September 2022 |

*Please complete all rows with date or N/A*

| <b>Consultations</b> (as applicable; see notes below)<br><i>*supporting documentation required for all consultations</i>                        | <b>Date (or N/A)</b> | <b>Supporting Documentation Attached (Y/N)</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | 5 October 2021       | Yes; see Appendix 3                            |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | 18 December 2021     | Yes; see Appendix 4                            |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | 29 July 2022         | Yes; see Appendix 5                            |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | 8 November 2021      | Yes; see Appendix 6                            |



| Non-standard Tuition                                                                                                                           | Yes* or N/A | Non-standard form attached (Y/N) |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------|
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a> | N/A         |                                  |



UNIVERSITY OF VICTORIA  
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

***MEDIA STUDIES***

**SUMMARY of NEW PROGRAM**

|                                                                                                                                                           |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                           |                                                                                                                      |
|                                                                                                                                                           |                                                                                                                      |
| Name, Location, Academic units<br>(Faculties, departments, or schools)                                                                                    | Media Studies (MDIA)<br>Faculty of Humanities<br>Clearihue Building                                                  |
| Anticipated start date of proposed program<br><i>*Note – the program <u>must not be</u><br/>advertised/offered until all approvals are<br/>finalized.</i> | May 2023                                                                                                             |
| Name, title, phone number and e-mail<br>address of contact person                                                                                         | Lisa Surridge, Associate Dean Academic, Faculty of Humanities<br>Office: Cle C309   T 250-721-7246   humsada@uvic.ca |

**A. Provide a summary of the proposed program and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page) – PAGE 4**

After 18 months of revisions and 13 months of consultation across campus, including extensive consultation with Fine Arts (see Appendix 1D), the Faculty of Humanities proposes the following certificate program in Media Studies.

The last two decades demonstrated the need for media literacy in our occupations and everyday lives. Although “media” may sound rather technical, they are ultimately about how we relate to each other. The 2021 *British Columbia Labour Market Outlook* reflects this fact. It reveals that—for 1,003,600 job openings projected in the province by 2031—the strongest demands will be for “people skills” such as active listening, speaking, and critical thinking as well as competencies like complex problem solving. The importance of these practices is evident across occupational interests that are artistic, social, investigative, and enterprising. Such skills cannot be replaced by technologies; however, they are increasingly mediated by our use of audio, images, video, and text to communicate. Understanding media will thus be essential in industries where significant job growth is anticipated: communications, education, management, information, culture, recreation, and systems design, for instance. Given this jobs forecast, today’s students need to know how media shape not only information but also the stories we tell across modalities (vision, audition, and touch, for example). The province responded to this need by introducing New Media to its secondary English Language Arts curriculum, and the University of British Columbia, Simon Fraser University, University of the Fraser Valley, and Vancouver Island University now offer bachelor degrees in media and communication. Meanwhile, students at UVic are unable to credential in the field, and our university faces numerous obstacles to attracting students with critical interests in media.

The proposed certificate in Media Studies (MDIA) engages these issues by 1) creating an inclusive culture and unique credential for Media Studies; 2) complementing existing programs by creating media-literate students; 3) building a curriculum of five courses featuring diverse methods and global content; 4) grounding that content in anti-racist, Indigenous, decolonial, and inclusive learning; and 5) growing Media Studies in collaboration with community partners. The certificate will also gauge student appetites for the credential and could lead to a minor and general degree.

The certificate is designed for a positive impact on EETs in the Humanities and other participating faculties such as Fine Arts and Social Sciences. It can be run without any new faculty lines and will instead repurpose the teaching commitments of 5 to 10 current Humanities faculty members, all of whom already expressed their commitment to Media Studies at UVic. MDIA courses will be taught by Humanities faculty as well as (with the approval of their chairs and subject to availability) faculty in Fine Arts and Social Sciences; it will also feature a collaboration with UVic Libraries. Credits for MDIA enrollments will return to the department and faculty of the MDIA instructor.

The MDIA program aligns with UVic’s Strategic Framework by:

1. *Cultivating an extraordinary academic environment.* MDIA will attract, develop, and support a diverse community of talented students, working professionals, and expert faculty invested in the people skills of critical media practice.
2. *Advancing research excellence and impact.* MDIA invests in UVic’s existing strengths in Media Studies, where there are tremendous opportunities for growth, prominence, and collaboration. Nearly 60 current faculty members and Libraries staff have offered to serve as MDIA members, with over 20 volunteering to teach its five courses (see Section D).
3. *Intensifying dynamic learning.* MDIA students will actively develop the people skills and attributes that support success, lifelong learning, leadership, and social responsibility in today’s global media landscape. They will also participate in co-op and internship experiences as part of their learning beyond the classroom (see Appendix 9).
4. *Fostering and respecting reconciliation.* MDIA will contribute to a welcoming environment for all and include the community in Indigenous-engaged learning to promote mutual understanding and respect through reciprocity. A course in Indigenous Studies will be required to complete the certificate, and a commitment to anti-racist, decolonial, and inclusive pedagogies, including Anti-racism Education Program (ARE) training, will drive every MDIA course (see Appendix 9).
5. *Promoting sustainable futures.* MDIA will pursue excellence by optimizing existing resources through careful planning, earning public support, and attracting partnerships. To promote interfaculty collaboration, all EETs credit for MDIA enrollments will return to the department and faculty of the MDIA instructor. MDIA will encourage cross-listing of courses to expand options for students without pressuring units with limited faculty complements. It will establish a Program Committee, which will include community partners, to provide feedback in this and other areas (see Section D).
6. *Engaging locally and globally.* MDIA will implement enhanced communications with UVic partners to establish more, deeper, and longer-lasting connections and to advance UVic’s reputation in Media Studies (see Section C). Every MDIA course will address media literacy through a combination of local, global, and cultural perspectives (see Appendix 9).

## ***B. What are the current labour market indicators to support the proposed program? – PAGE 5***

This year, Employment and Social Development Canada's Future Skills council outlined how and why employer demands for media literacy have increased since the COVID-19 pandemic. Distributed working conditions as well as much-needed improvements in broadband and telecommunications access across underserved areas (including First Nation, Inuit, and Métis communities) mean that students are preparing to interact and communicate in heavily mediated environments as part of their future employment. Today's media landscape is also subject to constant change, especially as more and more forms of work are digitized. Employers thus typically prefer flexibility and adaptability to one-size-fits-all media solutions. (For the complete Future Skills report, see <https://www.canada.ca/en/employment-social-development/programs/future-skills/report-learning-nation.html>.)

This ongoing, if not rising, demand for media literacy since the pandemic matters for UVic because small and medium-sized enterprises as well as non-profit organizations in Canada will increasingly rely on post-secondary institutions to educate students in media and multimodal communications (audio, image, video, and text). The 2021 *British Columbia Labour Market Outlook* suggests that the relevance of such education will persist given media literacy's "evergreen" applicability across industries and occupations, National Occupational Classification Skill Types 0 (management jobs) and A (professional jobs) among them. As of this writing in 2022, labour market indicators imply that British Columbia will continue to require media-literate workers. This requirement should be ongoing and indeed increasing since media literacy is a foundational competency involving critical and adaptive practices like speaking, active listening, critical thinking, and complex problem solving.

The attached letters of support (see Appendix 7) from UVic alumni currently working in British Columbia at *The Narwhal*, Electronic Arts, Benevity, and Echosec Systems corroborate federal and provincial market forecasting, noting that media literacy is pivotal to communication and flexibility in the workplace. The letters attest to how a credential in Media Studies will also make media literacy identifiable for employers and employees alike. Equally important, they underscore how Media Studies is a recognized field with traction beyond the academy. Employers know to look for Media Studies on résumés and application materials, one reason why the proposed MDIA certificate resonates nicely with Co-op and Career Services at UVic (see Appendix 4).

These emergent market forces are complemented by British Columbia's newly revised curriculum for English Language Arts, which features New Media 10, 11, and 12. Students experienced in this curriculum will arrive at UVic with a background in Media Studies and the expectation to credential in it. Here, UVic is well outside the norm within the province, where certificates, minors, and degrees in media and communication are now a common, if not essential, feature of undergraduate education (see Appendix 8).

## ***C. How is the proposed program aligned with or distinct from other related undergraduate programs in other BC post-secondary institutions? – PAGES 5 - 9***

Media Studies has a rich history in Canada, and UVic is among very few post-secondary institutions in the country without a degree option in Media Studies and/or the adjacent field of Communication Studies. (For a list of such degrees offered across Canada, see Appendix 8.) Of course, UVic's status as an outlier in the country's Media Studies community is alone insufficient to justify establishing the proposed MDIA certificate program on our campus.

The MDIA curriculum (see Appendix 9) will thus *align with related undergraduate programs* at the University of British Columbia (Bachelor of Media Studies), Vancouver Island University (BA in Media Studies), Simon Fraser University (BA in Communication), and University of the Fraser Valley (BA in Media & Communications) by:

- Understanding Media Studies as an established, interdisciplinary field of study with a reputation and scholarly presence in not just Canada but across the globe (see Appendix 8 as well as journals such as *New Media and Society*, *Critical Studies in Media Communication*, *Feminist Media Studies*, *Media History*, and *Media, Culture, and Society*).
- Stressing the people skills of critical media practice across sensory modalities (audition, vision, and touch) with attention to the histories, cultures, and contexts of media and communication, including the roles they play today in information, storytelling, and identity. Like other programs in the province, MDIA will offer courses in studies of the book, studies of sound, global and local media, and critical media practice in society today.
- Creating several distinct paths to completion that are conducive to students in multiple disciplines, such that the certificate supports learners with artistic, social, investigative, *and/or* enterprising occupational interests.

- Upskilling existing programs on campus and appealing to both full-time students and working professionals. Here, MDIA will resonate with certificate and minor programs at UVic and VIU, respectively.

Importantly, to respond to feedback from Fine Arts in particular, MDIA at UVic will emulate how Media Studies is currently taught in British Columbia's secondary curriculum. It will distinguish between *Media Studies* in the context of Language Arts (on the one hand) and *Media Arts* in the context of Arts Education (on the other hand). This distinction means MDIA will approach media literacy with *a critic's intention* (the study of media) and *not the intention of an artist* (creative media). It is also a distinction conducive to collaboration across Fine Arts and Humanities, both of which invite humanistic inquiry into the critical dimensions of media, and in which Fine Arts engages in both media criticism and media practice. Specifically, this cross-faculty collaboration will recognize that Fine Arts engages in the creation and study (historical, theoretical, and technical as applicable) of visual, textual, oral, auditory, and material cultures.

The following aspects of the program will *make the MDIA certificate unique* within the province. MDIA will:

- *Cultivate an extraordinary academic environment* across UVic's 11 faculties and divisions by sparking and supporting one-of-a-kind collaborations that augment UVic's global reputation for SSHRC- and CFI-supported digital research and teaching (see, for instance, projects based in the Humanities Computing and Media Centre). These collaborations already happen at UVic, but they are diffuse. MDIA will offer them a palpable sense of connection, supported by consistent internal communications, organizational effectiveness, and increased efficiency that would inevitably attract a diverse community of students and working professionals looking to credential in Media Studies and enrich their career options.
- *Advance research excellence and impact* in Media Studies by articulating UVic's ongoing research projects in media and communication with a certificate, thus further integrating research with teaching. MDIA will significantly advance students' access to this research by facilitating their engagement with research centres and labs across campus (see Appendix 2 for letters of support), providing them with a scholarly field and identity to conduct that work, and creating connections for them to collaborate with community partners. UVic is well-poised within British Columbia and all of Canada to advance research excellence and impact in the following areas: Indigenous media, anti-racist communication, crisis communication and climate action, stewarding historical media into the future, and cultural strategies for inclusive and meaningful media experiences.
- *Intensify dynamic learning* by grounding every MDIA course in evidence-based teaching practices that are situated in local communities as well as UVic Libraries (see letters of support in Appendices 1 and 2). Every MDIA course will have an experiential learning component, and courses such as MDIA 350: "Cultures of the Book" and MDIA 375: "Cultures of Sound" (see Appendix 9) will privilege embodied learning in UVic Libraries' internationally renowned spaces, including the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives. MDIA 400: "Topics in Media Studies" will also require experiential learning, typically in collaboration with UVic's community partners (see Appendix 9). Given increasing employer demand for media literacy, MDIA is an ideal fit with Co-op and Career Services, too (see Appendix 4). The collocation of these learning opportunities in a single post-secondary program would be unique to UVic, which already leads the country in digital research.
- *Foster and respect reconciliation* by ensuring that media literacy at UVic is defined by decolonial, Indigenous, and anti-racist methodologies motivated by reciprocity as well as respect for the ʔəḵʷəḡən peoples on whose traditional territory UVic stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. The MDIA certificate will require a course in Indigenous Studies, and its curriculum will facilitate community-based knowledge production (see Appendix 9 and MDIA 300 and 400 in particular). Every MDIA course will engage work by First Nation, Inuit, and Métis communities and foster cultures of media literacy that are decolonial *in practice*. This approach would again be unique to MDIA at UVic.
- *Promote sustainable futures* by upskilling existing UVic programs and by complementing those with aligned or adjacent interests, such as Indigenous Studies, Professional Communication, Technology and Society, Film Studies, and Journalism and Professional Writing (see letters of support in Appendices 1 and 2). The Faculty of Humanities consulted extensively with these programs and their faculties to ensure the MDIA certificate will not only complement them but also help guarantee their sustainability. General degrees that combine these programs with MDIA may be possible in the near future if MDIA expands beyond a certificate program, and the availability of some of these generals would be unique to UVic. MDIA could also assist aligned and adjacent programs in attracting more media and communication researchers, including new faculty members and postdoctoral fellows, to UVic.

- *Engage locally and globally* by augmenting UVic’s unique global learning initiatives, such as the Faculty of Humanities’ Global Language and Culture requirement for all Bachelor’s degrees, and its distinctive community-based programs, including the Indigenous Language Revitalization certificate, with additional job-ready skills that equip students to make local changes with global effects across a plurality of media. UVic is already an international leader in these areas, and MDIA will further enhance them through an intercultural curriculum grounded in the nuances of meaningful interactions and multimodal communications.

As the Associate Dean of Fine Arts noted in an email dated 27 September 2022 (see Appendix 1D), the Faculty of Humanities went to great lengths “to alleviate some of the concerns Fine Arts had expressed about the level of overlap with existing interdisciplinary programs, including Digital and Interactive Media in the Arts, Technology and Society and Film Studies.” MDIA will, for instance, distinguish itself from the following UVic programs while complementing them in the following ways:

- **Film Studies (minor across Fine Arts and Humanities):** MDIA will not centre instruction on film or film history. It will instead attend to a broad range of oral, visual, written, print, and digital materials, with an emphasis on foundations for media literacy. Here, MDIA will complement Film Studies much in the way that media complements cinema in the Society for Cinema and Media Studies (a scholarly organization in the U.S. and Canada). A goal for the near future of both programs could be a general in Film and Media Studies at UVic.
- **Professional Communication (minor in English):** No MDIA course will include instruction in technical practices such as copy editing, report writing, web design, workplace presentations, and technical communication. A goal for the near future of both programs could be a general in Media and Communication at UVic.
- **Journalism and Professional Writing:** No MDIA course will include instruction in the professional practices of journalism, government writing, public relations, academic administration, or freelance writing. A goal for the near future of both programs could be a general in Professional Writing and Media at UVic.
- **Technology and Society:** No MDIA course will centre instruction on technological change, social studies of technology, technological futures, or the field of Science and Technology Studies. MDIA will instead draw primarily from cultural studies of media, with attention to the people skills of media literacy.
- **Fine Arts:** MDIA will not instruct students in media arts.

*The proposed certificate will also be the most narrowly scoped Media Studies program in British Columbia* to ensure that time to completion is two years or less. It is appropriately scoped because its approach to media literacy is grounded in a critic’s intention. It is also modelled on success, namely the widely popular Book and Media Studies program at the University of Toronto, which involves “an interdisciplinary and historical investigation of the role of printing, books, reading, and electronic and digital media in cultures past and present. [Book and Media Studies] topics include: manuscript and book production, internet publishing, book illustrations, advertising, censorship, reading and entertainment alongside the development of mass media—the advent of radio and the emergence of television, global telecommunications, social media, and the internet.”

MDIA also corresponds with similar Media Studies programs at UBC (Bachelor of Media Studies) and SFU (BA in Communication); however, the scope of the proposed MDIA certificate is much narrower than that of either UBC or SFU. At UBC, for instance, students pursue computer science and information studies as part of their degree, and SFU’s program requires empirical research methods. Meanwhile, the MDIA certificate at UVic is grounded in humanistic inquiry and methods. This narrow scope for the Media Studies certificate is also intended to promote fruitful humanistic collaboration, including potential cross-listing as desired by units across MDIA, Art History and Visual Studies, Music, Writing, Film Studies, Medieval Studies, and the Humanities at UVic.

*MDIA’s learning outcomes (see Section G) are similarly scoped and, equally important, reflect UVic’s institutional-wide learning outcomes.* MDIA used UVic’s recommended learning outcomes to frame its approach to media literacy, refine its goals, communicate those goals to its target audience of UVic students. The proposed core courses, as informed by the learning outcomes, will provide the necessary framework for students to navigate electives by theorizing media in their multiple forms and training students in the intellectual, academic, and practical skills needed to address specific media in program electives.

As such, the proposed courses address the following observation made by the Associate Dean of Fine Arts on 27 September 2022: “The proposal focuses on the multi-disciplinary approaches that the core courses will use in order to pull program electives together from different disciplines and departments. It is not entirely clear yet how this vast collection of media can work under consistent learning outcomes in the core courses or in collections of program electives, although it is to be appreciated that the availability of program electives is such that students will have to take ownership of their course choices and make sense of the eventual credential.” See Appendix 9, for instance, which demonstrates the narrow scope of the proposed MDIA courses and provides clear scaffolding for students to follow toward completion of the certificate (10.5 units). MDIA students, including working professionals (see Section E), will be carefully advised by MDIA to follow that scaffolding with opportunities such as Humanities and Fine Arts Co-op program in mind.

The “core” of the MDIA curriculum consists of five courses that scaffold the development of critical media literacy.

The first course (MDIA 200) is an introduction to media that engages students in current issues across the globe to help them develop a common vocabulary and understanding—a “language” for media studies and critical media literacy.

- **MDIA 200: “Media in the 21<sup>st</sup> Century”** (1.5 units; 60 students)  
Surveys the cultural and material roles media play around the world in the 21<sup>st</sup> century. Emphasis on building a common vocabulary for studying media as well as understanding how audio, images, video, and text mediate people’s relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year. Online hybrid (synchronous and asynchronous) option available.*

The second course (MDIA 300) shifts student learning from the language of media to better grasping how, for whom, by whom, and under what assumptions media are made—the techniques and values of critical media practice.

- **MDIA 300: “Critical Media Practice”** (1.5 units; 35 students)  
A study of how audio, images, video, and text are produced around the world today. Emphasis on the values of media practice and applying such knowledge to critical, cultural, and community-based work. *Prerequisites: completion of the AWR plus either MDIA 200 or permission from the director. This course is offered at least once each academic year.*

The third and fourth courses (MDIA 350 and 375) engage students in histories and cultures of the book and sound, respectively. This approach is common in Media Studies programs across Canada as it affords a sense of medium specificity while encouraging experiential learning with media. If these two courses prove to be successful, and MDIA expands into a minor and general degree, then the Media Studies Program Committee, in consultation with the Dean of Humanities, may propose similar courses on “Cultures of the Image” and “Games and Culture,” for example.

- **MDIA 350: “Cultures of the Book”** (1.5 units; 35 students)  
The book as both culture and material. Surveys approaches to the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*
- **MDIA 375: “Cultures of Sound”** (1.5 units; 35 students)  
Sound as both culture and material. Surveys approaches to sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

The final course (MDIA 400) is a special topics course intended to highlight current research in the field. Such topics might include Indigenous media, decolonial or anti-racist communication, game studies, queer media, media and disability, and crisis communication and climate action. MDIA will welcome proposals for MDIA 400 from across campus. All special topics proposals for MDIA 400 will be reviewed by the MDIA Program Committee (see Section D).

- **MDIA 400: “Topics in Media Studies”** (1.5 units; 20 students)  
Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and community-based media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and either third-year standing or permission from the director.*

MDIA also offers directed studies, to be described in the calendar as follows:



- **MDIA 490: “Directed Studies”** (1.5 units)

Supervised study in an area of Media Studies to be determined by the student and the instructor. *Prerequisites:* MDIA 200, MDIA 300, completion of the AWR, and third-year standing.

*These MDIA courses may be taught by any faculty member on campus with permission from their department chair or program director.*

*All EETs credit for MDIA enrollments will return to the department and faculty of the MDIA instructor. MDIA also encourages cross-listing of courses to expand options for students without pressuring units with limited faculty complements.*

***D. Please indicate areas of specialization and evidence of adequate faculty complement to support the proposed program.***  
**– PAGES 9 - 12**

MDIA will be located administratively in the Humanities (meaning that its director, who can be drawn from any faculty, will report to the Dean of Humanities) but will draw its expertise, program members, advisory committee, instructors, and courses from across campus in collaboration with UVic Libraries. Again, it is designed for a positive impact on EETs in the Humanities and any other participating faculty, including Fine Arts and Social Sciences. It can be run without any new faculty lines and will instead repurpose the teaching commitments of current Humanities faculty members. Credits for MDIA enrollments will return to the department and faculty of the MDIA instructor and course releases for the director can return to any faculty.

The following faculty members and Libraries staff confirmed in writing their interest in serving as MDIA program members, and *twenty-three of them also volunteered in writing to teach one or more MDIA courses:*

(As already noted, teaching in MDIA will require the support of the chair of the faculty member in question as well as that of the MDIA director.)

- Tina Bebbington (Libraries), with expertise in newspapers, games, and graphic novels
- Nina Belmonte (Philosophy; Cultural, Social, and Political Thought), with expertise in philosophy and film
- Jonathan Bengtson (Libraries), with expertise in manuscripts, print, print rooms, Medieval Studies, and a range of digital media
- Marina Bettaglio (Hispanic and Italian Studies; Cultural, Social, and Political Thought), with expertise in graphic novels, Italian media and cultural studies, and gender studies
- Michelle Bonner (Political Science), with expertise in mass media, human rights, and authoritarian practices
- Alexandrine Boudreault-Fournier (Anthropology), with expertise in sound studies, ethnography, Cuban culture, and infrastructure studies
- Laurel Bowman (Greek and Roman Studies), with expertise in film, including the ancient world on film
- Shamma Boyarin (English; Medieval Studies; Religion, Culture, and Society), with expertise in book history, manuscript studies, cultural studies, and popular music
- Silvia Colás Cardona (Hispanic and Italian Studies) with expertise in the representation of urban spaces in film
- Hélène Cazes (French; Medieval Studies; Cultural, Social, and Political Thought), with expertise in book culture, editorial mediations, and manuscript culture
- Alison Chapman (English), with expertise in book and manuscript studies
- Rachel Hope Cleves (History; Cultural, Social, and Political Thought), with expertise in alternative pedagogies, such as the unessay and teaching with role-playing games
- Diane Dakers (Writing), with expertise in media studies, journalism, and nonfiction
- Heather Dean (Libraries), with expertise in literary archives, artists’ books, and histories of the book
- Dennine Dudley (Art History and Visual Studies), with expertise in popular culture, textile history, and visual culture
- John Durno (Libraries), with expertise in networked media, games, and retrocomputing
- Erin Ellerbeck (English), with expertise in adaptation, including Shakespeare on film
- Richard Fox (Pacific and Asian Studies), with expertise in religion, media, and popular culture in South and Southeast Asia
- Lisa Goddard (Libraries), with expertise in publishing, preservation, and a range of digital media
- Peter Gözl (Germanic and Slavic Studies), with expertise in German film and vampire films

- Chris Goto-Jones (Philosophy; Cultural, Social, and Political Thought), with expertise in the philosophy of video games and graphic and interactive media in/from Japan
- Mariel Grant (History), with expertise in mass media, propaganda, and modern British history
- Rebecca Halliday (English; Professional Communication), with expertise in media studies, communication studies, popular culture, immaterial labour, and fashion
- Justin Harrison (Libraries), with expertise in comics and graphic novels
- Sara Harvey (French; Cultural, Social, and Political Thought), with expertise in media archeology and cultural studies of media and power
- Iain Higgins (English; Medieval Studies), with expertise in manuscript studies and comparative media
- J. Matthew Huculak (Libraries), with expertise in book history, print culture, and modernist periodicals
- Sara Humphreys (Academic and Technical Writing Program), with expertise in game studies, rhetorical theory (genre and media), and social media
- Timothy Iles (Pacific and Asian Studies), with expertise in Japanese cinema, literature, propaganda in Asia, and Asian cinema
- Janelle Jenstad (English), with expertise in book history, remediation, interface theory, and XML markup
- Chase Joynt (Gender Studies), with expertise in trans media, queer media, LGBT media history, gender, documentary, and social change
- Inba Kehoe (Libraries), with expertise in publishing and fair dealing
- Erin Kelly (English; Academic and Technical Writing Program), with expertise in book history
- Gary Kuchar (English; Cultural, Social, and Political Thought), with expertise in television and sound studies
- Thomas Land (Philosophy), with expertise in critical thinking as applied to media literacy
- Pierre-Luc Landry (French; Cultural, Social, and Political Thought), with expertise in queer studies, cinema, television, and visual media
- Mary Elizabeth Leighton (English), with expertise in the periodical press, Victorian illustrated fiction, and histories of the book
- Michael Lines (Libraries), with expertise in book history and Medieval Studies
- Ying Liu (Libraries), with expertise in Chinese media
- Alexis Luko (Music), with expertise in film, sound studies, and integrated soundtracks
- Sada Niang (French), with expertise in postcolonial film, the cinema of Francophone Sub-Saharan Africa, Francophone women's films, and documentary filmmaking
- Mark Nugent (Greek and Roman Studies), with expertise in Greece and Rome in film, popular fiction, and comics
- Elena Pnevmonidou (Germanic and Slavic Studies; European Studies; Cultural, Social, and Political Thought), with expertise in aesthetics and film, including Expressionist film
- Matt Pollard (Germanic and Slavic Studies), with expertise in German film
- Olga Pressitch (Germanic and Slavic Studies), with expertise in Soviet and Ukrainian cinema
- Sheila Rabillard (English), with expertise in performance, comics, and graphic novels, including Canadian graphic novels
- Stephen Ross (English; Cultural, Social, and Political Thought), with expertise in cultural studies, critical theory, and 20<sup>th</sup>-century literature and culture
- Dan Russek (Hispanic and Italian Studies), with expertise in aesthetics, cinema, and visual media, including Latin American film as well as photography in 20th-century Spanish American fiction
- Joseph Salem (Music), with expertise in sound studies and music history
- Jentery Sayers (English; Cultural, Social, and Political Thought), with expertise in sound studies, media history and theory, games and interactive fiction, and prototyping
- Charlotte Schallié (Germanic and Slavic Studies), with expertise in film and visual storytelling, including graphic novels and post-1945 diasporic and transcultural filmmaking
- W. Andrew Schloss (Music), with expertise in acoustics and electronic and computer music
- Lincoln Shlensky (English; Cultural, Social, and Political Thought), with expertise in film, cultural studies, postcolonial studies, and Jewish studies
- Nicole Shukin (English; Cultural, Social, and Political Thought), with expertise in cultural studies and animal media

- Lisa Surridge (English), with expertise in 19<sup>th</sup>-century book history, illustration techniques, serials, and periodicals
- Tad Suzuki (Libraries), with expertise in book history, including Italian, Spanish, and Portuguese books from the 16<sup>th</sup> and 17<sup>th</sup> centuries as well as early modern Japanese scripts and books
- waaseyaa'sin Christine Sy (Gender Studies), with expertise in audio poetry, photo essays, Indigenous cinema, and Indigenous feminist cultural production
- Christine Walde (Libraries), with expertise in archives, book arts, and experimental media
- Adrienne Williams Boyarin (English; Medieval Studies), with expertise in book history, manuscript studies, and medieval material culture
- Serhy Yekelchuk (History; Germanic and Slavic Studies; European Studies), with expertise in film, including the Cold War on film

*MDIA Core Courses:* The MDIA certificate program will draw from existing research, teaching, and community practices and initiatives at UVic, with the addition of five MDIA “core” courses (see Appendix 9) that fall well within the capacity of current faculty members and their expertise.

*Eligible Electives:* Lists of courses required beyond the MDIA core (see Appendix 9) draw from offerings in Anthropology, Art History and Visual Studies, Computer Science, English, Fine Arts, French, Gender Studies, Germanic and Slavic Studies, Greek and Roman Studies, Hispanic and Italian Studies, History, Indigenous Education, Indigenous Studies, Medieval Studies, Music, Pacific and Asian Studies, Philosophy, Political Science, Professional Communication, Sociology, Technology and Society, Theatre, and Writing.

*Program Committee:* The MDIA certificate program will be guided by a multidisciplinary, interfaculty Program Committee, consisting of twelve members:

- The MDIA program director (may be from any faculty on campus; reports in their administrative capacity to the Dean of Humanities)
- A member of MDIA staff
- One MDIA undergraduate student
- Two MDIA instructors (MDIA program members but not currently Faculty or Libraries representatives; see below)
- One Libraries representative (an MDIA program member but not currently an MDIA instructor)
- One Faculty representative from Fine Arts (an MDIA program member but not currently an MDIA instructor; ideally the director of Film Studies)
- One Faculty representative from Social Sciences (an MDIA program member but not currently an MDIA instructor)
- Two Faculty representatives from Humanities (MDIA program members but not currently MDIA instructors)
- A community partner or community-based media practitioner in British Columbia
- An Indigenous, community-based media practitioner in British Columbia whom MDIA will offer an honorarium for their service (see Section M).

The size of the Program Committee (twelve members) is intended to foster ongoing consultation across the Humanities, Fine Arts, Social Sciences, and Libraries and to integrate feedback from UVic’s community partners who are invested in critical media literacy and job-ready media skills. Representation from Fine Arts, Social Sciences, and Libraries was also recommended during consultations in 2021-22. Other UVic programs, such as Cultural, Social, and Political Thought, have sizeable program committees, and Media Studies believes the size of its Program Committee will help it to maintain a sense of cohesion and continuity across changes in campus initiatives and leadership, including the leadership of the MDIA director, who will serve three-year terms (see Section M).

The Program Committee will revise MDIA’s learning outcomes (see Section G) as necessary, articulate individual MDIA course learning outcomes (MDIA 200, 300, 350, and 375; see Appendix 9), and shape MDIA communications and learning initiatives. They will also review topics proposals (MDIA 400; see Appendix 9) with the MDIA program director and ensure MDIA curricula complements existing UVic programs, including Indigenous Studies, Film Studies,

Professional Communication, Journalism and Professional Writing, and Technology and Society. In due course, the committee will consider whether a minor and general credential are justified based on student demand.

***E. What are the admission requirements for the proposed program? – PAGE 12***

The proposed MDIA certificate will be open to all undergraduate students admitted to the University of Victoria but will also exist as a stand-alone certificate if students meet the Faculty of Humanities admission requirements. Following Section 3.1.3 of UVic Policy AC1135, credit courses completed in the MDIA certificate program may be applied toward undergraduate degree programs with approval of the appropriate academic units offering the degree program. Following Section 3.1.4 of that same policy, MDIA's minimum admission requirements will be secondary school graduation. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience may also be admissible.

The following courses will have the following prerequisites (see also Appendix 9):

- MDIA 200: "Media in the 21st Century." *Prerequisite: completion of the AWR.*
- MDIA 300: "Critical Media Practice." *Prerequisites: completion of the AWR plus either MDIA 200 or permission from the director.*
- MDIA 350: "Cultures of the Book." *Prerequisite: completion of the AWR.*
- MDIA 375: "Cultures of Sound." *Prerequisite: completion of the AWR.*
- MDIA 400: "Topics in Media Studies." *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and either third-year standing or permission from the director.*
- MDIA 490: "Directed Studies." *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

***F. Curriculum design (Include draft curriculum, if applicable, as Appendix). – PAGES 12-13***

The draft curriculum for the Media Studies certificate is attached as Appendix 9. The curriculum includes the proposed MDIA courses, the proposed eligible electives, and a rationale for all requirements. Importantly, in response to feedback from Fine Arts in 2021-22, MDIA at UVic will emulate how Media Studies is currently taught in British Columbia's secondary curriculum. It will distinguish between *Media Studies* in the context of Language Arts (on the one hand) and *Media Arts* in the context of Arts Education (on the other hand). This distinction means MDIA will approach media literacy with *a critic's intention* (the study of media) and *not the intention of an artist* (creative media). It is also a distinction at work in most Media Studies programs across Canada, including Book and Media Studies (BMS) at the University of Toronto, which is a model for the MDIA certificate. Consultation with members of that BMS program was a part of early MDIA planning and coordinated with UVic Libraries.

**Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

No. Media Studies would be a new undergraduate certificate program (MDIA).

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

Yes, as described above, every MDIA course will have an experiential learning component, and courses such as MDIA 350: "Cultures of the Book" and MDIA 375: "Cultures of Sound" (see Appendix 9) will privilege learning in UVic Libraries' internationally renowned spaces, including the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives. MDIA 400: "Topics in Media Studies" will require experiential learning as well, typically in collaboration with UVic's community partners (see Appendix 9). As the course title suggests, MDIA 300: "Critical Media Practice" will be driven by the people skills of media and their practical applications, informed such as they are by current research in Media Studies (see Appendix 9).

**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.**

MDIA anticipates fruitful collaborations with UVic Libraries to enrich and foster opportunities for experiential learning at UVic (see Appendix 3). MDIA courses will coordinate with the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives and also collaborate with UVic Libraries staff to meet and exceed the MDIA program's learning outcomes (see Section G). Learning activities will include hands-on studies of the book, ephemera, multimedia collections, and digital media and computers.

MDIA will also collaborate with the CFI- and SSHRC-supported Praxis Studio for Comparative Media Studies (located in the Clearihue building; see Appendix 2) for courses such as MDIA 300: "Critical Media Practice" and MDIA 400: "Topics in Media Studies." The Praxis Studio is established internationally in the areas of media history, theory, and prototyping, and its researchers focus on multimodal scholarly communications across audio, image, video, and text. Learning activities will attend to cultural strategies for inclusive and meaningful media experiences, including media's role in information and storytelling.

Finally, MDIA will coordinate actively with Co-Operative Education and Career Services to create, develop, and sustain new connections with UVic's community partners (see Appendix 4). Media literacy and co-op experiences in communications, education, management, information, culture, recreation, systems design, and game design are especially promising areas for local placements.

**Opportunities for community-engaged and research-enriched learning.**

Students completing the MDIA certificate program will not only take a course in Indigenous Studies but also situate their media literacy and critical media practice in community- and evidence-based methods shaped by current research and inclusive, decolonial approaches to Media Studies. For more, see Sections H, I, J, and K below.

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

Yes. Subject to approval by the dean, MDIA will offer both online hybrid (synchronous and asynchronous) and face-to-face (synchronous) iterations of MDIA 200: "Media in the 21<sup>st</sup> Century" to render the program accessible to a wide array of undergraduates, especially working professionals and summer session students. Should distance delivery of MDIA 200 prove to be both feasible and successful, then the program may also offer an online hybrid (synchronous and asynchronous) iteration of MDIA 300: "Critical Media Practice," which will initially be offered only face-to-face (synchronous). Subject to changes suggested by the MDIA Program Committee, all other MDIA courses will be taught face-to-face (synchronous).

Online hybrid offerings in Media Studies will use existing UVic infrastructure and software, including Zoom and Brightspace, for learning and communication. To include a broader audience, especially working professionals unable to access classes during the day and/or in Victoria, MDIA may also use UVic's multi-access classrooms for hybrid sessions. In consultation with the MDIA Program Committee and the Dean of Humanities (see Section D), Media Studies may further consider offering the courses in a manner to ensure that some or all of it is feasible to complete remotely.

### ***G. Describe the learning outcomes of the proposed program. – PAGE 14***

The learning outcomes of Media Studies and its certificate are modelled on UVic's institutional-wide learning outcomes.

MDIA students will gain intellectual, academic, and practical skills in:

- Inquiry, analysis, and complex problem solving across media (audio, image, video, and text)
- Critical, innovative, and decolonial thinking across media (audio, image, video, and text)
- Anti-racist, inclusive communication across media and sensory modalities (audition, vision, and touch)
- Critical evaluation of information and storytelling, including how both are shaped by history, culture, context, and particular media (audio, image, video, and text)
- Critical management and stewarding of source materials across digital and analog environments
- The ability to collaborate and work in teams and highly mediated environments
- Cultural strategies for inclusive and meaningful media experiences

MDIA students will develop their sense of personal and social responsibility with respect to:

- Informed civic engagement and cultural understanding, from local to global, across media (audio, image, video, and text)
- Indigenous-engaged media practices to promote mutual understanding and respect through reciprocity
- Intercultural knowledge and sensitivity, including an awareness of how media shape information and storytelling
- Ethical, professional, and decolonial reasoning and reciprocal action across sensory modalities (audition, vision, and touch)
- Inclusive, life-long learning that adapts to changes in media over time

These outcomes will be achieved through:

- An undergraduate certificate program in the field of Media Studies for students and working professionals, with an emphasis on forms and cultures of media literacy currently demanded by labour markets in British Columbia and across Canada
- The integration of research and teaching across five MDIA courses in collaboration with UVic Libraries, Co-op and Career Services, the Office of Indigenous Academic and Community Engagement, and UVic's community partners
- Learning and teaching environments informed by equity, diversity, and inclusion (EDI) principles, Anti-Racist Education Program (ARE) training, Indigenous protocols, respect for the land, and promotion of sustainable futures
- Critical media practice across sensory modalities (audition, vision, and touch) and the iterative development of media-related people skills and competencies through progressively more challenging problems, assignments, projects, and standards for performance (scaffolded from MDIA 200 to 400; see Appendix 9)
- Opportunities for dynamic learning and research across media labs, work-integrated and community-based projects, Indigenous-engaged initiatives, and UVic Libraries, including the Digital Scholarship Commons, Special Collections and University Archives, and the Obsolete Computing and Media Centre
- Decolonial methodologies and diverse content from Media Studies across the globe that are situated in particular contexts and cultures.

Every academic year, the Media Studies Program Committee (see Section D) will review these learning outcomes and their application in each MDIA course and then revise the outcomes and course descriptions as necessary. MDIA will also ensure that its learning outcomes adapt readily to changes across provincial, national, and global media landscapes, not to mention labour market demands, especially those in British Columbia. The proposed curriculum (see Appendix 9) is designed with such changes in mind and thus encourages the principles of flexibility, inclusion, and experimentation across teaching, learning, and communication. The MDIA program will consider these principles to be fundamental to the people skills of media literacy.

***H. Does the proposed program provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details. – PAGE 15***

As evidenced by the work of Jordan Abel, Candis Callison, Marisa Elena Duarte, David Gaertner, Jules Arita Koostachin, Elizabeth LaPensée, Michelle Lorna Nahanee, Deanna Reder, Karyn Recollet, June Scudeler, Noenoe K. Silva, Leanne Betasamosake Simpson, Aaron Trammel, and Kim van der Woerd among many others, the field of Media Studies is a compelling site for Indigenous and decolonial research. MDIA courses at UVic, including MDIA 200: “Media in the 21<sup>st</sup> Century,” will engage work by these scholars and others with aligned investments in critical media. Offerings such as MDIA 300: “Critical Media Practice” will also underscore the values of media practice and how they can be not only community-based but also decolonized through shifts in language, perception, culture, representation, and media habits (see Appendix 9).

Elsewhere, courses like MDIA 350: “Cultures of the Book” and MDIA 375: “Cultures of Sound” will attend to Indigenous media practices while tracing how media have been variously used as instruments of both resistance and colonial power. These historical perspectives will shape the MDIA program’s overall culture and specifically its approach to media literacy by ensuring students’ intellectual, academic, and practical skills do not rehearse deeply entrenched, colonial models of education and communication, where media are often at the centre of human relations. Community partnerships, Indigenous-engaged experiential learning, respect for the land, and reciprocity will thus be foundational to the Media Studies program and its paradigm for critical media literacy, and courses such as MDIA 400: “Topics in Media Studies” will create spaces and opportunities for engaging with Indigenous and decolonial media (see Appendix 9).

Feedback from the Media Studies Program Committee (see Section D) as well as a pedagogical commitment to decolonization and reconciliation will help to ensure the curriculum is providing these opportunities via a dedication to media practice in the classroom and beyond it. MDIA will also sponsor and facilitate campus events related to these important topics. The “Decolonizing Technologies, Reprogramming Education” HASTAC conference co-sponsored in 2019 by UVic’s Faculty of Humanities and UBC’s Institute for Critical Indigenous Studies (with SSHRC support) will offer MDIA a model in this regard.

***I. Does the proposed program design provide opportunities for global engagement or perspectives? If yes, please provide details. – PAGE 15***

Understanding media is pivotal to studying transnational and global communication today. In Media Studies at UVic, students will have opportunities to engage books from China and Germany, soundscapes from South Africa and the Pacific Ocean, animations from Canada and South Korea, music videos from Nigeria and Vietnam, manuscripts from Greece and Italy, radio from France and the Caribbean, film from India and Ukraine, games from Egypt and Australia, comics from Japan and Brazil, and much more.

The five “core” MDIA courses will afford these opportunities, but so too will eligible electives offered by Anthropology, Art History and Visual Studies, English, Fine Arts, French, Gender Studies, Germanic and Slavic Studies, Greek and Roman Studies, Hispanic and Italian Studies, History, Indigenous Education, Indigenous Studies, Medieval Studies, Music, Pacific and Asian Studies, Philosophy, Political Science, Professional Communication, Sociology, Technology and Society, Theatre, and Writing (see Appendix 9).

Additionally, the MDIA certificate will upskill degrees in language, period, and area studies by augmenting them with additional perspectives and approaches from across the globe, and MDIA 400: “Topics in Media Studies” will be cross-listed where possible with courses from programs participating in the Faculty of Humanities’ Global Language and Culture requirement. MDIA courses will not centre North America even if they will be taught mostly in English (including translations and localizations of media content), and the importance of multilingualism to Media Studies and global communication will be demonstrated regularly in the classroom.

The media literacy skills fostered by MDIA should also be useful to those who wish to study abroad and/or collaborate internationally with UVic’s partners.

***J. Does the proposed program promote justice, equity, diversity and inclusion? If yes, please provide details. – PAGE 16***

Media Studies will promote justice, equity, diversity, and inclusion across its content, approaches, and culture. Courses such as MDIA 300: “Critical Media Practice” will stress the values at play in media and how critical media practices are central to many social, racial, gender, LGBTQ2SIA+, and disability justice movements. The content for all courses, including MDIA 200: “Media in the 21<sup>st</sup> Century,” will speak to a variety of lived experiences, perspectives, and identities across the globe, particularly those that are non-dominant or marginalized. Every course, but especially MDIA 300: “Critical Media Practice,” MDIA 350: “Cultures of the Book,” MDIA 375: “Cultures of Sound,” and MDIA 400: “Topics in Media Studies,” will bring true lived experiences with media practice into the classroom and expand that classroom through active engagements with library collections, cultural documentation, storytelling, and community-based knowledge (see Appendix 9).

All MDIA instructors will commit to inclusive, anti-racist, and decolonial pedagogies, including Anti-racism Education Program (ARE) training, and MDIA’s intersectional methodologies will privilege media literacy as a job-ready agent for social and cultural change across occupational interests that are artistic, social, investigative, and enterprising. Importantly, anti-racist, inclusive, and decolonial learning will be a part of every MDIA course. In November 2021, MDIA confirmed this commitment with the Office of Indigenous Academic and Community Engagement (see Appendix 6). Here, work by the following scholars will be especially informative: Ruha Benjamin, Wendy Hui Kyong Chun, Beth Coleman, Cathy Davidson, Stuart Hall, bell hooks, Audre Lorde, Shannon Mattern, Tara McPherson, Lorna Roth, Bo Ruberg, Sara Sharma, Leanne Betasamosake Simpson, Susan Stryker, Jonathan Sterne, Karen Tongson, and Shawn Wilson.

Echoing the work of Darnel Degand, key questions for students across all MDIA courses and eligible electives will be:

- Who created this message? For whom?
- Which media, modalities, and techniques were used?
- How might different people understand or experience this message?
- Whose lifestyles, values, and perspectives are included, foregrounded, overlooked, and omitted?
- Why and under what assumptions was this message sent?
- To what effects was this message sent, and how was it circulated, amplified, and modified?

(See Darnel Degand, “Introducing Critical Race Media Literacy in an Undergraduate Education Course about Technology and Arts-Based Inquiry,” *International Journal of Multicultural Education* 22.3 2020.)

With feedback from the Program Committee, MDIA will also adapt its culture and curriculum to respond to UVic’s Equity Action Plan (currently under development).

***K. Does the proposed program involve places for integration of teaching and research? If yes, please provide details. – PAGES 16-17***

As outlined in Sections C and F, Media Studies at UVic will articulate ongoing research projects in media and communication with a certificate, thus further integrating research with teaching. MDIA will significantly advance students’ access to this research by facilitating their engagement with research centres and labs across campus (see Appendix 2), providing them with a scholarly field and identity to conduct that work, and creating connections for them to collaborate with community partners. UVic is well poised within British Columbia and all of Canada to advance research excellence and impact in the following areas: Indigenous media, anti-racist communication, crisis communication and climate action, stewarding historical media into the future, and cultural strategies for inclusive and meaningful media experiences. Courses such as MDIA 350: “Cultures of the Book” and MDIA 375: “Cultures of Sound” will foreground hands-on research with media and historical materials in UVic Libraries, and MDIA 300: “Critical Media Practice” and MDIA 400: “Topics in Media Studies” will ensure that students are participating actively in communities and current research. In short, MDIA will be an exciting space for faculty members to teach and demonstrate their research, and for students to become undergraduate researchers across multiple places.



UVic Libraries (including the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives) and the Praxis Studio for Comparative Media Studies are sites committed to this integration of teaching and research (see Appendices 2 and 3), and Media Studies will coordinate with the Humanities Computing and Media Centre to engage students, faculty, and staff in digital research projects on our campus (see Appendix 2).

***L. Describe the enrolment plan for the length of the degree and student financial support plan. – PAGE 17***

The proposed Media Studies certificate anticipates 5-15 students in the first year (2023-24) of the program and a steady state of 20-40 students graduating per year by 2029-30. MDIA will attract students who completed New Media 10, 11, and/or 12 in British Columbia's newly revised secondary curriculum as well as Humanities, Fine Arts, Social Sciences, Computer Science, and Business undergraduates and working professionals looking to enrich their studies and expand their career options with a media literacy credential. Students in Indigenous Studies, Professional Communication, Technology and Society, Film Studies, and Journalism and Professional Writing in particular may be interested in the MDIA certificate, especially if Media Studies expands in the near future to offer a minor and general degree in combination with some or all of those programs. The MDIA program will be supported in its development needs by the faculty of Humanities Development Officer, and its students will be eligible for Faculty of Humanities awards.

***M. Resource requirements (include a table of program revenue and expenditures). Indicate resources required for new faculty and staff appointments, space and library. – PAGE 17***

The proposed Media Studies certificate program can be offered with the existing Humanities faculty and staff complement as well as current courses already offered (see Section D); it may, as permitted by chairs and subject to availability, draw on instructors from other faculties, including Fine Arts and Social Sciences. It will have no impact on current UVic policies, including admissions, student evaluation, supervision, and oral examinations. Credits for MDIA enrollments will return to the department and faculty of the MDIA instructor.

*All costs for the MDIA program will be borne by the Faculty of Humanities.* Those costs are:

- Course releases for the MDIA director, who will serve three-year terms. This director will be offered a course release during the first two years of the program (2022-23 and 2023-24). After these two years, they will receive a .5 course release (.75 units) per year. This release can be claimed by a director from any faculty in the university.
- A \$500 honorarium per academic year for an Indigenous, community-based media practitioner to serve on MDIA's Program Committee (see Section D). This honorarium is intended to show appreciation for the work completed and assumes a rate of \$50 per hour. MDIA will follow Financial Services' "Payments for Indigenous Payees" procedures developed in conjunction with the Office of Indigenous Academic and Community Engagement to ensure that payments made to Indigenous payees are completed in a culturally sensitive way.
- Staffing by the Interdisciplinary Program office in the Humanities, the expansion of which will require additional staff time.

MDIA will coordinate with UVic Libraries to access, engage, and amplify existing Library resources and initiatives, especially when offering MDIA 200, 300, 350, and 375 (see Appendix 9 and Section F). Faculty, staff, and students participating in the MDIA program will also receive research support from the CFI-funded Praxis Studio for Comparative Media Studies (Clearihue Building; formerly the Maker Lab in the Humanities), which has over a decade's worth of SSHRC-funded experience in Media Studies.

***N. Provide evidence of consultation with related programs and UVic departments/faculties participating in or affected by the new program (emails/letters of support in an appendix). – PAGES 17 - 18***

Please see Appendix 1 for letters of support and evidence of consultation with the following faculties participating in or affected by the proposed Media Studies program:

- Faculty of Business
- Faculty of Education
- Faculty of Engineering and Computer Science

- Faculty of Fine Arts, including Film Studies, Digital and Interactive Media in the Arts, Technology and Society, and Journalism and Professional Writing
- Faculty of Humanities Chairs and Directors
- Faculty of Social Sciences.

Please see Appendix 2 for letters of support and evidence of consultation with the following groups participating in or affected by the proposed Media Studies program:

- Humanities Computing and Media Centre
- Indigenous Studies
- Professional Communication
- Praxis Studio for Comparative Media Studies.

Finally, see Appendices 3, 4, and 6 for letters of support and evidence of consultation with UVic Libraries, Co-Operative Education and Career Services, and the Office of Indigenous Academic and Community Engagement, respectively.

***O. Provide external letters of support from other BC post-secondary institutions and/or community partners. – PAGE 18***

Please see Appendix 7 for external letters of support from the following community partners in British Columbia:

- Nina Belojevic, Senior Manager of Product Content Design at Benevity (UVic BA 2007; UVic MA 2014)
- Carol Linnitt, Executive Editor of *The Narwhal* (UVic PhD 2021; Emerging Alumni Award 2022)
- Shaun Macpherson, Engineering Manager at Echosec (UVic BA 2011; UVic MA 2014), and
- Ian Waddell, Writer and Narrative Designer at Electronic Arts (UVic MA 2020).

## **APPENDIX 1: EVIDENCE OF CONSULTATION WITH THE FACULTIES OF BUSINESS, EDUCATION, ENGINEERING AND COMPUTER SCIENCE, FINE ARTS, HUMANITIES, AND SOCIAL SCIENCES**

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

### **A. Evidence of consultation with the Faculty of Business**

From: Graham Brown <[grbrown@uvic.ca](mailto:grbrown@uvic.ca)>  
Date: Monday, May 16, 2022 at 6:31 AM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Cc: Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>, Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>  
Subject: RE: Proposed minor and certificate in Media Studies

Hi Lisa – the proposal sounds interesting. We have no concerns.

In terms of comments feedback, our students can't access the minor so it would just be the 10.5 unit certificate. There's quite a few upper level classes which poses registration issues for our students if there are 3rd year standing or many pre-requisites so I wonder if the departments would consider letting our 2nd year students in to some of the courses through a waiver (if needed) at the department level?

Thanks  
Graham

GRAHAM BROWN, PhD, Associate Dean, Programs  
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[grbrown@uvic.ca](mailto:grbrown@uvic.ca) | 250-721-6069  
<https://www.uvic.ca/gustavson/faculty/faculty/faculty/current/browng.php>

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

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF BUSINESS:** Standing can be waived with permission of the director for MDIA 300, 400, or 490.

### **B. Evidence of consultation with the Faculty of Education**

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <[adup@uvic.ca](mailto:adup@uvic.ca)>  
Date: Thursday, May 19, 2022 at 11:54 AM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Subject: Re: Proposed minor and certificate in Media Studies

Dear Lisa,

Thank you for sharing your proposal for a credential in Media Studies with us in the Faculty of Education. The proposal is well-crafted and clearly lays out the justification for the program and the benefits for students. We're happy to support you as you move forward with this proposal.

I consulted with the Departments of Indigenous Education and Curriculum and Instruction, as they were the two units in our Faculty that offer the Education courses you included as acceptable electives in your credential. Indigenous Education is happy to have you include IED 377 (Indigenous Voices in Video, Audio, Film) as an acceptable elective for your

certificate/minor. However, Curriculum and Instruction stated that EDCI 340 (Media Activism, Social Justice, and Change) is only offered as an elective for students enrolled in a Teacher Education program, so would not be a suitable (open) elective to include in your list. They suggest that EDCI 335 (Learning Design for Technology-Mediated Environments) or EDCI 337 (Interactive and Multimedia Learning) might be other options, if you wish to consider these for inclusion in your list of appropriate electives.

Best wishes as you move forward with this proposal. Let us know if we can help in any way.

Leslee

--

Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs  
Faculty of Education  
University of Victoria  
PO box 1700, STN C  
Victoria, BC. V8W 2Y2  
250-721-6570

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF EDUCATION:** EDCI 335 and 337 added; EDCI 340 removed.

### **C. Evidence of consultation with the Faculty of Engineering and Computer Science**

From: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <[engradu@uvic.ca](mailto:engradu@uvic.ca)>

Date: Wednesday, July 27, 2022 at 3:08 PM

To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>

Subject: Re: Proposed minor and certificate in Media Studies

Lisa,

See attached for responses from our main curriculum committees. All are supportive of the minor. The Computer Science department suggests that "*It would be beneficial for students to have either an introductory programming course or at least an introductory web development course.*"

Sincerely,  
LillAnne J.

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria

Pronouns: she/her

### **RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF ENGINEERING AND COMPUTER SCIENCE:**

At UBC, students pursue computer science and information studies as part of their Media Studies degree, but this certificate is deliberately created to be narrower in scope and is grounded in humanistic inquiry and methods. That said, a technical path is available for 1.5 Units of Eligible Electives from Lower-Level Media and/or Culture Courses (100- or 200-level). See Appendix 9.

\*\*\*\*\*

From: Celina Berg <celinag@uvic.ca>  
Date: Wednesday, July 27, 2022 at 2:30 PM  
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>  
Subject: Re: Proposed minor and certificate in Media Studies

Hi LillAnne

Our Curriculum Committee in Computer Science had a look at this proposal and the only suggestion we have is ..  
It would be beneficial for students to have either an introductory programming course or at least an introductory web development course.

Celina Berg, PhD (she/her)  
Assistant Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)

\*\*\*\*\*

From: Brad Buckham, MECH Chair  
Sent: Thursday, June 30, 2022 3:39 PM  
To: Rustom Bhiladvala <[rustomb@uvic.ca](mailto:rustomb@uvic.ca)>; Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Cc: Brad Buckham, MECH Chair <[mech.chair@uvic.ca](mailto:mech.chair@uvic.ca)>  
Subject: RE: Proposed minor and certificate in Media Studies

Hi Rustom – I got behind on email today and just replied to an old message. Ignore my comment about tabling this at curriculum. I also have no issue with this proposed minor and I see no need to table it if you, Daniela and I are all in favour and see no negative implications for MECH.

BB

\*\*\*\*\*

From: Rustom Bhiladvala  
Sent: June 30, 2022 12:30 PM  
To: Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Cc: Brad Buckham, MECH Chair <[mech.chair@uvic.ca](mailto:mech.chair@uvic.ca)>  
Subject: Proposed minor and certificate in Media Studies

Hi Lil-Anne,

I have reviewed the document and concur with Daniela. I do not see any MECH Department concerns with the Faculty of Humanities creating this Media Studies program. I have also looked over all MECH course offerings and do not see any courses that could serve as possible electives to the program.

Rustom

Dr. Rustom Bhiladvala | Associate Professor  
Acting Director of Undergraduate Studies  
Director | Nanoscale Transport, Mechanics & Materials Laboratory  
Department of Mechanical Engineering

University of Victoria  
EOW 548, 3800 Finnerty Road, Victoria BC V8W 2Y2 Canada

\*\*\*\*\*

From: Michael Adams <[mdadams@ece.uvic.ca](mailto:mdadams@ece.uvic.ca)>  
Sent: Thursday, June 30, 2022 1:22 PM  
To: Associate Dean Undergraduate Programs, Engineering and Computer Science  
Subject: Re: FW: Proposed minor and certificate in Media Studies

LillAnne,

I will circulate this to the ECE Curriculum Committee and let you know if anyone has any concerns. For what it is worth, I don't personally have any concerns, as the program seems quite nontechnical in nature.

--Michael

\*\*\*\*\*

From: Civil Engineer Chair - Thomas Froese <[civechair@uvic.ca](mailto:civechair@uvic.ca)>  
Date: Tuesday, June 28, 2022 at 4:30 PM  
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Cc: Civil Engineering Administration <[civeadmin@uvic.ca](mailto:civeadmin@uvic.ca)>, civesec <[civesec@uvic.ca](mailto:civesec@uvic.ca)>, Min Sun <[msun@uvic.ca](mailto:msun@uvic.ca)>  
Subject: RE: Proposed minor and certificate in Media Studies

I don't have any concerns with the proposed program. I can't think of any potential electives from our side.

Thanks  
-Thomas

Thomas Froese  
Professor and Chair  
Department of Civil Engineering  
University of Victoria  
T 250-721-7066  
[civil.uvic.ca](http://civil.uvic.ca)

#### **D. Evidence of consultation with the Faculty of Fine Arts**

In 2021 and 2022, the Faculty of Humanities consulted extensively with Fine Arts on the topic of a Media Studies program at UVic. This consultation included 23 meetings, a feedback survey sent to all Fine Arts faculty members, and email exchanges documented below. It also resulted in 18 drafts of this proposal for a Media Studies certificate and 17 invitations to Fine Arts faculty to participate in the Media Studies program (see Section D).

**From:** Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
**Sent:** September 14, 2021 11:31 AM  
**To:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>  
**Cc:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>; Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>  
**Subject:** Request for Consultation: Proposed Media Studies Minor

Dear Eva:

Welcome back into the role of associate dean! I look forward to working with you again in that capacity.

Annalee and I are writing to ask if we could consult you about the attached draft proposal for a certificate and minor in Media Studies.

This is very much in draft form and we want to hear from your faculty before proceeding any further. It has been developed by Jentery Sayers over the summer and has just today received preliminary support from a group of our chairs at a consultation session. It has not yet entered any of the formal curriculum channels.

Before it does so, we want to consult with you about your faculty's potential involvement and support. The current proposal has been written to observe the traditional distinction between Humanities as teaching criticism of media and FA as covering media production. Catherine Harding, who was present at today's consultation session as director of MEDI, was very enthusiastic about the proposal and urged us to consider making the proposal more thoroughly interdisciplinary and to involve more courses and FA units than are currently suggested here. We would be very happy to do so if your faculty supports that idea.

Please let us know if we can meet to have a preliminary discussion and then perhaps, if you are willing, to have a wider consultation with your chairs.

Many thanks—Lisa and Annalee

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Tuesday, September 14, 2021 at 12:06 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, Fine Dean <finedeans@uvic.ca>

**Subject:** RE: Request for Consultation: Proposed Media Studies Minor

Thank you Lisa,

This is a good opportunity to start liaising about common interests. I will go through and provide comments once I have had the chance to consult with our faculty; and we indeed are discussing developments around interdisciplinary programs over this year.

I can see from a quick look that the proposal includes several things that are already taught in Fine Arts, and I do feel I need to make a correction right from the start about the connection of Fine Arts solely to production. The Faculty has a long history of encompassing the study and analysis of a wide range of media, both historical and contemporary.

When did you hope to take this through Senate Committees?

Copying Allana so that she is aware of the conversation.

All best,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Friday, September 24, 2021 at 3:38 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, Fine Dean <finedeans@uvic.ca>

**Subject:** Re: Request for Consultation: Proposed Media Studies Minor

Dear Eva: I realise that I did not reply to your other question. We hope to have this in Cycle 2.

Lisa.

Thanks for your very swift reply, Eva, and for the correction.

I should have said that **Humanities** has traditionally stayed away from the study of production. I was incorrect to imply that FA has stayed away from critical study. My apologies for having misspoken.

Thanks too for the offer of consultation with your chairs. Annalee and I would also very much welcome the opportunity to chat with you (and Allana, if she has time to be there!) about the proposal and how it can be adjusted to meet your faculty's concerns and plans.

Finally, we would also love to liaise more closely about other INTD programs, how they can be strengthened and how the many mutual interests of our faculty reinforced.

All the very best--Lisa.

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Sent:** October 25, 2021 2:26 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>

**Subject:** Feedback on MDIA peoposal

Dear Eva:

I am sorry to bother you at what is no doubt a very busy time of year, but I am writing to ask if you have the feedback from your faculty on the media studies proposal. We would very much welcome hearing from you and look forward to making revisions in response to your faculty's feedback.

I want to reiterate too that we are very excited about the possibility of a major in media, film, and communications and that we look forward to revising the film studies minor and possibly expanding it into a major with you starting in January 2022.

In order to submit the media studies proposal for cycle two, it is due November 30, and we would like to submit it to faculty council for our November 16 meeting. That way, we can get it to the Senate committee on planning in good time.

Thank you in advance for the feedback consultation. Jentery and I are happy to meet with you if that would be valuable.

Thanks! Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Monday, October 25, 2021 at 4:12 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>

**Subject:** RE: Feedback on MDIA peoposal

Hi Lisa,

I've just received the last of what I think is crucial feedback from our faculty, so I'll put everything together and send it back to you by the end of this week. Does this work?

All my best,  
Eva

On Oct 29, 2021, at 12:37 PM, Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)> wrote:  
Dear Eva: I see that I sent this yesterday to your LTSI address so I am resending.



I am writing to ask if you would be willing to send out the attached list of proposed MDIA courses and the survey below.

My proposed email is below. I have not yet seen your feedback on the program, so you may wish to delay sending this out until I have done so.

However, we are trying to prepare the proposal for submission to SCP and faculty council, and I would be loath to do that without consulting as to potential faculty to teach into the program. I trust your judgment as to what is best! Lisa.

Dear Colleagues:

As you may have heard, the Faculty of Humanities is proposing an interdisciplinary Media Studies program. The program, which could launch as early as September 2022, would offer a minor and certificate, with a series of three "core" courses (MDIA 200, 300, and 400) providing a spine for courses nested in units across the university. We are in the process of consulting other faculties, as well as the Libraries and Co-op and Career, many of which have already expressed support and provided feedback.

As we wait for the final round of feedback, we are inviting you to participate in this proposed interdisciplinary program if you're so inclined.

We are seeking program members with teaching, research, and community expertise in areas such as:

- \* Indigenous media
- \* Cuneiform tablets
- \* Book and manuscript studies
- \* Propaganda and advertisements
- \* Television studies
- \* Film studies
- \* Animation
- \* Comics and graphic novels
- \* Game studies and interactive media
- \* Sound studies, including radio and podcasts
- \* Comparative media
- \* Cultural studies of media and power
- \* Media theory and material culture

Please may we invite you to fill out the survey here: <https://www.surveymonkey.ca/r/uvicmdia>.

I attach the course requirements for the proposed credentials in PDF.

With all best wishes, Lisa Surridge

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Friday, October 29, 2021 at 1:07 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>

**Subject:** Re: Survey of Faculty Interest in Media Studies

No problem, I will. Just in meetings all day, but will send the feedback by end of the day.  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Sent:** November 11, 2021 8:59 AM

**To:** Evanthia Baboula - Associate Executive Director of LTSI <Itsiaed@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>; Jentery Sayers <jentery@uvic.ca>  
**Subject:** Memo re Media Studies

Dear Eva: I am checking in to see if Alana has taken a look at the response memo and if I can share it with Jentery and Annalee. Thanks! Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Thursday, November 11, 2021 at 1:36 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Fine Dean <finedean@uvic.ca>  
**Subject:** RE: Memo re Media Studies

Dear Lisa,

I have not received a specific response from Allana, but we have talked about the feedback repeatedly, so I think it's ok to go ahead and share it. Copying Allana in case she would like to chime in.

Many thanks,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Wednesday, November 17, 2021 at 5:39 PM  
**To:** Evanthia Baboula - Associate Executive Director of LTSI <Itsiaed@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Feedback on Media Studies

Dear Eva:

Thank you so much for the detailed feedback that you sent, and which we have read very carefully.

Annalee and Jentery and I have met and we think we see a way forward that would address most of the concerns that you raise. We say *most*, because some of the concerns seemed slightly at odds with each other and we have not yet seen a way of reconciling them completely.

We would be very grateful if you would be able to meet with us shortly so that we can discuss our proposed changes in more detail and consult you about whether you feel this is going in a positive direction in response to your feedback. We are very eager to be good partners with your faculty.

Jentery has prepared a revised proposal that Annalee and I will review and send to you by end of day tomorrow.

Thanks so much for your feedback! Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Monday, November 29, 2021 at 12:00 PM  
**To:** Evanthia Baboula - Associate Executive Director of LTSI <Itsiaed@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Revised media studies proposal

Dear Eva:

Thank you for our meeting last week and for the previous very detailed feedback from your faculty. Please find attached the

revised MDIA proposal, one in track changes so that you can see our revisions and the second with the changes accepted so that you have a readable version. Feel free to pass along either or both to your chairs and directors. We will wait until you have done so to set up consultation meetings with them. We hope to do that later this week.

The attached changes represent our best effort to respond to your faculty's detailed feedback, for which we thank you. The changes are designed to

1. clarify the definition of media for the purposed of the program;
2. differentiate the program clearly from Film Studies, limiting potential duplication to 3.0 units; and
3. make mandatory a focus on media other than film, by requiring a course on book history.

We would be grateful if you would emphasize to your chairs when you distribute this proposal that we would **very much appreciate suggestions of Fine Arts courses and faculty members** who would like to be included in this program. We have so far consulted HUMS and Social Sciences to that end and the list of courses and faculty members reflects the fact that we have waited to consult and survey Fine Arts faculty until getting the go-ahead from you. I am concerned otherwise that this interdisciplinary program might seem to limit FA involvement, which is not our intention. We would also **love to hear from any FA faculty who might be interested in teaching the mainline courses.**

Please note that in looking back at correspondence, Jentery recalled that our consultation with the AVPAP included permission to launch the minor without ministry approval. We can subsequently add a general as we did for Pro Comm but not simultaneously.

Thank you again for your input and assistance.

Lisa and Jentery

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Thursday, December 2, 2021 at 3:06 PM  
**To:** Evanthis Baboula - Associate Executive Director of LTSI <Itsiaed@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Follow ups re FA consultation

Dear Eva: I am writing to follow and see if Jentery and I have your go-ahead to contact Fine Arts chairs yet? Thanks—Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Tuesday, December 7, 2021 at 11:35 AM  
**To:** Theatre Chair <theatrechair@uvic.ca>, Music Director <musicdirector@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Visual Arts Chair <visualartschair@uvic.ca>, Writing Chair <writingchair@uvic.ca>  
**Cc:** Fine Dean <findean@uvic.ca>, Samantha Knudson <sknudson@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Revised media studies proposal

Dear Tony, Alexis, Kevin, Marcus and Cedric,

This is a follow-up to the recent discussions and feedback on the Media Studies proposal we received from the Faculty of Humanities in September. The proposal was prepared by Jentery Seyers (Department of English), and overseen by Lisa Surridge (Associate Dean Academic) and Dean Lepp. Jentery and Lisa have made some revisions after having received the collective feedback from Fine Arts. We have agreed that the best next step would be for Jentery and Lisa to seek consultation through meetings with the individual Fine Arts units.

Attached to this message is the revised version of the Media Studies proposal; a reminder that this is for a Minor program and a Certificate program. There is an update proposing that the Minor may also be used as a General with another General (e.g. Media Studies and Film; or Media Studies and Music; or many other combinations) towards a General (BA) degree.

Also see the following message from Lisa. A couple of extra notes: I can confirm that new Minor programs do not need Ministry approval.

In terms of surveying Fine Arts faculty members and instructors for the types of courses they could contribute to Media Studies: I would advise this consultation goes through Chairs and Director and eventually through my office as it is relevant to workload and overall curriculum management.

Many thanks,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Tuesday, December 7, 2021 at 11:44 AM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>, Theatre Chair <theatrechair@uvic.ca>, Music Director <musicdirector@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Visual Arts Chair <visualartschair@uvic.ca>, Writing Chair <writingchair@uvic.ca>

**Cc:** Fine Dean <finedean@uvic.ca>, Samantha Knudson <sknudson@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>

**Subject:** Re: Revised media studies proposal

Dear Colleagues:

Thank you to Eva for sending this out and to the many of you who sent feedback in the initial round. We read that feedback with care to produce the current revision, which we hope clarifies the purpose and scope of the proposed program.

Jentery and I are keen to meet with and hear from each unit with further feedback and welcome your suggestions as to the best format in which to do this: we would be happy to meet with chairs alone or (ideally) with all faculty present.

Please let us know what suits you, and I will have my assistant set up the meetings.

Thanks in advance for your help and feedback--

Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Wednesday, December 15, 2021 at 2:12 PM

**To:** Theatre Chair <theatrechair@uvic.ca>, Music Director <musicdirector@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Visual Arts Chair <visualartschair@uvic.ca>, Writing Chair <writingchair@uvic.ca>

**Cc:** Fine Associate Dean <fineassociatedean@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, "Humanities, Deans Office Admin Assistant" <humsassistant@uvic.ca>

**Subject:** Re: Revised media studies proposal

Dear Tony, Alexis, Kevin, Marcus and Cedric,

I have asked my assistant to set up feedback meetings with each one of you and/or your units early in January. Please expect an invitation shortly.

You are very welcome to invite all faculty members in your unit who would like to have attend, or else I would be delighted to meet with you alone to discuss your unit's feedback.

Thank you in advance for the opportunity to speak to you about this proposal. In the meantime I wish you a happy holiday after what has been a stressful term for many!

All best wishes, Lisa

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Thursday, January 6, 2022 at 10:09 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Theatre feedback (cc'd to Annalee FYI only)

Jentery,

Very good meeting with Tony Vickery (Theatre). To-do steps are in yellow. I suggest we delay until we have feedback from everyone in FA before we do any revisions.

- Supportive of program
- Very glad to see new, clearer definition of media.
- They are thinking of developing a new course on the streaming of theatre; I expressed interest in this as a jointly offered MDIA 400 course
- We discussed the principle of EETS returning to the home unit of the instructor. Perhaps add this explicitly to the proposal?
- Lastly, he was grateful that the proposal acknowledges that FA courses do criticism of media as well as HUMS courses do; he noted that this comes late in the proposal. Move this up closer to beginning of proposal?

Tony will send some suggested courses. He was glad to have his course on performance and pop culture included.

Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, January 7, 2022 at 10:44 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Visual Arts feedback meeting: FYI only, Analee

Annalee, Jentery: My notes from today's meeting

We had another good meeting. Marcus says he is now clearer on the proposal and what we envisage. I think we made it clear that FA instructors will be welcomed as MDIA members and will be eligible for the program committee.

We assured him that this program is not designed to compete with the film studies major or to steal its students.

Marcus will be sending written feedback but this is the gist as I understand it.

- He stressed the need for close communication with Film Studies and asked if the FS director could sit on the program committee.
- Like Tony, he wants a clearer more upfront acknowledgement that FA and esp. Art History does do **criticism** of media not just practice.
- We will add an explanation that EETS will return to the instructor's unit unless there is a paid sessional backfill
- He is keen to start a course on the making of a book (including paper making, printing, and binding) and we encouraged him to think of this as a joint AVGS and MDIA offering.
- He is keen to review the DIMA and T&S as well as Film Studies programs and welcomes the review process that Eva has suggested; she has suggested that HUMS be part of this process for the interdisciplinary programs.

Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Tuesday, January 11, 2022 at 2:26 PM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Feedback from Writing re MDIA: FYI only

Good meeting with Kevin Kerr from Writing:

- Discussed EETS to home unit
- Discussed general degrees:
  - MDIA would become a general asap
  - Would be combinable with FA minors
  - Will FA introduce a general—this would be ideal for max flexibility
- Discussed that we have stayed away from content creation to avoid stepping on toes
- Discussed having rep from FS on advisory board to ensure collaboration and good communication
- Discussed that we undertake NOT to compete with FS; this is contrary to all interests
- We expressed support for expansion/rejuvenation of FS
- 

He will discuss proposal with his faculty and get back to us with any further questions/concerns and a list of possible courses.

Lisa.

**From:** Lisa Surridge <lsurridg@uvic.ca>  
**Date:** Wednesday, January 19, 2022 at 11:41 AM  
**To:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Media Studies consultation with Music

Great meeting with Alexis Loko.

- New to UVic from Carlton. Area of research is media studies and music.
- Told me that 80% of the critique of the original program was from her unit
- Much of her feedback is consistent with that gleaned so far:
  - EETS to home unit
  - Wants acknowledgement that criticism of media, emphasis on materiality are essential parts of FA research and teaching
- Specific to Music:
  - wants the role of Music acknowledged in the proposal—says it is only mentioned three times
  - wants this credential to empower collaboration and to have this mentioned in the proposal
  - we should mention credential in Musicology and Sound Studies in the proposal
  - will talk to her colleague Joe Salem about possible courses and his interest in teaching into the proposal
  - would love to develop some courses in her area
- on curriculum collaboration in general, we talked about
  - more general degrees: why is there not one in music?
  - A general in FA
  - Development of possible major or majors in Media, Film Studies, Communication

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, February 18, 2022 at 1:06 PM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Visual Arts meeting

I met with Cedric this morning. This was the last meeting with FA chairs.

He concurs with past feedback. In addition,

- He will make some suggestions about courses that involve making as well as studying (ex. digital media)—would like us to include some such as electives.
- He suggests that Jentery reach out to the ex-chair of department, Paul (last name??), re sound studies. (He says you already collaborate or at least know each other well.)

I will try to integrate the collective feedback into the new proposal next week.

Good news overall.

Lisa.

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Sent:** March 6, 2022 1:43 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>; Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>

**Subject:** Consultation

Dear Eva,

I want to report that Jentery and I have now finished our consultation with the chairs in Fine Arts units; I will be collating the feedback and integrating it into a revised proposal shortly. I am glad to see that the feedback cohered around a certain number of issues that we see as very possible to address. I will send you the revised proposal as soon as I have it ready.

The meantime, the general tenor of the discussion was that the chairs were happy to participate in the program as long as the contribution and expertise of fine arts is acknowledged, the position of film studies be included and protected, and Fine Arts courses be included for potential inclusion and cross/ joint offerings as long as the principle of EETS returning to the instructor be made explicit.

Inspired by the discussion in the feedback sessions, we will be reaching out to units to ask for suggestions of course is to include and faculty to put on the list of collaborators. Our discussions also raised the passivity of a course on sound studies with FA participation; Jentery will be consulting more with experts on that front.

Thank you again for your honest feedback and for supporting our consultation with chairs in your faculty.

With warm wishes, Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Friday, March 25, 2022 at 3:58 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>

**Subject:** RE: Consultation

Dear Lisa,

Thank you for this update and all the work taking in feedback from our Fine Arts colleagues.

I look forward to seeing the next iteration of the program proposal. Please feel free to reach out with any questions.

All best,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** May 10, 2022 10:04 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>; Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Media studies--revised

Dear Eva:

I attach the proposal for Media Studies (MDIA), revised according to the feedback we received from you and during a series of one on one meetings with your chairs. We hope that the revisions (which foreground the considerable expertise in Fine Arts in media critique, point to our hope for cross listings with your faculty, commit to non-competition with film studies and other existing programs, commit to full participation of Fine Arts faculty in the leadership of the program, create a sound studies course in the core of MDIA, and commit to an EETS strategy wherein enrollment credits go to the department of the instructor) address the concerns and capture the very constructive critical feedback that we received in those meetings.

You will note that the attached proposal does not yet fully list Fine Arts faculty and courses. We did not want to do so before completing our consultation and the accompanying revisions. I am hoping that you will now agree to send the email below out to units with the a survey inviting faculty in Fine Arts to indicate their interest in contributing to the program.

I also want to reiterate in writing to you my full commitment to supporting the Film Studies program. I will be delighted to involve myself in whatever way is constructive and fruitful for your faculty in the search process and beyond.

**May I ask you, then, to send the following email and to let me know if the revisions in the attachment address the concerns raised by your faculty?** We hope very much to enjoy a fruitful collaboration in this program.

Thanks—Lisa.

Email to Fine Arts faculty:

Dear colleagues:

As you may have heard, the Faculty of Humanities is proposing a multidisciplinary Media Studies (MDIA) program to launch as early as May 2023. It would offer a minor and certificate, with a series of “core” courses (see below) intended for students across the university. We are now consulting with several faculties, as well as the Libraries and Co-op and Career, who already expressed support and offered some suggestions.

As we await additional feedback, we are inviting anyone in Fine Arts with interests and expertise in Media Studies to participate in this proposed interdisciplinary program and/or share their comments via <https://www.surveymonkey.ca/r/mdiaUVicFineArts>.

The MDIA course requirements for the proposed credentials are below. Please note that EETs for these courses would follow the instructor and thus be claimed by their home department (not by MDIA).

With all best wishes,  
Lisa Surridge

\*\*\*\*\*

Media Studies “Core”:



MDIA 200: "Media in the 21<sup>st</sup> Century" (1.5 units; 60 students)  
MDIA 300: "Critical Media Practice" (1.5 units; 35 students)  
MDIA 350: "Histories and Cultures of the Book" (1.5 units; 35 students)  
MDIA 375: "Histories and Cultures of Sound" (1.5 units; 35 students)  
MDIA 400: "Topics in Media Studies" (1.5 units; 20 students)  
MDIA 490: "Directed Studies" (1.5 units)

The "core" courses are combined with courses from across campus to offer both a certificate and a minor. The proposed calendar descriptions for the core courses are:

MDIA 200: Media in the 21st Century (1.5 units; 60 students)

Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a vocabulary for studying media and developing an understanding of how oral, written, visual, print, and digital texts mediate people's relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year.*

MDIA 300: Critical Media Practice (1.5 units; 35 students)

A study of how, by whom, for whom, under what assumptions, and to what effects oral, written, visual, print, and digital texts are produced today. Emphasis on applying such knowledge to critical, cultural, and community-based work.

*Prerequisites: MDIA 200 plus completion of the AWR. This course is offered at least once each academic year.*

MDIA 350: Histories and Cultures of the Book (1.5 units; 35 students)

The book as both culture and material. Surveys histories of the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries.

*Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

MDIA 375: Histories and Cultures of Sound (1.5 units; 35 students)

Sound as both culture and material. Surveys histories of sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries.

*Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

MDIA 400: Topics in Media Studies (1.5 units; 20 students)

Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and critical media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Wednesday, May 11, 2022 at 9:44 AM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>

**Subject:** RE: Media studies--revised

Thank you, Lisa. The email will go out on Thursday morning, and I'll get back to you with any further concerns or questions.

All my best,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Sent:** May 27, 2022 4:06 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>

**Subject:** Survey?

Dear Eva, Jentery and I have no responses yet from the survey re MDIA, so I am wondering if it got sent out?

Thanks in advance, Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Friday, May 27, 2022 at 4:13 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: Survey?

Dear Lisa,

Yes, the individual Chairs/Director are responsible for sharing the information with their unit colleagues or responding on behalf of their whole unit. We have a series of members of staff who are teaching, and so the C/D are the best people to judge what might be included in the program. There are many colleagues who are on research trips right now, so I would suggest giving it more time. I am sure you are going to get some responses soon.

Many thanks,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** June 24, 2022 12:59 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: MDIA Survey

Dear Eva:

I seem to have lost a draft I was about to send you, so I am writing again. My apologies if you get two versions....

Jentery and I have not heard anything from Fine Arts faculty with regards to the survey that you sent out to chairs. I am therefore writing to ask if it would be okay for Jentery to approach faculty individually. He could cc his memo to each member's chair or to you, whatever you think is appropriate.

I also wanted to touch base about the directorship of Film Studies. When we last spoke to you were anticipating a search committee for this position and I was delighted to be asked to serve. I am asking about the timeline for this because the most consistent feedback we had from Fine Arts chairs about the MDIA proposal was that we should work closely and collaboratively with the Film Studies Director. It would be very useful to know when you anticipate this person being in place.

Thanks—Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Friday, June 24, 2022 at 1:04 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: MDIA Survey

Thank you, Lisa.

I would suggest I send a reminder to the Chairs/Director to see if they have circulated the survey or if they want to answer it themselves. The issue with approaching individual instructors is that courses are not owned by individuals, but rather the units. There are of course, areas which are taught by very specific people. Again, I would suggest the Chairs/Director are the best judges of that.

For the Film Studies Coordinator position: this will be advertised early fall. Blair mentioned that you will be here until the end of the year before you go on sabbatical, so we will reach out with invites. Thank you so much for the information coming from Humanities.

A note that we are understaffed in the Dean's office right now, so I hope we'll get more capacity over the summer!

All my best,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** June 29, 2022 4:39 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: MDIA Survey

Thanks for this, Eva.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Wednesday, June 29, 2022 at 11:30 AM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: MDIA Survey

I've sent a reminder, Lisa.  
Eva

**From:** Alexis Luko <alexisluko@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 5:41 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** Re: Minor and Certificate in Media Studies at UVic

Hi Jentery and Lisa,

Thanks for your message and thank you for this kind invitation.

Can you please send along the updated proposal? As Joe may have already communicated to you via survey monkey, we are in the process of revamping our musicology and sound studies curriculum, so I think there are a number of possibilities ahead.

I'm very new to UVic and am seeking out my intellectual community on campus. I used to have a cross appointment at Carleton University with the Humanities program and Medieval studies, which I enjoyed immensely.

I'm teaching a film music course this Fall (391/grad crosslist which is currently bursting at the seams with students). I focus on the integrated soundtrack (sound, voice, music, silence). I'm hoping to put this course officially on the books after this year. I also regularly teach courses on Ingmar Bergman and courses on sonic style in film and on horror film (also with an integrated soundtrack and media focus). I might potentially be interested in teaching MDIA 375 in future. Can you please share with me a description of the course?

I have also taught courses in the past on music manuscript culture in the Renaissance and Middle ages – but of course, nothing is officially on the books in the School of Music yet. But perhaps this will be a course of interest for your students down the road?

All best,  
Alexis

**From:** Joseph Salem <salemjr@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 9:11 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Dear Jentery and Lisa,

Thank you for your kind note, and my apologies for the delayed response.

I'm happy to include the courses we submitted under the survey in ways that support the program, including my identity as an instructor. (As you reference, my director already asked me to submit a separate set of courses in your survey from her own as head of musicology.) I would also be open to teaching courses with a dual listing as MDIA courses—in fact, I would strongly support this. Furthermore, Jentery mentioned the idea of a coordinated, multi-instructor course at the introductory level. In Musicology and Sound Studies (MSS), we are revising our own core, and we are likely to add a 100 or 200 level topic requirement under sound studies *that can be fulfilled by courses in other departments, with approval of the unit*. My goal with this current idea/proposal is to make space for us to allow some collaborative teaching opportunities at the 100-200 level for our students that would introduce them to classrooms and instructors across campus. You can imagine how this would provide avenues for the type of collaborations you are exploring currently.

I don't want to act independently of my director, or to imply that any of these are promises I can keep. But I have discussed these possibilities in various forms with Dr. Luko (who is a musicologist and is working directly with me on the curriculum reforms), and we continue to keep such ideas in the mix for how we might adapt our programming in the near future. It is certainly helpful to me to have a personal sense of how this program is developing as we try to plan for our own course developments in musicology.

BTW, in musicology, we have developed a particular reliance on topic codes that can be very confusing for others on campus. If you'd like a little more description as to what topics we've actually offered recently under such codes, feel free to ask. I'll also add that we frequently allow undergraduates into our graduate topics courses, which introduces even more opportunities. We do this for reasons that are familiar to other members of the Humanities more broadly: we have so many changes in instructors and offerings recently that it is far more reasonable to use a single course code than to maintain multiple ones with specific topical titles. The negative is that students (and other faculty) have no idea about the diversity of course content we offer at the School of Music on a regular basis across our seven undergraduate programs and nine (soon to be ten) graduate ones.

On a personal note, I wanted to mention that I've put through well over a half dozen major program reforms over the last seven years, including several new concentrations. I know what is involved. Please accept my encouragement and support for sticking with this progressive idea and trying to make it work as best as possible at every level. It is clear that we need to adjust our programming strategies for courses like these at UVic as other structural aspects of the university change. It is painful, disruptive work that easily offends. But it also offers us all (especially students) ways forward that help us to reimagine the relationship between our own areas of specialized research, our graduate programs, and the much larger, more diverse, and less specialized needs of UVic's undergraduate student body.

Best wishes,  
Joe

Joseph Salem, PhD  
Associate Professor of Musicology  
Graduate Advisor  
Head of Musicology  
University of Victoria  
250-721-7910  
MacLaurin B118

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Tuesday, August 2, 2022 at 10:27 AM

**To:** Joseph Salem <salemjr@uvic.ca>, Jentery Sayers <jentery@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Joe, thank you for this generous and lovely message. It is rare to say that an email warms your heart, but this one did! Jentery has worked incredibly hard on this proposal and your encouragement, enthusiasm, and support mean a huge amount right now.

Jentery is off wifi at present, helping his mother move, so you can expect to hear from him in about two weeks.

Warmly, Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Tuesday, August 2, 2022 at 10:55 AM

**To:** Alexis Luko <alexisluko@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Dear Alexis:

Thank you for this very detailed and enthusiastic email. Jentery is off line for two weeks helping his mother to move, so I am attaching the latest draft of the proposal.

Here, as requested, is the description of 375:

MDIA 375: Histories and Cultures of Sound (1.5 units; 35 students)

Sound as both culture and material. Surveys histories of sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries.

*Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

Perhaps when Jentery returns, you and I and he (and Joe, if he is willing) could meet for tea or coffee to discuss possibilities? I am super excited by your email, as well as by a most generous and enthusiastic email we received from Joe! Also, it sounds as if a collaboration with MEDI might be extremely positive here. Can I put you in touch with the director Alan Mitchell?

Just to conform our EETS policy, if you teach MDIA courses, the enrollments return to the home department of the instructor.

Also, it will be possible to offer courses jointly with the MDIA special topics courses, again with EETS to the instructor. The advantage of doing this is that students in MDIA find the courses of relevance to them without going on a hunt through the entire calendar.

I look forward to more discussions with you and Joe! Thanks. Lisa.

**From:** Dennine Dudley <[ddudley@uvic.ca](mailto:ddudley@uvic.ca)>

**Date:** Tuesday, August 2, 2022 at 1:19 PM

**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Hi Jentery,

This is great news, I'm pretty excited by the prospect of this area of study being given more weight at UVic.

I've been agitating in my department for well over a decade to push for more of this, but have always lacked the clout to get things moving.

In answer to your questions:

1) Yes please add me to the list of program members

2) Some of my courses are already in the list:

AHVS121 Understanding Visual Culture

AHVS311D Artists & Art History in Popular Culture

I've just this summer changed from being a part-time continuing sessional to being a part-time ATP, which came with a reduced teaching load - and I haven't yet been able to sit down with my Chair and work out exactly what is staying as part of my future focus. So I can't pinpoint yet how much more there is to add, if anything.

But for the rest of the core that I'm sure will be staying (along with 121 & 311D), I've got 2 DH-oriented courses, that are also part of the Digital and Interactive Media in the Arts minor (AHVS310C and AVHS310B). 310C is about using digital tools and media to shape research, research questions & methodology; 310B is a course on presenting research and involves not only exploiting media for best effect (including social media), but we also address other issues (navigating media for research, how to deal with misinformation, etc).

If either of those seems useful here, I'm happy to have more discussion, or for you put a request through to my Chair as you wish.

As an ex-archaeologist turned visual & cultural historian, my areas of interest literally include clay tablets to digital media, so I am also interested in teaching for MDIA more directly. If you have course descriptions for MDIA 200 & 300, I'd love to see them.

Best wishes to you.

I hope the summer is treating you well.

Dennine

Dr. Dennine Dudley  
Associate Teaching Professor  
Department of Art History & Visual Studies  
University of Victoria

On Aug 2, 2022, at 4:32 PM, Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)> wrote:

Dear Dennine:

Thank you for your enthusiastic email. Jentery is out of town helping his mother move, and off wifi, so I am replying in the interim.

First, congrats on your new appointment! That is terrific. Thanks also for the information on your courses. I will leave Jentery to address those with you.

I have attached the proposal for you to take a look. The course descriptions are as follows:

MDIA 200: Media in the 21st Century (1.5 units; 60 students)

Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a vocabulary for studying media and developing an understanding of how oral, written, visual, print, and digital texts mediate people's relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year.*

MDIA 300: Critical Media Practice (1.5 units; 35 students)

A study of how, by whom, for whom, under what assumptions, and to what effects oral, written, visual, print, and digital texts are produced today. Emphasis on applying such knowledge to critical, cultural, and community-based work. *Prerequisites: MDIA 200 plus completion of the AWR or permission of the department. This course is offered at least once each academic year.*

**MDIA 350: Histories and Cultures of the Book** (1.5 units; 35 students)

The book as both culture and material. Surveys histories of the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

**MDIA 375: Histories and Cultures of Sound** (1.5 units; 35 students)

Sound as both culture and material. Surveys histories of sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

**MDIA 400: Topics in Media Studies** (1.5 units; 20 students)

Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and critical media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing or permission of the department.*

If your chair were to allow you to teach a MDIA course, EETS would flow to your unit. There is also the possibility of jointly offering a Special Topics course with MDIA 400 and a course in your unit. EETS would flow to your department and (a great advantage) the MDIA students would be able to find your class and know it is relevant to their degree.

I will leave the specifics to Jentery but we are delighted to have heard from you and welcome your participation in the program.

Lisa.

**From:** Dennine Dudley <ddudley@uvic.ca>

**Date:** Wednesday, August 3, 2022 at 10:57 AM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Dear Lisa,

Thank you so much for all this information!

The courses look fascinating and I'm having some fun musing on topics and design for them.

Seems to me that while all our courses touch on this in some way, something that's a more specific match, i.e., History and Cultures of the Image, might be useful.

Definitely things I'll keep in mind as I talk to my Chair.

And thank you for your kind words of support on my new appointment.

All the best to you.

Dennine

**From:** Diane Dakers <dianedakers@uvic.ca>

**Date:** Wednesday, August 3, 2022 at 11:53 AM

**To:** Jentery Sayers <jentery@uvic.ca>

**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Kevin Kerr <kjkerr@uvic.ca>

**Subject:** Re: Certificate and Minor in Media Studies at UVic

Hi Jentery, I would very much like to be a member of the MDIA program, if Kevin approves.

He is away right now, but when he returns, we can discuss things further.

Meanwhile, I've attached the latest course outline for WRIT 102. Units 1 and 4 are directly relevant to MDIA.

I'd also be interested in seeing the latest draft of the program proposal.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>

**Date:** Wednesday, August 3, 2022 at 2:19 PM

**To:** Diane Dakers <[dianedakers@uvic.ca](mailto:dianedakers@uvic.ca)>, Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Cc:** Kevin Kerr <[kjkerr@uvic.ca](mailto:kjkerr@uvic.ca)>

**Subject:** Re: Certificate and Minor in Media Studies at UVic

Dear Diane: Thank you for your letter. I attach the latest draft of the proposal and am replying because Jentery is away and out of email contact for a couple of weeks.

We are very keen to involve faculty from Fine Arts and at the same time aware of EETS challenges (we have them too)! So I want to reassure you that EETS will follow the instructors who teach the program's main courses, and that we hope faculty may look at jointly offering courses with the MDIA 400 Special Topics as a way of building EETS for their own classes while offering a breadth of MDIA courses that students can readily find in the timetable.

Jentery can reply in more detail about courses when he returns.

Thanks—Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>

**Date:** Friday, August 5, 2022 at 4:21 PM

**To:** Evanthia Baboula - Associate Executive Director of LTSI <[ltsiaed@uvic.ca](mailto:ltsiaed@uvic.ca)>, "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>

**Cc:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** MDIA certificate

Dear Reuben and Eva:

I am writing to you to let you know that, based on my discussion last week with Elizabeth Adjin-Tetty, we have decided to launch MDIA as a certificate and build in a year or so to a minor.

She pointed out that a minor needs ministry oversight (not necessarily a full approval process), and that such review might very well hold up the process past our desired approval date of May 2023. With this in mind, we are going to start with the smaller credential to make sure that we have one credential and the courses on the books.

Please let me know if you have concerns—Lisa.

**From:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>

**Date:** Monday, August 8, 2022 at 12:49 PM

**To:** "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>, "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>

**Cc:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** RE: MDIA certificate

My thanks also, Lisa.

It is interesting to see the evolving Ministry procedures and therefore probably wise to start with the certificate.



All best,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Tuesday, August 9, 2022 at 5:15 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: MDIA certificate

Thank you, Eva. I am also hoping to send you one last draft of the proposal for the last official consultation.

We have heard from quite a few interested FA faculty members and have told them all that teaching in to the program requires permission of their chair, but that EETS would return to the faculty of the instructor.

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** September 5, 2022 2:39 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>; Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Consultation on MEDIA: revised proposal

Dear Eva:

Please find attached the revised proposal for MDIA, with significant revisions that reflect Jentery's and my extensive consultations with Fine Arts chairs and faculty members as well as the feedback and edits that you provided.

We have made revisions to the proposal as follows to reflect the suggestions from you and your chairs; we hope that they address your concerns and reflect your faculty's expertise, commitments and constraints. The new proposal

- Reflects the rich knowledge, research, and teaching in FA in this area but does not commit FA departments to teaching obligations that they may not be able to meet;
- Stresses that FA chairs must approve any teaching in MDIA by their faculty;
- Articulates explicitly that MDIA EETS will return to the department of the instructor;
- Positions MDIA as complementary to but not overlapping or competing with FA programs such as Technology and Society, Film Studies, and Journalism and Professional Writing;
- Includes on the program committee one Faculty representative from Fine Arts (an MDIA program member but not currently an MDIA instructor; ideally the Director of Film Studies)—intending to guarantee a strong advocacy for FS on the committee;
- Adds a Cultures of Sound course in consultation with FA faculty who see this area as one of research and teaching expansion;
- Adds Book History course to minimize overlap with FS and emphasize multiple forms of media.

Please note that, on the advice of Elizabeth Adjin-Tetty, we have decided to start with the certificate and then introduce a minor if the certificate is popular with students.

We attach a few questions for you on the document—could you possibly let us know your replies to these questions. We would also appreciate hearing back from you more generally concerning the proposal as part of our final stage of the consultation process.

Thanks to you, your chairs, and your faculty members for your extensive participation in this process.

Lisa and Jentery

**From:** Jentery Sayers <jentery@uvic.ca>  
**Sent:** September 12, 2022 9:59 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>; Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Subject:** Re: Consultation on MEDIA: revised proposal

Good morning, Eva.

I'm just touching base to see if you've had the opportunity to review the revised MDIA proposal. Please let me know whatever questions or concerns you have. I'm currently serving as the MDIA coordinator for the Faculty of Humanities and am happy to help.

Thank you for your time,  
Jentery

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Monday, September 12, 2022 at 10:00 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** RE: Consultation on MEDIA: revised proposal

Good morning Jentery,

Thank you for your message. I will come back to you as soon as is humanly possible.

All best,  
Eva

**From:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>  
**Sent:** September 23, 2022 9:29 AM  
**To:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>  
**Cc:** Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>; Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
**Subject:** Re: Consultation on MEDIA: revised proposal

Good morning, Eva. I hope you're keeping well.

I'm just touching base to see if you've had a moment to review the revised draft of the MDIA proposal. We're hoping to finalize it in Kuali and submit it to the Senate Committee on Planning next week, and we welcome your feedback.

I contacted approximately 20 faculty members in Fine Arts this summer to invite them to the program. The following faculty members expressed interest and stated they'd like me to include them as participating members:

- Diane Dakers (Writing) (I'm meeting with Diane and Kevin Kerr next week)
- Dennine Dudley (Art History and Visual Studies)
- Alexis Luko (Music)
- Joe Salem (Music)
- Andrew Schloss (Music)

Thank you for your time. Please let me know what questions or concerns you have.

All the best,

Jentery

**From:** <no-reply=kuali.co@mx3.kuali.co> on behalf of University of Victoria Curriculum Management <no-reply@kuali.co>

**Date:** Saturday, September 24, 2022 at 10:17 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** New Comment on Course MDIA 400 - Topics in Media Studies

**Evanthia Baboula** sent you a comment about a proposal for **MDIA 400 - Topics in Media Studies**.

Something to ensure with this course: how to keep track of topics that may be identical to special topics in various Fine Arts programs so that students don't get double credit. Will this be done through OREG or academic advising lists?

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF FINE ARTS:** Each fall, when the DTC/TAP process is undertaken, Topic Courses approved by the MDIA director will be communicated to the Associate Deans of all Faculties in question.

**From:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>

**Date:** Monday, September 26, 2022 at 9:07 AM

**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** RE: Consultation on MEDIA: revised proposal

Thank you, Jentery. You will receive a brief response in the next couple of hours.

All best,

Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Monday, September 26, 2022 at 5:30 PM

**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** FW: New Comment on Course MDIA 400 - Topics in Media Studies

Jentery, This is a good point. Will the director keep track and share with the FA dean or chairs?

From: Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>

Date: Tuesday, September 27, 2022 at 8:18 AM

To: Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Subject: Media studies certificate feedback

Dear Jentery and Lisa,

Thank you for sending your proposal for Media Studies, which is currently planned as a certificate only rather than both a minor/general and certificate programs.

I had the chance to share the revised proposal with our Chairs and Director team on September 21<sup>st</sup>. There is no substantial new feedback. Everyone appreciates the level of care that has gone into crafting a very good proposal. Also of note is the effort you have taken to alleviate some of the concerns Fine Arts had expressed about the level of overlap with existing interdisciplinary programs, including Digital and Interactive Media in the Arts, Technology and Society and Film Studies.

The following observations are offered in the spirit of fertile collaboration. The first set is necessary clarifications that we want to offer, for the record, due to the extensive scope of the proposed teaching. The second set is questions and suggestions you may want to consider around the program structure and student advising. Thank you for including this feedback in your SCP materials.

## Fine Arts and Media Studies

- We have already discussed the blurry line between terms such as art/culture/media, and you have addressed initial concerns in various ways, including the creation of courses on specific 'media' such as sound and book cultures, aspects of which are of course taught in Fine Arts. Still, it is important to point out that the use of 'media' by the proposed program seems to encompass a multitude of artistic—cultural production expression modes, including artistic media, social media, digital media, print media and their historic predecessors and future developments, broadcast media and film, audio, tactile artifacts, storytelling, and possibly more that Fine Arts engages with, as well as several Social Sciences departments and increasingly more Humanities departments and colleagues.
- It is also important for us to acknowledge in our feedback that Fine Arts engages both in the creation and study (historical, theoretical, technical as applicable) of visual, textual, oral, auditory and material cultures (sensory cultures, if a common term is to be assigned). It is particularly pertinent to emphasise this mandate for UVic, as our University has the privilege of having a standalone Faculty of Fine Arts that is separate from its disciplinary relatives across campus; hence the close familial connection with Humanities and existing collaboration in fields such as Medieval Studies and Film Studies.

## Program structure, target audience and academic advising

- The proposal focuses on the multi-disciplinary approaches that the core courses will use in order to pull program electives together from different disciplines and departments. It is not entirely clear yet how this vast collection of media can work under consistent learning outcomes in the core courses or in collections of program electives, although it is to be appreciated that the availability of program electives is such that students will have to take ownership of their course choices and make sense of the eventual credential.
- There will have to be some attention to how students are advised around such a diverse certificate, especially if there are thoughts about how the learning experience and employment opportunities can be linked. The success of the Humanities and Fine Arts Co-op program attests to the transferrable skills our students gain through their UVic education, so the above is possible but will be a bit more challenging for a certificate program with such extensive scope.
- In the above vein, it would be interesting to know how professionals (other than existing students) will be integrated in the certificate. Are these professionals who are admissible to UVic, and how is the admission to the certificate to be handled?
- It is tempting to suggest many (most?) other courses from across Fine Arts that could potentially be included in such a wide-ranging program. But if they were included, the lines across several programs would be blurred and academic advising would be challenging. Therefore, I absolutely agree that TS 200 can be included, and we can leave it at that so that the core programming of Technology and Society and Media Studies remain intact. I would also suggest inclusion of FA 245 (Arts and Technology I) as well as FA 101 (Creative Being).

A small correction: the proposal mentions 'audition' a few times. Surely, it's audio/auditory that are meant (?)

We await with interest and curiosity to see how this program will serve students and how it will be combined with other across campus.

With all best wishes,  
Eva

Dr. Evanthia Baboula  
Associate Dean, Faculty of Fine Arts  
Faculty Consultant, LTSI ([Itsiaed@uvic.ca](mailto:Itsiaed@uvic.ca))  
University of Victoria, Canada  
Ph: 250 721 7756  
[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)

## RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF FINE ARTS:

- Students will be admissible to a stand-alone certificate who are admissible to the Faculty of Humanities.
- See Appendix 9, for instance, which indicates that the certificate is not as diverse as similar offerings at other comparator institutions and note that the core courses provide clear scaffolding for students to follow toward completion of the certificate. The same section undertakes that MDIA students and working professionals (see Section E) will be carefully advised by MDIA to follow that scaffolding with opportunities such as Humanities and Fine Arts Co-op program in mind.

**From:** Jentery Sayers <jentery@uvic.ca>

**Sent:** September 27, 2022 1:07 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>; Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Subject:** Re: Media studies certificate feedback

Thank you for your support of the MDIA proposal, Eva.

I've included your email in our SCP materials. The most current version of the proposal is attached for your records.

We can most certainly consider FA 101 and 245 as eligible electives for the Certificate, and I could propose those revisions for Cycle 2. Would you or someone else in Fine Arts be willing to share with me a sample outline for each course?

Elsewhere, the faculty of audition (the transduction of sound waves into neural signals, not restricted to hearing) was the intended word, meant to correspond with the faculties of vision and touch in particular.

We are also excited to see how Media Studies will unfold, and we look forward to collaborating with you and Fine Arts should the proposal pass in December.

Please do not hesitate to send any other concerns or questions my way. I'm happy to help.

All the best,  
Jentery

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Tuesday, September 27, 2022 at 1:29 PM

**To:** Jentery Sayers <jentery@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** RE: Media studies certificate feedback

Thanks very much for the clarifications, Jentery.

Yes, let's consider changes for Cycle 2, and it might be good to have a chat with Academic Advising about the addition of FA 101 and 245 just in case it blurs the DIMA and Media Studies programs. On the other hand, perhaps giving students the widest choice possible so they can 'bunch' their courses into the most meaningful credential for them in the end is a good thing.

I'll get you a couple of syllabi to consult.

All best,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Thursday, September 29, 2022 at 4:46 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>, Jentery Sayers <jentery@uvic.ca>

**Subject:** Re: Media studies certificate feedback

I am catching up with my emails very belatedly after a Cycle 1 in Kuali that felt like a cyclone! So many proposals!

Eva, I want to echo Jentery's thanks for your support and register the care of this response. We look forward to working with you and in liaising closely with FA chairs and faculty on this program.

Lisa.

**From:** Jentery Sayers <jentery@uvic.ca>  
**Date:** Tuesday, October 18, 2022 at 9:47 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** Re: Media studies certificate feedback

Dear Eva:

I hope you're keeping well. Lisa and I have the opportunity to revise the MDIA certificate proposal for the Senate Committee on Planning on November 2<sup>nd</sup>.

We would love to consider FA 101 and 245 as eligible electives for the certificate, and we can still do so in Cycle 1. Are you still willing to send us a couple of syllabi to consult?

We're also happy to wait until Cycle 2 or later if you'd like to further consult with Academic Advising before including F 101 and/or 245 in the MDIA electives list. Just let me know your preference.

All the best,  
Jentery

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Wednesday, October 19, 2022 at 10:41 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** RE: Media studies certificate feedback

Dear Jentery,

Thanks for your message. I am attaching the FA 245 syllabus from the last time it ran.

We are looking for the finalised version of FA 101 for this year as I am not sure I have one without track changes. I will send it as soon as I have it.

These courses are taught variably depending on who is teaching, but the core principle is to reach across disciplines (in fine arts and related).

Many thanks,  
Eva

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF FINE ARTS:** Added FA 245 to the list of eligible electives (see Appendix 9).

## **F. Evidence of consultation with Faculty of Humanities**

See the minutes for the Humanities Faculty Council Meeting on 20 September 2022, when the Faculty of Humanities

approved this proposal unanimously.

## **G. Evidence of consultation with the Faculty of Social Sciences**

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>  
Date: Tuesday, October 5, 2021 at 9:47 PM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Cc: Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>, Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>  
Subject: Re: Request for Consultation: Proposed Media Studies Minor

Hi Lisa,

I have consulted with Anthropology, Political Science, and Sociology about the proposed Media Studies program, and I'm pleased to report back that each of the units is supportive of the proposal for a Media Studies program. I'm happy to support it as well, since it looks like an excellent proposal. Below are some suggestions for potential electives to be added to the program, although some of these courses may be more relevant than others. In particular, ANTH 303 and 409 look particular germane to the proposed program:

### Anthropology

- Proposal looks good.
  - Below are some ANTH courses that could possibly be added as electives:
    - ANTH 303 Anthropology of Sound
    - ANTH 373 Museum and Anthropology (if museum/installation are considered as media)
    - ANTH 409 Applied Ethnographic Film
- ANTH 460 Ethnographic Mapping and Indigenous Cartographies (might be a stretch, yet mapping could be considered a type of media)

### Sociology

- SOCI 220 (Media and Contemporary Society) makes sense to include, as already suggested in the proposal.
- Other SOCI courses that might be useful options include the following:

#### Media and/or Culture (100/200 level)

SOCI 202 – Constructing Social Problems  
SOCI 235 – Racialization and Ethnicity

#### Media, Culture and/or Film (300/400 level)

SOCI 307 – Moral Panics  
SOCI 384 – Colonialism, Postcolonialism and Indigenous Resurgence

Also, potentially SOCI 430A – Issues in Racialization, Ethnicity and Decolonization (although Sociology majors have priority to meet graduation requirements)

### Political Science

- POLI courses included in proposal look like a good fit.
- No further suggestions for POLI courses to add, but perhaps some POLI special topics might be relevant in the future.

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You're welcome to follow up with further consultations if you'd like, but overall Social Sciences doesn't have any concerns about the proposed program.

All the best,

Reuben

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Reuben Rose-Redwood, Ph.D.

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria



## **APPENDIX 2: EVIDENCE OF CONSULTATION WITH THE HUMANITIES COMPUTING AND MEDIA CENTRE, INDIGENOUS STUDIES, PROFESSIONAL COMMUNICATION, AND THE PRAXIS STUDIO FOR COMPARATIVE MEDIA STUDIES**

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

### **A. Evidence of consultation with the Humanities Computing and Media Centre (Faculty of Humanities)**

From: Stewart Arneil <sarneil@uvic.ca>

Subject: Re: Possible Collaboration: Insight Proposal

Date: November 4, 2021 at 12:18:10 PM PDT

To: Jentery Sayers <jentery@uvic.ca>

Cc: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Martin Holmes <mholmes@uvic.ca>

Hi Jentery

Martin and I have independently read the proposal and compared notes this morning. Here are our thoughts. You can use them or not or write your own characterization of anything we've written as evidence of consultation in section J of the document.

There are three features that we were not clear on, but we may lack relevant background context to understand correctly what's implicit. For example, the specifics may depend on which non-core courses the student takes, so have to be left vague in this description. We're also not the target audience, so aren't sure how they would understand :

1) The term "media" seems to cover both forms of expression (oral, written, visual, and digital) and mechanisms by which those forms are assembled and distributed (hand-made, published/broadcast, streamed/downloaded). The forms aspect is mentioned explicitly a number of times, but the mechanisms aspect is more implicit. For examples:

- Section F says "They have opportunities to study manuscripts, books, and comics alongside film, television, games, and interactive fiction." What about web-based forms (sites, social media) as objects of study? Are the ideas embedded in those forms (user is not the client but the product, engagement algorithms drive polarization) covered by MDIA 300?

- Section F says "Writing effectively about media (audio, video, image, and text)". What about other forms of "writing" (blog, website, participation in social media platform etc.)?

2) The distinction between consumption and production of media (and the blurring of those lines with recent technologies) is also left implicit. Examples we came up with were inadvertent vs conscious publication and potential consequent public shaming, implications of technologies and situations of consumption on apprehension of media content, and what makes a meme a meme versus just a snippet of media?

3) The word "critical" is used frequently, but there is no mention of the theoretical foundation/approach of the criticism. Perhaps its meaning is closer to what we'd think of as "self-aware", or is better understood by the target audience.

On contributions:

HCMC has participated in directed readings courses before and could do so again.

HCMC could provide consultation or examples to instructors on issues relevant to

- production of content and allocating credit especially in a team environment
- long-term viability of material produced
- decolonializing content
- presenting historical material that violates present-day standards for intellectual approach or acceptable vocabulary
- restricting access in response to concerns of community partners

We could do guest presentations on these as well, if that makes sense for all involved.

## **B. Evidence of consultation with Indigenous Studies (Faculty of Humanities)**

From: Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>  
Subject: Re: MDIA Proposal consultation  
Date: September 26, 2021 at 9:35:34 PM PDT  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
Cc: Jentery Sayers <jentery@uvic.ca>

Hi Lisa,

Jentery and I touched base. I don't have any concerns to the level of wanting to change the proposal; I'm just concerned as always about 2 legitimate and contradictory needs - inclusion and lesser workloads! It's a great proposal.

Lisa Kahaleole Hall, Ph.D  
Director, Indigenous Studies Program  
University of Victoria  
Clearihue A-309

## **C. Evidence of consultation with Professional Communication (Department of English)**

From: Richard Pickard <rpickard@uvic.ca>  
Subject: Re: Request for Consultation: Proposed Media Studies Minor  
Date: November 15, 2021 at 11:48:34 AM PST  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
Cc: Jentery Sayers <jentery@uvic.ca>, "Humanities, Deans Office Admin Assistant" <humsassistant@uvic.ca>

Hello Lisa,

The current MDIA proposal would be a really intriguing contribution to Humanities' future at UVic, and I think there are useful opportunities for its connections with Professional Communication (especially after we've taken the planned next steps toward modernizing Pro.Comm). In other words, as the acting advisor for Professional Communications, I'm keen to see MDIA come into being, and to see it succeed.

I will say, though, that MDIA needs to receive sustained support right from its founding, rather than initial support. When a program loses some of its essential supports, then as we've seen with Professional Communication, it becomes extremely difficult for the program to continue its achievements.

In sum, I'm firmly supportive of the MDIA proposal, and I hope that it can be founded with a clear sense of how its administrative system can lead to success across the long term.

Richard Pickard, PhD  
A/Advisor, Professional Communication Program  
Dept. of English / Academic & Technical Writing Program

**From:** Rebecca Halliday <[rebeccahalliday@uvic.ca](mailto:rebeccahalliday@uvic.ca)>  
**Date:** Saturday, October 22, 2022 at 4:45 PM  
**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>  
**Subject:** Re: Revisions to the MDIA Proposal

Hi Jentery,

As the new Professional Communication Adviser, I am pleased to endorse the most recent version of the MDIA proposal and to express the same sentiments as those of my predecessor, Professor Richard Pickard.

Even as a new hire, I can see demonstrable evidence of instructor expertise and student interest in media studies and new

media practice on campus, both within and outside of Humanities. There are numerous opportunities for cross-pollination between a revitalized Professional Communication minor and the MDIA: at the moment these include cross-listed courses and instruction opportunities, but in future these could productively take the form of a general in Media and Communication, as outlined elsewhere in the proposal. At the same time, I recognize the consultation that has taken place in order to ensure that both Media Studies and Professional Communication maintain distinct areas of purview, and the continued need to delineate between how media and communication theories are incorporated, and which practical components should be introduced. These discussions are instructive as we refine and build onto the Professional Communication curriculum parallel to the solidification of the MDIA.

I look forward to watching the MDIA tap into and further the climate of innovation at the University of Victoria and the broader arts and media sectors across the province.

Cheers,

Becky

**D. Evidence of consultation with the Praxis Studio for Comparative Media Studies (Faculty of Humanities)**

From: "Jentery Sayers (UVic English)" <jentery@uvic.ca>  
Subject: MDIA Proposal: Praxis Studio for Comparative Media Studies  
Date: November 3, 2021 at 3:45:51 PM PDT  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Dear Lisa:

I'm writing to confirm that the Praxis Studio for Comparative Media Studies wholeheartedly supports the Faculty of Humanities' proposal for an interdisciplinary Media Studies minor and certificate at UVic.

Please let me know how the Studio might contribute to this exciting program.

All the best,  
Jentery

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Jentery Sayers (he / him)  
Associate Professor | English  
Faculty Member | CSPT  
Director | Praxis Studio  
University of Victoria  
[jentery@uvic.ca](mailto:jentery@uvic.ca)

### APPENDIX 3: EVIDENCE OF CONSULTATION WITH UVIC LIBRARIES

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

From: Jonathan Bengtson <bengtson@uvic.ca>  
Subject: RE: Media Studies Proposal: Consultation with the Libraries  
Date: October 5, 2021 at 8:48:42 AM PDT  
To: Jentry Sayers <jentry@uvic.ca>  
Cc: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Hi Jentry and Lisa,

Apologies for the delay. Please see attached for some comments/suggested edits. In discussing this with my senior folks in the library, the other feedback is that there is a lot of theory in the core courses which perhaps could be balanced with skill development in producing, manipulating, and curating media. Additional comments along these lines:

- (1) I would think this program would offer something for students to put in an e-portfolio. The courses listed right now, don't seem to offer a tangible way to bring together their knowledge and apply it for creation. They have nailed the foundational content needed, but need to move higher up the Bloom's Taxonomy to design and creation outcomes. Otherwise the content seems more like a media/visual literacy program.*
- (2) If the purpose of this program is to respond to the job market, then I would think that media production skills will be necessary to complement the critical skills that are foregrounded here.*

In any case, we certainly would be keen to see this program launched!

Cheers,

JB

## APPENDIX 4: EVIDENCE OF CONSULTATION WITH CO-OPERATIVE EDUCATION AND CAREER SERVICES

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

**From:** "Allison Benner - Acting Associate Director, Optional and Professional Programs" <[oppadirector@uvic.ca](mailto:oppadirector@uvic.ca)>  
**Date:** Saturday, December 18, 2021 at 1:20 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
**Cc:** "Joy Andrews, Humanities & Fine Arts Co-op Coordinator" <[hufaco@uvic.ca](mailto:hufaco@uvic.ca)>  
**Subject:** Media Studies Minor

Hi Lisa,

In catching up before my departure for the holidays, I realized that I had never followed up on our meeting earlier this term regarding the proposed minor in Media Studies.

Joy Andrews and I appreciated your sharing the draft proposal and meeting with us to discuss it. The proposed minor in Media Studies addresses a demand for students preparing for opportunities through the Co-op program and more broadly as they progress into their careers upon graduation. We believe that the emphasis on critical analysis would appeal to students who want to contribute these valuable skills in various sectors through working with media. The proposed minor also aligns with a need in the labour market for skill in creating and analyzing media content and trends, not only in communication roles, but also in a variety of professional roles in government, not-for-profit, and private sector organizations. The focus on media builds on and amplifies foundational Humanities skills in research, writing, and other communication skills.

We strongly support this proposal and look forward to further discussion as you develop it further. In our meeting, I referred to existing calendar entries for Co-op in a minor that you could draw on in proposing a Co-op stream for students in the Media Studies minor. The links below are for the Public Administration and Business minors, respectively. You will see information about Co-op at the bottom for Public Administration and towards the middle for Business.

<https://www.uvic.ca/calendar/undergrad/index.php#/programs/ry8YaXRzE?bc=true&bcCurrent=Public%20Administration&bcItemType=programs>

<https://www.uvic.ca/calendar/undergrad/index.php#/programs/rJRup7RM4?bc=true&bcCurrent=Business&bcItemType=programs>

I hope this information, along with our support for your proposal, is helpful.

Best, Allison

Allison Benner, Ph.D. (she/her/hers)  
Acting Associate Director, Optional & Professional Programs  
Co-operative Education & Career Services  
[University of Victoria](https://www.uvic.ca)  
CSB 113  
T 250.721.8821  
Web [uvic.ca/coopandcareer](https://uvic.ca/coopandcareer) | Portal [learninginmotion.uvic.ca](https://learninginmotion.uvic.ca)

## APPENDIX 5: EVIDENCE OF CONSULTATION WITH THE OFFICE OF THE REGISTRAR

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, July 29, 2022 at 1:13 PM  
**To:** Curriculum and Calendar <calendar@uvic.ca>  
**Cc:** "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Laura Smith - Deans Office Admin Assistant <humsassistant@uvic.ca>  
**Subject:** Re: MDIA course code

Thank you—my error. That is correct, MDIA would be a new program.

Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246

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

**From:** Curriculum and Calendar <calendar@uvic.ca>  
**Date:** Friday, July 29, 2022 at 12:49 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Laura Smith - Deans Office Admin Assistant <humsassistant@uvic.ca>  
**Subject:** RE: MDIA course code

Hi Lisa,

Your email response alerted me that I was discussing a program code not a course code.

Please proceed with that course code and I will send follow up information.

Best,  
Sara

**Sara Henderson** (she/her)  
Acting Calendar Coordinator  
| Curriculum and Calendar |  
Office of the Registrar | Division of Student Affairs|  
[University of Victoria](#)  
T 250-853-3570  
[calendar@uvic.ca](mailto:calendar@uvic.ca)  
<http://studentaffairs.uvic.ca/>  
*Together, we transform students' lives.*

Please tell us how we did today. Provide your feedback [here](#).

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

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** July 29, 2022 11:04 AM

**To:** Curriculum and Calendar <calendar@uvic.ca>

**Cc:** Asia Longphee, Acting Curriculum and Calendar Director <calmgr@uvic.ca>; Jentery Sayers <jentery@uvic.ca>;  
Laura Smith - Deans Office Admin Assistant <humsassistent@uvic.ca>

**Subject:** Re: MDIA course code

Thank you for this permission.

Can I ask what might affect the final selection of the code? Are there factors that we should consider right now?

Dr. Lisa Surridge | she/her

Associate Dean Academic

Faculty of Humanities

[University of Victoria](https://www.uvic.ca)

Office: Cle C309

T 250-721-7246

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

**From:** Curriculum and Calendar <calendar@uvic.ca>

**Date:** Friday, July 29, 2022 at 7:50 AM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>

**Subject:** RE: MDIA course code

Good morning Lisa,

We can assign this code to the new credential in Kuali while it is awaiting all the approvals.

When all the approvals are done an official code will be assigned, which may be different than the initial code.

Best,

Sara

**Sara Henderson** (she/her)

Acting Calendar Coordinator

| Curriculum and Calendar |

Office of the Registrar | Division of Student Affairs|

[University of Victoria](https://www.uvic.ca)

T 250-853-3570

[calendar@uvic.ca](mailto:calendar@uvic.ca)

<http://studentaffairs.uvic.ca/>

Please tell us how we did today. Provide your feedback [here](#).

*We acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Sent:** July 28, 2022 4:15 PM

**To:** Curriculum and Calendar <calendar@uvic.ca>

**Subject:** MDIA course code

Hello, Humanities will be proposing a new Media Studies Credential in Cycle 1. We had planned this for Cycle 2 last year

I am trying to recall if you already granted us permission to use the MDIA course code?

Thanks for looking into this.

Lisa.

Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246

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



## APPENDIX 6: EVIDENCE OF CONSULTATION WITH THE OFFICE OF INDIGENOUS ACADEMIC AND COMMUNITY ENGAGEMENT

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

**From:** Jentery Sayers <jentery@uvic.ca>

**Date:** Tuesday, November 9, 2021 at 3:56 PM

**To:** "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Cc:** Candice Work - AVPI Admin Assistant <avpindadmin@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** Re: Consultation re Media Studies proposal

Yes, thank you both for your support and feedback.

Lalita: We will revise the proposal to address your question. Much appreciated. I'll commit those revisions (and others) this month and send you an updated copy.

Anti-racist pedagogy will be a core part of MDIA's teaching and learning culture, and MDIA 300 in particular will engage anti-racist media practice (while MDIA 200 will attend to examples of such practices).

If you've any other feedback along the way, then please don't hesitate to let us know. We'll be sure to integrate it into the proposal.

All the very best,  
Jentery

On Nov 8, 2021, at 6:34 PM, Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)> wrote:

Thanks you both for these responses. Lalita, I will touch base with Jentery on the HOW of responsible communication.

Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](https://www.uvic.ca)  
Office: Cle C309  
T 250-721-7246

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

Subject: Re: Consultation re Media Studies proposal

Date: November 8, 2021 at 8:42:33 AM PST

To: "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Cc: Jentery Sayers <jentery@uvic.ca>, Candice Work - AVPI Admin Assistant <avpindadmin@uvic.ca>

Hi Lisa,

Thanks for sharing this proposal — it's very exciting, and I'll echo Lalita's support for it. Robina has advised us that until a permanent Executive Director is in place in IACE she will be signing off on program proposals. I've cc'ed her assistant, Candice Work, here, who can arrange for her signature when it's needed.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)  
Interim Co-Executive Director  
Office of Indigenous Academic & Community Engagement  
University of Victoria

**From:** "Lalita Kines, IACE Associate Director" <[iaceassocdir@uvic.ca](mailto:iaceassocdir@uvic.ca)>

**Date:** Monday, November 8, 2021 at 8:02 AM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>, "Rob Hancock, IACE Associate Director Academic" <[iaceadac@uvic.ca](mailto:iaceadac@uvic.ca)>

**Cc:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** RE: Consultation re Media Studies proposal

Good morning Lisa;

Thank you for reaching out to us for feedback on your proposal.

I am in support of this proposal, as media literacy is key for employment core competencies.

I am curious about how you will emphasize “responsible communication following Indigenous protocols with an awareness of not only equity, diversity and inclusion (EDI) principles, but also colonialism’s ongoing effects throughout the world, including Canada”. Will anti-racism be a part of the emphasis, or is it hoped the IS courses will cover this content?

Wishing you the best with this proposal.

Lalita Kines, Interim Co-Executive Director  
Office of Indigenous Academic and Community Engagement  
First Peoples House | University of Victoria  
PO Box 1700 STN CSC First Peoples House | Victoria BC V8W 2Y2  
T: 250-472-4618 | C: 250-217-0458 | F: 250-472-4952 | Email: [iaceassocdir@uvic.ca](mailto:iaceassocdir@uvic.ca) | Website: [www.uvic.ca/iace](http://www.uvic.ca/iace)

I acknowledge and respect the ɫəkʷəŋən 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.

**APPENDIX 7: EXTERNAL LETTERS OF SUPPORT**

See attached.

6 September 2022

Faculty of Humanities  
University of Victoria  
PO Box 1700  
Victoria BC V8V 2Y2  
Canada

To the Faculty of Humanities at the University of Victoria:

This letter expresses my support for the Media Studies (MDIA) Undergraduate Certificate Program at the University of Victoria.

As a UVic alumna who entered the media and technology job market after completing my undergraduate degree and then again after completing my graduate degree, I speak from experience when I say that I would have greatly benefited from official University credentials indicating competencies related to media literacy. The Media Studies (MDIA) Certificate would provide a structured way for students to learn and engage in this field, and a certificate would formalize that experience when seeking opportunities in a competitive job market where many other graduates can already demonstrate their expertise through similar programs from other Universities.

As a professional who is responsible for leading digital content and user experience teams, as well as conducting the hiring and people management that comes with this work, some of the key capabilities I look for when building teams are media literacy and critical thinking. Companies are increasingly invested in building more inclusive and meaningful digital environments in ways that are sustainable and have a positive social impact. The content that the Media Studies (MDIA) program would teach is particularly relevant in this industry landscape. While other programs teach students about designing and building digital experiences, what is often lacking is the critical thinking and the social and cultural understanding of the complexities entailed in today's digital environments. What the Media Studies program sets out to cover is exactly the type of skill set that is becoming more relevant for many employers in the technology and digital communications space.

The creation of the Media Studies (MDIA) Undergraduate Certificate Program at the University of Victoria is an exciting prospect. It would facilitate new professional opportunities for your students and aid in the more critical treatment of the complex media contexts that many companies face.

Sincerely,



Nina Belojevic  
Senior Manager, Product Content

September 4, 2022

Faculty of Humanities  
University of Victoria  
PO Box 1700  
Victoria BC V8V 2Y2  
Canada

Dear Faculty of Humanities,

My name is Ian Michael Waddell and I'm a narrative designer with Electronic Arts' mobile gaming division, and a recent graduate of the Master's program in English literature (with a focus on digital media) at the University of Victoria. I'm writing to express my enthusiastic recommendation for the proposed Media Studies (MDIA) certificate at UVic.

When I arrived at the University of Victoria in 2018 to begin my graduate degree, I felt lost. I had experience as an amateur videogame developer and musician, but those skills and interests were not easily or readily transferable to the graduate program options available to me. Instead, I took a variety of classes in many different subject areas, hoping to find a direction that interested me enough to pursue for the remainder of my program. Eventually, I found the path I was looking for when I began work as a teaching assistant with Jentery Sayers for a first-year class in (what was then known as) digital humanities. From this point forward, I focused on digital media, which provided me with the opportunity to heighten my media literacy skills through theory and practice. Such a path was not easily foregrounded when I initially arrived as a Master's student in 2018.

The proposed certificate in Media Studies ameliorates this issue. Undergraduate students with a specific interest in audio, images, video, games, and/or text would be able to comprehensively specialize in their chosen area through a focused and streamlined MDIA certificate—which, I have no doubt, would prove enticing to employers. When I was interviewing for prospective game design positions after my graduation, my experience in digital media studies (as both a student and teaching assistant) was often referenced by interviewers who were seeking particular skills in game design, analysis, and criticism. Without this experience in media studies, I believe it would have been very difficult for me to gain employment in the videogame sector. The MDIA certificate would therefore provide a clearer and more comprehensive path for interested undergraduate students to follow than the path I ultimately took. It would not only give students the confidence that their effort and investment will lead to interest from employers, but would also provide those employers—especially in

Victoria's burgeoning tech industry—with the assurance that UVic graduates are well-equipped to tackle the demands of a capricious work sector that increasingly requires greater media literacy and experience.

The MDIA certificate is something I wish existed when I was still an undergraduate student. I have no doubt in my mind that this program would be of immeasurable value to both the University of Victoria and the greater British Columbia work sector as a whole.

Thank you very much for your time. If you have any further questions, please don't hesitate to reach out.

Best regards,

Original signed by Ian Waddell

Ian Michael Waddell

**Electronic Arts**

Narrative Designer  
EA Mobile

# The Narwhal

---

To the Humanities Faculty at the University of Victoria,

I'm writing to you today to express my keen interest in and support of the creation of a Media Studies certificate at UVic. As a UVic alumni and the co-founder of a new media publication, *The Narwhal*, I can attest to the value such a program would bring to the university — for both students and employers.

My studies at UVic culminated in a PhD in English and Cultural, Social and Political Thought with dissertation research that examined the interplay between representations of the end of the world and our shared and diverse experiences of the ongoing environmental crisis. Within my doctoral research, I explored how media coverage of environmental catastrophes and Indigenous land rights struggles influence political and ethical imaginaries. In particular, I questioned how journalistic practices as political, aesthetic acts can either foreground or obscure the experiences of society's most vulnerable. Such questions are of utmost importance in our current era, marked as it is by successive and escalating ecological crises. These concerns continue to permeate the media landscape, and a critical awareness of them is more important than ever to navigating representations of our complicated reality.

As an employer I can attest to the value of media studies backgrounds when it comes to employability in the digital publication workplace. I have reviewed the applications of hundreds of individuals in the last two years, and a media studies certificate would immediately single out an applicant. While our team at *The Narwhal* has received numerous applications from students studying Media Studies and Communication at universities across Canada, the absence of such applicants from UVic is notable. The creation of a Media Studies certificate at UVic would most certainly benefit students looking to enter into the new media landscape, and as a professional journalist and alumni I would be eager to volunteer my time to support this program.

Sincerely,

Original signed by Carol Linnitt

Carol Linnitt, PhD

Executive editor and co-founder, *The Narwhal*



September 6, 2022

To the Faculty of Humanities at the University of Victoria:

I'm an alumni of the University of Victoria's English (BA, 2011) and CSPT (MA, 2014) programs, and have since gone on to pursue a career in technology, specifically in the area of Open-Source Intelligence (OSINT). OSINT is a field focused primarily on intelligence-gathering from open online forums such as social media, news aggregation sites, image hosting, and message boards. My current employer, Echosec Systems, builds software tools that enable intelligence analysts to gain real-time, actionable insights into extremist or otherwise dangerous online discourse.

The past two-and-a-half years of the COVID pandemic have demonstrated a fundamental shift in how people consume and contribute to online media. In the face of lockdowns, closures, and prolonged social distancing, an entire culture has migrated to the screen. Accordingly, the OSINT community has observed a wide proliferation of extremist social media, violence against marginalized communities, calls to overthrow governments, rejection of science, and other disturbing modes of discourse fueled by widely disseminated and easily accessible mis- and disinformation.

Such a shift isn't a passing trend—it's the new reality of how we communicate as a society. What has become clear in the light of this emergent discursive landscape is how, in the absence of an informed media literacy, vulnerable people can fall sway to extremist ideologies.

Of late, public discussions have shone a spotlight on the moral, legal, and ethical responsibilities of the companies and organizations who create and host these online forums. What is the responsibility of, say, Facebook, or Mark Zuckerberg, towards principles of free speech? Towards protecting marginalized people from violence, both physical as well as online? Who's in charge, and who is making the business decisions that have created the online world we now live in? Such conversations speak to the need for informed, media-literate people to lead the next wave of technology and business.

Media studies, as a mode of cultivating and training experts in media literacy, therefore represent an urgency in the face of a world growing both more attached to the screen and more suspicious of it. While the prospective students of the proposed certificate program are likely to have already-developed media literacy skills, a focused media studies program would help educate and train these students to become leaders in the media spaces of business and technology. A media studies program would therefore uniquely position UVic itself as a leading institution dedicated to educating this next generation of media experts.

Kind regards,

Original signed by Shaun Macpherson

Shaun Macpherson



## **APPENDIX 8: DEGREE PROGRAMS IN MEDIA STUDIES AND/OR COMMUNICATION STUDIES OFFERED BY POST-SECONDARY INSTITUTIONS IN CANADA**

*Please note these lists are not exhaustive.*

### **In British Columbia:**

- Capilano University, Bachelor of Communication Studies
- Royal Roads University, Bachelor of Arts (BA) in Professional Communication
- Simon Fraser University BA in Communication
- Thompson Rivers University, Bachelor of Arts, Major in Communication
- University of British Columbia, Bachelor of Media Studies
- University of the Fraser Valley, BA in Media and Communications; Certificate in Media Literacy
- Vancouver Island University, BA in Media Studies

### **Beyond British Columbia:**

- Carleton University, Bachelor of Communication and Media Studies
- Concordia University, BA in Communication and Cultural Studies
- Dalhousie University, BA in Cinema and Media Studies
- Guelph University, Bachelor of Applied Arts in Media and Communication Studies
- Lakehead University, BA in Media, Film, and Communications
- McGill University, Minor in Communication Studies (with three themes: History and Theory of Media; Media, Communication and Culture; Power, Difference and Justice)
- McMaster University, BA in Communication Studies and/or Media Arts
- Memorial University, BA / major in Communication Studies
- Queen's University, BA in Film and Media, and Certificate in Media Studies
- Trent University, BA in Media Studies
- University of Alberta, BA in Media Studies
- University of Calgary, BA in Communication and Media Studies
- University of Manitoba, three BA options offered by the Department of English, Theatre, Film & Media
- Université de Montréal, Majeure en sciences de la communication
- University of New Brunswick, Bachelor in Media Arts & Cultures (offered by the Department of Culture and Media Studies)
- University of Ottawa, BA in Communication (with courses in two areas: Media Studies and Organizational Communication)
- University of Prince Edward Island, BA in Applied Communication, Leadership, and Culture
- Université du Québec à Montréal, Baccalauréat en communication (stratégies de production culturelle et médiatique)
- University of Regina, Master of Arts (MA) in Media Studies
- University of Toronto, BA in Book and Media Studies
- University of Toronto, Scarborough, BA in Media Studies
- Western University, BA in Information and Media Studies
- Windsor University, BA in Communication, Media, and Film
- York University, BA in Cinema and Media Studies as well as Communication and Media Studies

## APPENDIX 9: MEDIA STUDIES (MDIA) CURRICULUM DESIGN

The University of Victoria’s Media Studies (MDIA) undergraduate certificate program offers students a unique space and inclusive culture to credential in the people skills of media literacy. Students analyze a range of media from across the globe through situated, decolonial, anti-racist, and Indigenous perspectives. They have opportunities to study clay tablets, manuscripts, books, newspapers, and comics alongside film, television, websites, and games. They also learn to communicate dynamically, critically, ethically, and responsibly across media (audio, image, video, and text) and modalities (audition, vision, and touch).

Importantly, the program distinguishes between *Media Studies* in the context of Language Arts (on the one hand) and *Media Arts* in the context of Arts Education (on the other hand). This distinction means MDIA approaches media literacy with *a critic’s intention* (the study of media) and *not the intention of an artist* (creative media). The province of British Columbia relies on a similar distinction as part of its secondary curriculum. Students with experience in New Media 10, 11, and 12 (English Language Arts) learn that “the exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world” and “texts are socially, culturally, geographically, and historically constructed.” Meanwhile, students with experience in Media Arts 10, 11, and 12 (Arts Education) learn that “an artist’s intention transforms media technologies into art” and “growth as an artist requires time, patience, and reflection.” (See <https://curriculum.gov.bc.ca/curriculum>.)

.....

The “core” of the MDIA curriculum consists of five courses that scaffold the development of critical media literacy.

The first course (MDIA 200) is an introduction to media that engages students in current issues across the globe to help them develop a common vocabulary and understanding—a “language” for media studies and critical media literacy.

- **MDIA 200: “Media in the 21st Century”** (1.5 units; 60 students)  
Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a common vocabulary for studying media as well as understanding how audio, images, video, and text mediate people’s relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year. Online hybrid (synchronous and asynchronous) option available.*

The second course (MDIA 300) shifts student learning from the language of media to better grasping how, for whom, by whom, and under what assumptions media are made—the techniques and values of critical media practice.

- **MDIA 300: “Critical Media Practice”** (1.5 units; 35 students)  
A study of how audio, images, video, and text are produced around the world today. Emphasis on the values of media practice and applying such knowledge to critical, cultural, and community-based work. *Prerequisites: completion of the AWR plus either MDIA 200 or permission from the director. This course is offered at least once each academic year.*

The third and fourth courses (MDIA 350 and 375) engage students in histories and cultures of the book and sound, respectively. This approach is common in Media Studies programs across Canada as it affords a sense of medium specificity while encouraging experiential learning with media. If these two courses prove to be successful, and MDIA expands into a minor and general degree, then the Media Studies Program Committee, in consultation with the Dean of Humanities, may propose similar courses on “Cultures of the Image” and “Games and Culture,” for example.

- **MDIA 350: “Cultures of the Book”** (1.5 units; 35 students)  
The book as both culture and material. Surveys approaches to the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*
- **MDIA 375: “Cultures of Sound”** (1.5 units; 35 students)  
Sound as both culture and material. Surveys approaches to sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

The final course (MDIA 400) is a special topics course intended to highlight current research in the field. Such topics might include Indigenous media, decolonial or anti-racist communication, game studies, queer media, media and disability, and crisis communication and climate action. MDIA will welcome proposals for MDIA 400 from across campus. All special

topics proposals for MDIA 400 will be reviewed by the MDIA Program Committee (see Section D).

- **MDIA 400: “Topics in Media Studies”** (1.5 units; 20 students)  
Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and community-based media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and either third-year standing or permission from the director.*

MDIA also offers directed studies, to be described in the calendar as follows:

- **MDIA 490: “Directed Studies”** (1.5 units)  
Supervised study in an area of Media Studies to be determined by the student and the instructor. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

All EETs credit for MDIA enrollments return to the department and faculty of the MDIA instructor. MDIA encourages cross-listing of courses to expand options for students without pressuring units with limited faculty complements.

Specific learning outcomes for each of these courses follow program-wide outcomes (see Section G) and are also shaped by the MDIA Program Committee in consultation with MDIA program members (see Section D). Each course is driven by a program-wide commitment to inclusive, anti-racist, and decolonial pedagogies, including Anti-racism Education Program (ARE) training.

Alongside the five MDIA core courses, which afford students with a cohesive, grounded, and focused approach to Media Studies as both a globally recognized field and critical practice, MDIA students have the choice to 1) pursue advanced studies of particular media (such as books, comics, or games), 2) further develop their understanding of culture (through area, period, or cultural studies), or 3) apply Media Studies to studies of film. They also have the choice whether to count technical or non-technical courses as their 100- / 200-level eligible electives. (See “Requirements for the Certificate” below for more.)

Students wishing to complete the MDIA certificate are required to take one Indigenous Studies course (IS 100, 101, or 201) to further develop their understanding of how to practice reciprocal and responsible communication according to Indigenous protocols and to be mindful of colonialism’s ongoing effects. They are also encouraged, but not required, to participate in co-op and/or internship experiences.

Finally, MDIA complements or upskills the following UVic programs and avoids significant overlap with them to help guarantee their sustainability on campus:

- Film Studies: MDIA 200, 300, 350, and 375 will not centre instruction on film or film history. They will instead attend to a range of oral, visual, written, print, and digital materials, with an emphasis on foundations for media literacy. Here, MDIA will complement Film Studies much in the way that media complements cinema in the Society for Cinema and Media Studies (a scholarly organization in the U.S. and Canada).
- Professional Communication: No MDIA course will include instruction in technical practices such as copy editing, report writing, web design, workplace presentations, and technical communication.
- Journalism and Professional Writing: No MDIA course will include instruction in the professional practices of journalism, government writing, public relations, academic administration, or freelance writing.
- Technology and Society: No MDIA course will centre instruction on technological change, social studies of technology, technological futures, or the field of Science and Technology Studies.
- Fine Arts: MDIA will invest in a critic’s intention to study media and will not instruct students in media arts.

MDIA also includes courses from these programs in its list of eligible electives (see below).

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## Requirements for the Certificate

Students in the MDIA certificate program are required to take a total of **10.5 units** of coursework:

- 3.0 units of MDIA courses: MDIA 200 and MDIA 300 (see above)
- 1.5 units in studies of the book or sound: MDIA 350 or MDIA 375 (see above)
- 1.5 units chosen from one of IS 100, 101, or 201 (see below)
- 1.5 units chosen from lower-level Media and/or Culture courses (see below)
- 3.0 units chosen from upper-level Media, Culture, and/or Film and Television courses (see below)

No more than 4.5 units (excluding MDIA courses) may be taken in a single department / unit at UVic.

### **1.5 Units of Eligible Electives in Indigenous Studies (100- or 200-level)**

This course requirement helps students to further develop their understanding of how to practice reciprocal and responsible communication according to Indigenous protocols and to be mindful of colonialism's ongoing effects.

- IS100 - Responsibilities and Reciprocity in the Place You Are Now
- IS101 - Indigenous Foundations
- IS201 - Introduction to Indigenous Studies

### **1.5 Units of Eligible Electives from Lower-Level Media and/or Culture Courses (100- or 200-level)**

This course requirement helps students to further develop critical knowledge of foundations in a specific approach to media and/or culture. Students may choose to focus on either technical or nontechnical approaches for this requirement.

*Technical (media for design and development)*

- CSC101 - Untangling the Web by Analyzing and Architecting Digital Solutions
- CSC103 - Introductory Programming and Software Development
- CSC130 - World Wide Web and Mobile Applications
- CSC167 - Game Strategy, Interaction and Design
- ENSH 202 - Technical Communications: Written and Verbal
- MUS207 - Music, Science and Computers

*Nontechnical (media for history, culture, and/or storytelling)*

- AHVS121 - Understanding Visual Communication
- AHVS264 - Art History and the Lens
- ENSH213 - How Popular Genres Work
- ENSH220 - Cultural Studies
- ENSH223 - Narrative Worldmaking
- FA245 - The Arts and Technology I
- FRAN280 - Literature, Media, and Culture I
- GNDR100 - Gender, Power, and Difference
- GNDR200 - Popular Culture and Social Media
- GNDR202 - Globalization and Resistance
- GRS204 - The Ancient World on Film
- PAAS101 - Text, Manipulation, Propaganda
- PAAS206 - Comics and Graphic Novels in Asia and the Pacific
- SOCI220 - Media and Contemporary Society
- SOCI235 - Racialization and Ethnicity
- TS 200 - Introduction to the Human Uses of Technology
- WRIT102 - Introduction to Professional Nonfiction

### **3.0 Units of Eligible Electives from Upper-Level Media, Culture, and/or Film and Television Courses (300- or 400-level)**

This course requirement affords students with opportunities to pursue 1) advanced studies of particular media, 2) further develop their understanding of culture (through area, period, or cultural studies), or 3) apply Media Studies to studies of film and television (including film history, narrative, and form). Electives may be combined for 3.0 units across these three lists.

*Advanced study of particular media*

- AHVS310B - Presenting Digital Art History
- AHVS310C - Digital Tools for Art History and Visual Studies
- AHVS311E - History of Video Games and Interactive Media
- AHVS311F - Horror Video Games
- AHVS369 - History of Photography
- ANTH303 - Anthropology of Sound
- ANTH408 - Anthropology and Photography
- EDCI335 - Learning Design for Technology-Mediated Environments

- EDCI337 - Interactive and Multimedia Learning
- ENSH 305 - Visual Rhetoric for Professional Writers
- ENSH 324 - Comics and Graphic Novels
- ENSH 325 - Games and Interactive Fiction
- ENSH 403 - Digital Communication and Social Media
- HSTR300C - Gaming and the Historical Imagination
- HSTR390A - History to 1750 through Role Playing Games
- HSTR390B - History after 1750 through Role Playing Games
- HSTR489A - Doing History in a Digital World
- MEDI445 - Topics in Medieval Media
- MEDI451 - Reading, Writing, and the Book in the Medieval World
- MEDI452 - Special Topics in Medieval Manuscript Studies
- MDIA350 - Cultures of the Book
- MDIA375 - Cultures of Sound
- MDIA400 - Topics in Media Studies
- MDIA490 - Directed Studies
- PAAS357 - Chinese Cinema from Text to Screen
- PAAS412 - Understanding Chinese Media
- WRIT319 - Studies in the Graphic Novel

*Culture (area, period, or cultural studies)*

- AHVS311D - Artists and Art History in Popular Culture
- AHVS312 - Gender, Identity, and Film
- AHVS332A - Bollywood and Popular Visual Culture in India, 1950s onwards
- AHVS332B - Bollywood Global and Popular Visual Culture, India and Diaspora, 1990s onwards
- AHVS370A - Popular Film and Cultural Theory
- AHVS383B - Indigenous Arts and the Internet
- ANTH373 - Museums and Anthropology
- ANTH460 - Ethnographic Mapping and Indigenous Cartographies
- ENSH312 - Horror
- ENSH 323 - Special Topic: Media and Popular Culture
- ENSH 483 - In the Archives
- FA335 - Popular Culture
- FRAN310 - Literature, Media, and Culture II
- GMST300 - Germanic Cultural Studies
- GMST 355 - German Expressionism
- GMST401 - Topics in Popular Culture (in German)
- GMST455 - German Visual Culture
- GMST452 - Representations of Nazism in Contemporary Film and Visual Culture
- GMST454 - A Cultural History of Vampires in Literature and Film
- GNDR 304 - Gendering India from Empire to Bollywood
- GNDR 308 - Indigeneity, Gender, and Land
- GNDR 310 - Indigenous Feminisms
- GNDR331 - Queering the Undead
- GNDR333 - Anti-Racist Feminisms and Democratic Futures
- GNDR334 - Bodies out of Bounds
- GNDR349 - Topics in Film, Literature, and Cultural Production
- GRS355 - Love, Sex, and the Body in the Ancient World
- GRS383 - Greece and Rome in Modern Popular Culture
- HSTR427A - Decolonizing Settler Societies
- HSTR489A - Doing History in a Digital World
- IED377 - Indigenous Voices in Video, Audio, Film

- IS300 - Community-based Cultural Production
- ITAL306 - Italian Culture (in English)
- ITAL378 - From Mussolini to Berlusconi and Beyond
- ITAL401 - Topics in Italian Culture
- MEDI360 - Selected Topics in Medieval Culture
- MEDI401 - Seminar in Medieval Culture
- MDIA400 - Topics in Media Studies
- MDIA490 - Directed Studies
- PAAS345 - Japanese through Popular Culture
- PAAS358 - Screening the Nation: Nationalism, Ideology, and Politics in Chinese Cinema
- PAAS366 - Gendering India from Empire to Bollywood
- PAAS409 - Globalization, Cosmopolitanism and Asian-Pacific Cultures
- POLI381 - Politics of Mass Media in Latin America
- POLI456 - The Politics of the Internet
- SLST300 - Slavic Cultural Studies
- SLST303 - Russian Popular Culture (in Russian)
- SLST364 - Eastern Europe Through Western Eyes
- SLST403 - Topics in Russian Culture, Literature, Film (in Russian)
- SLST460 - History and Memory in Eastern European Cultures
- SOCI307 - Moral Panics
- SOCI384 - Colonialism, Postcolonialism and Indigenous Resurgence
- THEA339 - Performances in Popular Culture
- WRIT330 - Media and Culture

#### *Film and Television*

- AHVS312 - Gender, Identity, and Film
- AHVS364 - Documentary Film
- AHVS365 - Experimental Film
- AHVS367 - History in Cinema
- AHVS370A - Popular Film and Cultural Theory
- AHVS370B - Hollywood Genres
- AHVS370C - Horror Cinema
- AHVS370D - Canadian Film
- AHVS370E - The Family in Film
- AHVS370F - Apocalyptic Themes in Cinema
- AHVS370G - Time in Cinema
- ANTH309 - Anthropology and Film and Video
- ANTH409 - Applied Ethnographic Films
- ENSH320 - Special Topic: Narrative and Film
- ENSH 321 - Special Topic: Authors on Screen
- ENSH 322 - Shakespeare on Screen
- FRAN335 - Cinema of the French-Speaking World (in English)
- FRAN428 - Francophone African Women Filmmakers
- GMST350 - A Short History of German Film
- GMST351 - The New German Cinema
- GMST352 - Recent Film
- GMST353 - Literature and Film of the Holocaust and "Third Reich"
- GMST450 - Major Filmmakers
- GMST452 - Representations of Nazism in Contemporary Film and Visual Culture
- GMST453 - After-Images of the Holocaust in Text and Film
- GMST454 - A Cultural History of Vampires in Literature and Film
- GNDR340 - Indigenous Cinema: Decolonizing the Screen

- GNDR344 - Queer Film
- GNDR349 - Topics in Film, Literature, and Cultural Production
- HSTR310C - American History in Film
- HSTR343A - Cinema and European Society, 1900-1945
- IED377 - Indigenous Voices in Video, Audio, Film
- ITAL485 - Topics in Italian Film (in English)
- MDIA400 - Topics in Media Studies
- MDIA490 - Directed Studies
- PAAS357 - Chinese Cinema from Text to Screen
- PAAS358 - Screening the Nation: Nationalism, Ideology, and Politics in Chinese Cinema
- PAAS366 - Gendering India from Empire to Bollywood
- PAAS372 - Southeast Asian Cinema
- PAAS404 - Asian Horror Cinema
- PAAS487 - Trends in Japanese Cinema, 1960 to Present
- PHIL360 - Philosophy and Film
- SLST403 - Topics in Russian Culture, Literature, Film (in Russian)
- SLST450 - Cold War on Film
- SLST451 - Stalinist Cinema
- SPAN485A - Spanish Film
- SPAN485B - Latin American Film (in English)



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**January 16, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft  
Vice-President Academic and Provost



**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Proposal to discontinue the Combined Major in French and English Canadian Literature Program

**Basis for Jurisdiction:** Senate Committee on Planning meeting December 7, 2022  
Senate meeting on January 6, 2023

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**Strategic Relevance:**

The proposal to discontinue the Combined Major in French and English Canadian Literature program 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 Combined Major in French and English Canadian Literature, as described in the document “Discontinuance of the Combined Major in French and English Canadian Literature”, effective May 2023.*

**Background:**

Student interest in the Combined Major in French and English Canadian Literature has declined in the last decade; consequently the program was suspended in January 2021.

There are currently no students registered in the Combined Major in French and English Canadian Literature program; the last student graduated in April 2022.

**Attachment(s):** January 2023 Senate docket for the proposal to discontinue the Combined Major in French and English Canadian Literature program.



**Date:** December 14, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Combined Major in French and English Canadian Literature Program**

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At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to discontinue the Combined Major in French and English Canadian Literature.

The proposal to discontinue the Combined Major in French and English Canadian Literature is consistent with the direction of the department. The program was suspended in January 2021 due to a decline in student interest.

**The following motion is recommended:**

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to discontinue the Combined Major in French and English Canadian Literature, as described in the document "Discontinuance of the Combined Major in French and English Canadian Literature".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair  
Dr. Evanthia Baboula  
Dr. Alexandre Brolo  
Ms. Hannah Brown  
Dr. Jo-Anne Clarke  
Dr. Adam Con  
Ms. Andrea Giles  
Dr. Robin Hicks  
Dr. Cindy Holder  
Dr. Sandra Hundza  
Ms. Alyssa Jackson

Dr. Michelle Lawrence  
Dr. Annalee Lepp  
Dr. Kin Fun Li  
Dr. Cynthia Milton  
Dr. Ulrich Mueller  
Dr. Maureen Ryan  
Ms. Ada Saab  
Ms. Wendy Taylor  
Dr. Jie Zhang  
Ms. Sandra Duggan (Secretary)

# UNIVERSITY OF VICTORIA

## STANDARD TEMPLATE FOR THE DISCONTINUATION OF A PROGRAM – UNDERGRADUATE

*Discontinuance of the Combined Major in French and English Canadian  
Literature*

| Submitted by:     | Name and title                                               | Email             |
|-------------------|--------------------------------------------------------------|-------------------|
| Contact person    | Catherine Caws, Acting chair, French and Francophone Studies | chairfran@uvic.ca |
| Dean or designate | Annalee Lepp, Dean, Faculty of Humanities                    | deanhums@uvic.ca  |

*Please provide dates of all approvals*

| Required approvals                                                 | Date                               |
|--------------------------------------------------------------------|------------------------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | September 14, 2022                 |
| Departmental approval                                              | April 3 2020                       |
| Faculty Curriculum Committee approval                              | Next meeting:<br>September 14 2022 |
| Faculty Council* approval<br>*or equivalent Faculty voting body    | September 20 2022                  |

*Please complete all rows with date or N/A*

| Consultations (as applicable; see notes below)<br>*supporting documentation required for all consultations | Date (or N/A)          |
|------------------------------------------------------------------------------------------------------------|------------------------|
| Libraries                                                                                                  | Sent on August 15 2022 |
| Executive Director, Co-operative Education and Career Services                                             | Sent on August 15 2022 |
| Office of the Registrar – please submit consult request to<br>OREGSCPConsultation@uvic.ca                  | Sent on August 15 2022 |
| Indigenous Academic and Community Engagement                                                               | N/A                    |
| Department of English                                                                                      | Sent on August 15 2022 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Discontinuance of the Combined Major in French and English Canadian Literature</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                |
| <b>PROPOSAL (up to 4,000 words plus appendices)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                |
| <b>A. Identification of change</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                |
| Name, Location, Academic units<br>(Faculties, departments, or schools)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Discontinuation of the Combined Major<br>in French and English Canadian Literature<br>Department of French and Francophone<br>Studies<br>Faculty of Humanities |
| Anticipated implementation date of<br>change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | May 2023                                                                                                                                                       |
| Name, title, phone number and e-mail<br>address of contact person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Catherine Caws, Acting Chair, French and<br>Francophone Studies<br>(250) 721-7363<br>chairfran@uvic.ca                                                         |
| <b><i>A. History and context of the program indicating rationale and impact of the program discontinuation</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                |
| <p>Provide a rationale for discontinuing the program and describe the impact on students. How does the proposed discontinuation align with unit/Faculty/UVic strategic plans and priorities?</p> <p>Student interest in the Combined Major in French and English Canadian Literature has declined in the last decade; consequently the program was suspended in January 2021.</p> <p>The Combined Major in French and English Canadian Literature has not been a popular choice for students for several years. The Department of French and Francophone Studies thus wishes to deploy efforts in existing and also more promising new programs. The director of the Combined Major in French and English Canadian Literature retired in 2019 and the Department of French and Francophone Studies has other interests, notably broadening teaching and research to the Canadian and global francophonie as well as to Indigenous literature written in French. As a result of this new direction, the Department has seen a growth in majors, confirming that this new direction accords with students' needs and interests.</p> <p>There are currently no students registered in the Combined Major in French and English Canadian Literature program; the last student graduated in April 2022. Therefore, there will be little perceived impact on students. Students interested in French and English Canadian Literature can take a general in FRAN or in ENGL or do a major/minor combo. The courses, other than FRAN 417: Comparative Studies in</p> |                                                                                                                                                                |

Contemporary French and English Canadian Literature, which has been eliminated from the calendar, remain available.

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

There is virtually no impact on current policies; there are no students enrolled in the program. Student interest in the program has been limited in the past several years, and students who wish to pursue studies in French and Francophone Studies will simply enroll in other programs offered by the Department.

***C. Indicate what impact the discontinuation will have on resources such as faculty, staff appointments, and space.***

There is no perceived or foreseeable impact on faculty, staff appointments, and space, since the enrolment numbers in the Combined Major in French and English Canadian Literature have been very low, and there is currently no student enrolled in the program.



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**January 16, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft  
Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read 'Elizabeth Croft'.

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Proposal to establish a Doctor of Philosophy in Indigenous Governance

**Basis for Jurisdiction:** Senate Committee on Planning meeting December 7, 2022  
Senate meeting on January 6, 2023

---

**Strategic Relevance:**

The proposal to establish a Doctor of Philosophy in Indigenous Governance aligns with UVic's Strategic Framework as follows:

- Community engagement with a focus on local First Nations communities

- Experiential learning with a strong emphasis on land- and water-based learning
- Internationalization with strong partnerships with Indigenous nations in New Zealand, Australia, the US, and on the African continent
- Indigenization with a curriculum focused on Indigenous resurgence and nationhood
- Sustainability with integration of land- and water-based learning
- Dynamic learning through the linking of theory and practice i.e. mix of classroom and land/water based experiential learning
- Vital impact with a strong focus on resurgence (social justice and Indigenization)
- Extraordinary learning environment that emphasizes links to Indigenous communities in the Pacific region.

#### **Recommendation:**

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Doctor of Philosophy in Indigenous Governance, as described in the document “PhD in Indigenous Governance, and that this approval be withdrawn should the program not be offered within five years of the granting approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Post-Secondary Education and Future Skills.*

#### **Background:**

Indigenous Governance (IGOV) has been offering a PhD by Special Arrangement (SPARR) since 1999. IGOV used the PhD by SPARR because IGOV was merely a program and could not house a formal PhD. In March 2022, IGOV’s proposal for School status was approved. Now that IGOV has secured School status, we are submitting this proposal to formalize our PhD program.

The formal PhD in Indigenous Governance is inherently interdisciplinary as governance is embedded in all aspects of Indigenous social, cultural, economic, political, and health practices and institutions. The program is focused on training students to be transformational leaders with a commitment to scholarly rigor and academic excellence, as well as decolonization and Indigenous resurgence. Through teaching, research, land-based pedagogies, learning Indigenous languages, and experiencing other forms of Indigenous knowledge, students are grounded in a learning environment that centers Indigenous worldviews, knowledge, and scholarship. The PhD curriculum is designed for students to become well versed about the nature and context of Indigenous governance, resurgence, ongoing colonization, and Indigenous research so that their future applied work can contribute to the scope and breadth of these emerging fields of study as well as to the regeneration of Indigenous Nationhood. While enrolled in the program, students will take on teaching, research, and leadership roles within university and community contexts to assist with the regeneration of sacred teachings that come from Indigenous lands, cultures, and communities. These experiences along with the interdisciplinary curriculum will produce leaders ready to restore and revitalize the health and well-being of Indigenous communities.

**Attachment(s):** January 2023 Senate docket for the proposal to establish a Doctor of Philosophy in Indigenous Governance.





**Date:** December 14, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to establish a Doctor of Philosophy in Indigenous Governance**

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At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to establish a Doctor of Philosophy in Indigenous Governance.

Since 1999, Indigenous Governance as a program, has offered a PhD by Special Arrangement (SPARR). In March 2022, Indigenous Governance was granted School Status and is now in a position to formalize a PhD program. There is student interest and demand for the PhD as demonstrated by the success of the SPARR PhD.

The program is focused on training students to be transformational leaders with a commitment to scholarly rigor and academic excellence, as well as decolonization and Indigenous resurgence.

**The following motion is recommended:**

Motion: that Senate approves, and recommends to the Board of Governors that it also approved the proposal to establish a Doctor of Philosophy in Indigenous Governance, as described in the document "PhD in Indigenous Governance", and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education and Skills Training.

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

|                                     |                               |
|-------------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair   | Ms. Alyssa Jackson            |
| Dr. Evanthia Baboula                | Dr. Michelle Lawrence         |
| Dr. Rustom Bhiladvala               | Dr. Annalee Lepp              |
| Dr. Alexandrine Boudreault-Fournier | Dr. Kin Fun Li                |
| Dr. Alexandre Brolo                 | Dr. Cynthia Milton            |
| Dr. Jo-Anne Clarke                  | Dr. Ulrich Mueller            |
| Dr. Adam Con                        | Dr. Joban Raiwal              |
| Ms. Andrea Giles                    | Ms. Ada Saab                  |
| Dr. Robin Hicks                     | Ms. Wendy Taylor              |
| Dr. Cindy Holder                    | Dr. Jie Zhang                 |
| Dr. Sandra Hundza                   | Ms. Sandra Duggan (Secretary) |

**UNIVERSITY OF VICTORIA**  
**NEW GRADUATE PROGRAM TEMPLATE**

*PhD in Indigenous Governance*

| Submitted by:     | Name and title                  | Email             |
|-------------------|---------------------------------|-------------------|
| Contact person    | Hokulani Aikau, Professor, IGOV | hokulania@uvic.ca |
| Dean or designate | Jennifer White                  | hdsdean@uvic.ca   |

*Please provide dates of all approvals*

| Required approvals                                                            | Date           |
|-------------------------------------------------------------------------------|----------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)            | August 3, 2022 |
| Departmental approval                                                         | May 27, 2022   |
| Faculty Curriculum Committee approval                                         | Aug. 31, 2022  |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | Sept. 28, 2022 |
| Faculty of Graduate Studies Council approval                                  | Oct. 14, 2022  |

*Please complete all rows with date or N/A*

| Consultations (as applicable; see notes below)<br>*supporting documentation required for all consultations                                      | Date (or N/A)  | Supporting Documentation Attached (Y/N) |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | April 12, 2022 | Y                                       |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | N/A            | -                                       |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | May 24, 2022   |                                         |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | May 11, 2022   | Y                                       |
| Non-standard Tuition                                                                                                                            | Yes* or N/A    | Non-standard form attached (Y/N)        |
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>  | N/A            | -                                       |



## Proposal for a New Graduate Program

### SUMMARY of NEW GRADUATE PROGRAM

|                                                                                                                                     |                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                     |                                                                                                                                                                                                                                                       |
| Name, Location, Academic units (Faculties, departments, or schools) offering the new Graduate program                               | PhD in Indigenous Governance<br>School of Indigenous Governance<br>Faculty of Human and Social Development                                                                                                                                            |
| Anticipated start date<br><b><i>*Note – the program <u>must not</u> be advertised/offered until all approves are finalized.</i></b> | September 1, 2023                                                                                                                                                                                                                                     |
| Name, title, phone number and e-mail address of contact person                                                                      | Hokulani Aikau<br>Professor, School of Indigenous Governance<br><a href="mailto:hokulania@uvic.ca">hokulania@uvic.ca</a><br>Heidi Stark<br>Associate Professor, School of Indigenous Governance<br><a href="mailto:starkh@uvic.ca">starkh@uvic.ca</a> |

***A. Provide a summary of the proposed graduate program, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)***

Indigenous Governance (IGOV) has been offering a PhD by Special Arrangement (SPARR) since 1999. IGOV used the PhD by SPARR because IGOV was merely a program and could not house a formal PhD. In March 2022, IGOV's proposal for School status was approved. Now that IGOV has secured School status, we are submitting this proposal to formalize our PhD program. Our track record of the SPARR PhD demonstrates there is both interest in and demand for a formal PhD and evidence that IGOV has a proven track record of success. IGOV has had 20 students enrolled in the SPARR PhD and 11 have graduated. In order to demonstrate "proof of concept", IGOV admitted 5 students in 2015/16 (see chart below). The completion rate of this cohort is evidence that we have the capacity to successfully manage a PhD program alongside the MA. Additionally, with the relaunch of IGOV in 2021, we have a full complement of faculty (five 1.0 FTE) to support the success of a formal PhD program. The curriculum for the PhD takes full advantage of the expertise of the new faculty who have joined the program and it is also responsive to the current and future political and labor market needs.

IGOV PhD by Special Arrangement  
Admissions and Enrolment Summary

| Academic Year | Admissions         | Student Convocation | Withdrawn/<br>Program Transfer | Enrolment |
|---------------|--------------------|---------------------|--------------------------------|-----------|
| 1999          | 1                  |                     |                                | 1         |
| 2004          | 1                  |                     |                                | 2         |
| 2005          |                    |                     |                                | 2         |
| 2006          |                    | 1                   |                                | 1         |
| 2007          |                    |                     |                                | 1         |
| 2008          | 2                  |                     | 1                              | 2         |
| 2009          | 1                  | 1                   |                                | 2         |
| 2010          | 2                  |                     |                                | 4         |
| 2011          |                    | 1                   |                                | 3         |
| 2012          |                    |                     |                                | 3         |
| 2013          | 1                  |                     |                                | 4         |
| 2014          | 4                  | 1                   |                                | 7         |
| 2015          | 5                  | 1                   |                                | 11        |
| 2016          | hold on admissions |                     | 1                              | 10        |
| 2017          | hold on admissions |                     |                                | 10        |
| 2018          | hold on admissions | 2                   |                                | 8         |
| 2019          | hold on admissions |                     |                                | 8         |
| 2020          | hold on admissions | 2                   | 1                              | 5         |
| 2021          | 1                  | 1                   |                                | 5         |
| 2022          | 2                  | 1                   |                                | 6         |
| <b>Total</b>  | <b>20</b>          | <b>11</b>           | <b>3</b>                       | <b>6</b>  |

The formal PhD in Indigenous Governance is inherently interdisciplinary as governance is embedded in all aspects of Indigenous social, cultural, economic, political, and health practices and institutions. The program is focused on training students to be transformational leaders with a commitment to scholarly rigor and academic excellence, as well as decolonization and Indigenous resurgence. Through teaching, research, land-based pedagogies, learning Indigenous languages, and experiencing other forms of Indigenous knowledge, students are grounded in a learning environment that centers Indigenous worldviews, knowledge, and scholarship. The PhD curriculum is designed for students to become well versed about the nature and context of Indigenous governance, resurgence, ongoing colonization, and Indigenous research so that their future applied work can contribute to the scope and breadth of these emerging fields of study as well as to the regeneration of Indigenous Nationhood. While enrolled in the program, students will take on teaching, research, and leadership roles within university and community contexts to assist with the regeneration of sacred teachings that come from Indigenous lands, cultures, and communities. These experiences along with the interdisciplinary curriculum will produce leaders ready to restore and revitalize the health and well-being of Indigenous communities

### **UVIC Indigenous Plan (2017-2022)**

Strand 1: Students IGOV's pedagogical emphasis on land-based educational experiences and community-centered modes of learning will be accessible to Indigenous and non-Indigenous students. Additionally, exploring new Indigenous exchange initiatives in Hawai'i, Australia, New Zealand and on the African continent will enhance student learning.

Strand 2: Faculty IGOV's focus on mentoring and collaborations with Indigenous faculty at UVic and internationally advances work in Indigenous resurgence and nationhood. IGOV provides space where Indigenous faculty are supported thus improving retention and success. Students enrolled in the PhD will work with and learn from Indigenous faculty while also being mentored as future Indigenous and non-Indigenous faculty prepared to support the next generation.

Strand 3: Education IGOV's programs (Graduate Certificate in Indigenous Nationhood, MA, and undergraduate courses) contribute to a better understanding of Indigenous peoples' relationships to land, history, community, and culture. As the only PhD of its kind in BC, the IGOV PhD will contribute to UVic's standing as a leader in Indigenous education.

Strand 4: Research IGOV has developed community-centered protocols to guide Indigenous research. IGOV is also developing new collaborative research projects with Indigenous scholars and communities in Hawai'i, New Zealand, Australia, island nations in Oceania, and on the African continent that promotes the internationalization of Indigenous research.

### **UVIC Strategic Framework**

- Community engagement with a focus on local First Nations communities
- Experiential learning with a strong emphasis on land- and water-based learning.
- Internationalization with strong partnerships with Indigenous nations in New Zealand, Australia, the US, and on the African continent.
- Indigenization with a curriculum focused on Indigenous resurgence and nationhood.
- Sustainability with integration of land- and water-based learning.
- Dynamic learning through the linking of theory and practice i.e. mix of classroom and land/water based experiential learning.
- Vital impact with a strong focus on resurgence (social justice and Indigenization).
- Extraordinary learning environment that emphasizes links to Indigenous communities in the Pacific region.

### **International Plan**

As part of its commitment to internationalize the curriculum and promote experiential learning, IGOV established several international partnerships including the School of Environment at the University of Auckland, New Zealand, the Australian Institute of Aboriginal and Torres Strait Islander Studies, and Pacific People's Partnership. The program is currently developing future partnerships with Indigenous centered institutions and communities in South Africa, Malawi and Mozambique. Since 2006, IGOV has had an informal exchange with the Indigenous Politics program housed in the departments of Political Science at University of Hawai'i – Mānoa (UHIP). We jointly offered two-week Intensive courses at both universities to students enrolled in Indigenous programming. The current faculty are pursuing new exchanges and field schools with Native nations in the US and with island nations in Oceania.

**B. What are the current labour market indicators to support the proposed graduate program?**

The PhD program draws on Indigenous knowledge and worldviews to enhance leadership and governance capacity among Indigenous Nations/communities. The enhancement of leadership will provide stronger capacity for communities and organizations to implement the Calls to Action of the Truth and Reconciliation Commission and Indigenous resurgence more generally.

The program supports graduates to take high-level positions in organizations and communities, such as Union of British Columbia Indian Chiefs, British Columbia Ministry of Aboriginal Relations Reconciliation, leadership positions in BC First Nations and Academia. Their leadership will have an impact on shaping policies, programs and governance that will enhance the capacity of Indigenous community organizations and organizations supporting Indigenous peoples.

Graduates from the PhD by Special Arrangement hold academic and administrative positions at universities across Canada, including here at UVic (Dr. Robina Thomas, VP Indigenous, Dr. Gina Starblanket, Associate Professor IGOV, and Dr. Erynne Gilpin, Assistant Teaching Professor Indigenous Studies). Our graduates have held leadership roles such as the research director for the Truth and Reconciliation Commission of Canada and a senior researcher and lead writer on the Reconciliation Volume of the TRC Final Report; they hold administrative positions and play key roles in the governance structure of First Nations communities; they are City Cultural Planners for music and curators; and they have gone on to be award winning authors and film makers.

In response to the TRC's Call to Action, Canadian colleges and universities are expanding their Indigenization and Reconciliation plans and there is increasing need for highly qualified scholars with training in Indigenous studies, the larger field within which Indigenous Governance sits. These future scholars will be expected to teach Indigenous topical courses and Indigenous research methods and approaches while also pursuing Indigenous community-based or community participatory research. While traditional departments and fields are increasingly offering Indigenous subfields, their primary focus is to train students in disciplinary cannons. The Indigenous Governance PhD program is structured such that students are trained in the skills and with the academic rigor needed to teach and research from both an Indigenous and a disciplinary lens.

The following table summarizes the positions available to Indigenous graduates by degree obtained. We calculated the number of Indigenous positions at 4.2% based on the national Indigenous population percentage. We have included our full analysis of the future labor market in the appendix (**Appendix 1**). This summary highlights the considerable need for an Indigenous PhD program to mentor and educate students to be transformational leaders in all segments of the labor market.

**Number of available job opening per graduate level (2019-2028)**

**4.2 % Indigenous Population Percentage**

|                             | College-Bachelors | Bachelors | Master | PhD   |
|-----------------------------|-------------------|-----------|--------|-------|
| Government                  | 8530              | 7043      | 6422   | 1323  |
| Non-Government Organization | 5687              | 5162      | 4540   | 2768  |
| Academic                    | 0                 | 5229      | 6271   | 10277 |
| Private                     | 0                 | 2587      | 1966   | 0     |
| Total                       | 14217             | 20021     | 19198  | 14368 |

***D. How is the proposed graduate program aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?***

The PhD in Indigenous Governance will be the only program of its kind in BC and in Canada. There are no universities in British Columbia that offer a PhD in Indigenous Governance. Two universities, Simon Fraser University (SFU) and University of Northern British Columbia (UNBC), offer graduate programs in Indigenous Studies. UBC offers an undergraduate degree in First Nations and Indigenous Studies housed in The Institute for Critical Indigenous Studies (which is a research unit). Nationally, only Trent University and University of Alberta, offer PhDs in Indigenous Studies. The only other graduate program in Indigenous governance is at the University of Winnipeg and it is a Master's degree. See **Appendix 2** for letters in support of this program.

Below is a full breakdown of programming focused on Indigenous Studies in Canada.

| School                                  | Province         | Indigenous Program                            | Program Level            | Credential                                            |
|-----------------------------------------|------------------|-----------------------------------------------|--------------------------|-------------------------------------------------------|
| University of Saskatchewan              | Saskatchewan     | Indigenous Governance and Politics            | Certificate              | Certificate                                           |
| Carleton University                     | Ontario          | Indigenous Policy and Administration          | Graduate                 | Diploma                                               |
| The University of Winnipeg              | Manitoba         | Indigenous Governance                         | Graduate                 | MA                                                    |
| Trent University                        | Ontario          | Indigenous Studies                            | Graduate                 | PhD                                                   |
| University of Alberta                   | Alberta          | Native Studies                                | Graduate                 | MA                                                    |
| University of Alberta                   | Alberta          | Indigenous Studies                            | Graduate                 | PhD                                                   |
| University of Lethbridge                | Alberta          | Indigenous Governance and Business Management | Undergraduate            | BA Minor/Major Post Diploma                           |
| University of Manitoba                  | Manitoba         | Indigenous Governance                         | Undergraduate            | BA                                                    |
| Yukon University                        | Yukon            | Indigenous Governance                         | Undergraduate            | BA                                                    |
| Universite du Quebec                    | Quebec           | School of Indigenous Studies                  | Department/Research Unit |                                                       |
| Universite du Quebec                    | Quebec           | Aboriginal Studies                            | Programs                 | BA Certificate                                        |
| University of British Columbia          | British Columbia | First Nations and Indigenous Studies          | Undergraduate            | BA                                                    |
| University of British Columbia          | British Columbia | The Institute for Critical Indigenous Studies | Research Unit            |                                                       |
| Simon Fraser University                 | British Columbia | Indigenous Studies                            | Department/Unit          | BA Major/Minor Certificate Post Baccalaureate Diploma |
| Simon Fraser University                 | British Columbia | Linguistics of a First Nations Language       | Graduate                 | MA                                                    |
| University of Northern British Columbia | British Columbia | First Nation Studies                          | Graduate                 | MA                                                    |
| Kwantlen Polytechnic University         | British Columbia | Indigenous Community Justice                  | Undergraduate            | BA Minor                                              |



|                                 |                  |                    |               |                     |
|---------------------------------|------------------|--------------------|---------------|---------------------|
| Thompson Rivers University      | British Columbia | Indigenous Studies | Undergraduate | BA                  |
| University of the Fraser Valley | British Columbia | Indigenous Studies | Undergraduate | BA Major/Minor      |
| University of the Fraser Valley | British Columbia | Indigenous Studies | Programs      | Certificate/Diploma |
| Vancouver Island University     | British Columbia | Indigenous Studies | Undergraduate | BA Major/Minor      |

***E. What are the admission requirements for the proposed graduate program?***

Admission into the PhD program requires completion of the Indigenous Governance master's degree or equivalent from an accredited institution.. Students admitted into the PhD program without the IGOV master's degree (or equivalent) will be expected to take core courses from the master's degree in Indigenous governance (IGOV 510, IGOV 520, IGOV 530, IGOV 550, and/or IGOV 570) to fill any gaps in their prior graduate training. The admissions committee will review transcripts of students without the MA in IGOV and any additional course work will be assigned at that time. A minimum GPA of A- (7.0) is required for admission to the PhD program.

For international students whose first language is not English and who do not hold a recognized degree from an accredited institution in which the language of instruction is solely English, proof of English Language Proficiency is required before the application deadline. The School of Indigenous Governance accepts the proof of English Language Proficiency set out by the Faculty of Graduate Studies.

Application materials required include:

1. **Online application form**
2. **Statement of Intent:** 1-2 pages which highlight relevant aspects of your background and training, describe your general research interests and how they correspond with the thematic foci of IGOV. Students are expected to identify an area of specialization in their statement of intent. For example, this may be Indigenous feminisms, Decolonial practices in social work, Indigenous environmental justice, etc.
3. **Writing sample:** this can be a term paper, section of the master's thesis, or a published paper that best reflects the student's writing and analytic abilities. Maximum 30 pages.
4. **Curriculum Vitae (CV)**
5. **2 assessment reports** and/or letters of reference: the online application will prompt you to provide two names (or more) and email addresses. Automatic assessment requests will be sent out once you submit your application and your references will have an option to upload a reference letter or complete the online questionnaire. Please ask your references to submit their assessment by January 15.
6. **Transcripts:** electronic copies of your transcripts from all post-secondary institutions attended (including transfer credits) are sufficient until an offer of admission is made – then you will be required to submit original hard copies directly to GARO office. For more information on what is considered unofficial transcripts, please see the [submission of documents](#) page on the Faculty of Graduate Studies website.

Applications will be reviewed by the Indigenous Governance application review committee.

Deadlines

To be given full consideration for admission and funding, all applications typically need to be received by January 15.

***F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in an appendix)***

There are five full-time research stream faculty to support the growth of IGOV. The recent recruitment of new faculty from the local, national, and global context has expanded IGOV's research and scholarship in the following areas:

- Indigenous feminist theory and methods;
- Indigenous land-based health and wellness;
- critiques of power, production and use;
- strong connections with local community, Indigenous languages and the land;
- deeper engagement with land-based curriculum, community governance projects and theses;
- enhanced academic cultural supports for students to navigate being good visitors in this territory; and
- engaging Indigenous governance from the perspective of sustainable development and water security during an era of climate change.

IGOV's faculty research agenda aligns well with strategic research plan that advances IGOV's research impact, partnership development and deepening connections with community in the 'local' (Island and BC) and global context.

IGOV Faculty Areas of Research:

**Hōkūlani K. Aikau** is Kanaka 'Ōiwi (Native Hawaiian) and a Professor in Indigenous Governance. Dr. Aikau is an interdisciplinary scholar with a PhD in American Studies, University of Minnesota-Twin Cities, and MA in Sociology, The University of Memphis, and teaching experience in Political Science, Indigenous Politics, Native Hawaiian Politics, and Pacific Islands Studies. Her research focus is contemporary Native Hawaiian Identity and Politics; Indigenous Resurgence and Climate Change in the Pacific; Indigenous Environmental Justice; Native Feminist Theory; American Race Relations; and Indigenous Food Sovereignty.

**Devi Dee Mucina** is an Indigenous Ubuntu from the Ngoni and Shona people of southern Africa, an Associate Professor in and Director of Indigenous Governance. He received his PhD from the Ontario Institute for Studies in Education, department of Sociology and Equity Studies, University of Toronto. His academic interests are Indigenous African philosophies, decolonizing Indigenous masculinities, Indigenous fathering and other-fathering, and using Ubuntu oralities and disability studies to understand the social memory of Indigenous children.

**Dawn Smith** is Nuuchah-nulth from Ehattesaht but grew up in WSÁNEĆ (Tsawout) and an Assistant Professor. She received her EdD in Educational Leadership and Policy from the Faculty of Education and the University of British Columbia. Her research focus is in Nuuchah-nulth self-determination, feminism, strict laws of nature and medicines, and decolonization. Dr. Smith has the forthcoming publication "Decolonising our futures: Neo-colonial Criminal Injustice and the Mass Imprisonment of Indigenous Women". She is also the author of "Indigenous Communities in Canada: Nuuchah-nulth, Beech Street Books"; "Narratives of Memory, Migration, and Xenophobia" in the European Union and Canada; Chapter 2 "I-witness Holocaust Field School Experiences, Indigenous Peoples, and Reconciliation in Canada"; and co-authored "Building Transdisciplinary Relationship through Multidirectional Memory Work and Education."

**Gina Starblanket** is Cree and Saulteaux and a member of the Star Blanket Cree Nation in Treaty 4 territory and an Associate Professor. She is principal investigator of the SSHRC-funded Prairie Relationality Network, co-author of *Storying Violence: Unravelling Colonial Narratives in the Stanley Trial* (ARP: 2020), and co-editor of *Visions of the Heart: Issues Involving Indigenous Peoples in Canada* (OUP: 2019). Gina's research focuses on Indigenous political life and takes up questions relating to decolonization, gender, Indigenous feminism, treaty implementation, and relationality.

**Heidi Kiiwetinepinesiik Stark** is Turtle Mountain Ojibwe and an Associate Professor in Indigenous Governance. She is the Director of the Centre for Indigenous Research and Community-Led Engagement at the University of Victoria. She received her PhD in American Studies and her B.A in American Indian Studies from the University of Minnesota, Twin Cities. Her research interests include Indigenous law and governance and Indigenous politics in the United States and Canada. She is the co-editor of *Centering Anishinaabeg Studies: Understanding the World Through Stories* with Jill Doerfler and Niigaanwewidam Sinclair and is the co-author of the third and fourth edition of *American Indian Politics and*

the American Political System with Dr. David E. Wilkins. Her research background includes collaborative work with Indigenous communities in the United States and Canada with the aim to advance the development and resurgence of Anishinaabe political structures and institutions that are informed and shaped by Anishinaabe philosophies, values, and teachings. She has also been awarded various SSHRC grants that entail projects examining Anishinaabe law and Governance, Community-Engaged research practices and Indigenous jurisdiction and infrastructure in the wake of extractive industry projects.

***G. Curriculum design (Include draft curriculum program and course change forms in an appendix)***

**Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed graduate program.**

**Residency:** two years, during which PhD students will take six (6) 1.5 unit courses (three (3) 1.5 unit IGOV courses; three (3) 1.5 unit courses based on the student's field of study); complete the language requirement (one of three options), and the requirements for candidacy (exams and proposal).

- IGOV 600: Indigenous Futurities, 1.5 units (new course)
- IGOV 675: Professional Practice & Preparation, 1.5 units (new course)
- IN 601: Foundations in Indigenous Nationhood, 1.5 units
- Field of Study-Electives, 4.5 units (selected from pre-existing UVic courses)
- Language Requirement (select one of three options): enroll in undergraduate language courses; or IGOV 671: Indigenous Language Translation, 1.5 units; or IGOV 673: Indigenous Language Exposure, 1.5 units
- IGOV 693: PhD Candidacy Examinations, 3 units
- IGOV 695: Dissertation Proposal, 3 units
- IGOV 699: Dissertation Research, 28.5-30 units

Total: 45.0-46.5 units

***See Appendix 3 for detailed curriculum design.***

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

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

Students will have several opportunities for community engaged and research-enriched learning through the Indigenous Leadership Forum, exchanges with the [University of Hawai'i Indigenous Politics Program](#), [Dechinta Center for Research and Learning](#), and the [Summer Institute on Global Indigeneities](#). Each of these programs center Indigenous community-engagement and provide students with opportunities to work with Elders and Knowledge Keepers. They will also have opportunities for research-enriched learning through area of specialization courses that may include Indigenous Law field courses, anthropological field schools and geography seminars.

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

We do not have plans for distance education delivery of the PhD coursework. Students will be expected to be in residence during the first two years of the PhD program.

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

##### **Candidacy Requirements:**

Before advancing to candidacy, students must:

- Successfully complete all course requirements;
- Complete the language requirement (see below);
- Enroll in IGOV 693 and successfully complete the candidacy exam (written and oral components); and
- Enroll in IGOV 695 and successfully defend a dissertation proposal.

**Language requirement:** All students will have a working knowledge of the Indigenous language of the Indigenous Nation with which they plan to work. Students do not need to demonstrate fluency or mastery of the language to meet this requirement. Rather, the requirement is intended to provide students with exposure to an Indigenous language so that they can articulate the relationship between Indigenous knowledges, Indigenous languages, and Indigenous governance practices. PhD students must choose one of three options below to complete the language requirement:

- Coursework: Taking courses in an Indigenous language. Students can take 100 or 200 level courses to fulfill the language requirement which will be tracked separately by IGOV. Once completed IGOV will submit a program update form indicating that the student completed the courses and thus meet the language requirement; or
- IGOV 671 Translation exam: to demonstrate proficiency through a language translation exam administered by the relevant department or language expert; or
- IGOV 673: Exposure: A minimum of 72 hours of exposure to the Indigenous language by sitting with a

language speaker or attending a language immersion camp.

The student must have their language requirement plan approved by their supervisor and the language requirement must be completed prior to sitting the Candidacy Exam. A student may petition IGOV to have this requirement waived if they can demonstrate they meet or exceed this requirement prior to being admitted to the PhD Program.

**Candidacy exam:** The candidacy exam includes a written and oral component. Students must successfully pass both components to proceed to the dissertation proposal stage of the candidacy process. The Indigenous Governance candidacy exams prepare students to:

- Accurately and appropriately situate their scholarly and community-based work within the specific historical and political contexts for present and futures planning/visioning/policy/practice applicable to the community and sub-disciplines within which they work;
- Demonstrate mastery of current and emerging frameworks in Indigenous Governance;
- Articulate how their project engages with Indigenous ontologies, cosmologies, and epistemologies, in processes of producing knowledge, and in ethical practices associated with doing research with Indigenous Nations and communities;

Students enrolled in IGOV 693 will:

- Assemble their dissertation committee who will serve as their examination committee. Committee composition (minimum of 3 members): The Chair of the committee will be the faculty supervisor who must be an IGOV core faculty member; one other committee member must be an IGOV faculty member, and the third committee member can be a member of the graduate faculty at UVic or an individual outside of UVic eligible for Associate or Affiliate Faculty Membership status.
- Organize a meeting to review and clarify the entire process of the exam and answer any questions. At this meeting each member of the committee will be assigned to oversee one of the three themes that organize the exams:
  - Theme I: Indigenous Ways of Knowing & Indigenous Research Methods
  - Theme II: Key Ideas, Debates, Theory, & Practice in Indigenous Governance
  - Theme III: Field of Specialization
- Prepare a reading list under the supervision of the designated committee member and familiarize themselves with the assigned material;
- Complete the written and oral components of the exam.

Reading list preparation:

The reading list for the candidacy exam in Indigenous Governance will consist of three sections drawn from a master list that is reviewed by the IGOV faculty every two years. The student's reading list will consist of 55 texts in total, which students will be expected to read. The student, in close consultation with their committee members, will curate three reading lists based on the above themes and described below. The final reading lists will be approved by the committee.

Theme I: Indigenous Ways of Knowing & Indigenous Research Methods

Students will choose 15 texts that focus on Indigenous research methods. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of Indigenous Governance and reflects the research methods they will use to produce the dissertation.

Theme II: Key Ideas, Debates, Theory, & Practice in Indigenous Governance

Students will choose 20 texts that cover the field of Indigenous Governance, focusing on key ideas, debates, theories and practice. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of Indigenous Governance.

### Theme III: Field of Specialization

This section will consist of 20 texts and reflect the student's area of specialization. Works in this area of specialization list must not overlap with works and themes already chosen for sections I & II.

While many items could justifiably be listed under multiple sections, each section will consist of a discrete list with no overlapping readings from one section to another.

### Candidacy Exam Format:

The Candidacy Exam will include a written and an oral component. The candidacy exam is offered three times a year (April, August, and December). We encourage students to sit for their candidacy exams in April of their second year. The other dates accommodate unusual circumstances and alternative timelines.

### The written exam:

Four weeks prior to the exam period, the student must notify the IGOV graduate advisor to declare their intended exam format.

Students have two formats for completing the written exam:

1. 5-hour on-site written exam to be held in the IGOV conference room. The exam will be written on electronic equipment that has been approved for this purpose.
2. Take home exam, in which students have 72 hours to complete the written exam.

One week prior to the examination, each committee member will send two examination questions related to their reading list to the Chair of the committee. The Chair of the committee will compile all six questions.

On the morning of the exam, the committee Chair will send all 6 questions to the student. Once the questions are received, the exam period will begin. The student will choose one of two questions for each theme to answer. The student will write three distinct answers, one question from each section.

At the conclusion of the time allotted for the exam, the student will submit their exam via email to the IGOV graduate advisor who will circulate it to the entire committee. All members of the committee will assess the quality of the exam and evaluate it based on a pass/fail basis. Committee members have one week to assess the exam and submit their evaluation to the IGOV graduate advisor. The committee will strive for consensus, but in the case of a split decision, the majority will rule. If the student passes the written exam, they will move forward with the tentatively scheduled oral exam. If the student fails one or two of the three exam questions, the student will be allowed to re-sit the exam during the next exam period. The committee will determine the format of the rewritten exam question(s) which can include: (a) rewriting the failed question(s); (b) answering the second question in that section; or (c) drafting a new question(s). If the student fails the second round of exams, they will exit the program. If the student fails all three exams, they will exit the program.

### The oral exam:

The oral exam will take place within two weeks of completing the written exam, and usually lasts 1.5 to 2 hours. It is strongly recommended that a tentative oral exam be scheduled, and a hold placed on the committee's calendar, in advance of the written exam. The oral exam will cover all of the material on the reading lists as well as a discussion of the answers to their written exam.

During the oral exam, students may have a copy of their reading list, a copy of the exam questions, their written exam, and notes for any preliminary remarks they may have to begin the oral exam. Students should bear in mind

that these are meant to be supplementary tools and that the primary purpose of the oral exam is to establish that the student can respond orally in a thoughtful but spontaneous way to questions related to the exam reading list and written exam.

The oral candidacy exam will be comprised of the student, their committee and a chair that will facilitate the oral exam. The student has the option to make opening remarks to amplify their answers and/or to clarify them. These opening remarks should be no more than 15 minutes. Oral questions will proceed following the order of the candidacy exam essays. Approximately 30 minutes will be allocated for each exam. Questions will follow in rounds with each committee member asking one question followed by the student's answer. Subsequent rounds of questions followed by answers will proceed as time allows. This process will be repeated for each of the three exams.

After the committee is satisfied that they have heard what they need to make a decision, the candidate will be asked to leave the room, and the committee will deliberate on the candidate's performance. During deliberation, the examination committee will assess the student's performance at the oral exam. The committee is asked to determine at what level the exam should be assessed: Pass or Fail. Upon reaching a decision, they will invite the candidate back into the room and notify the student of the committee's decision. The committee may also offer advice about the student's next stages, according to the level and quality of the student's performance.

If the student fails the oral exam, the student will be allowed to re-sit the exam within 30 days of the original oral exam date. If the student fails the second oral exam, they will exit the program.

At the conclusion of the oral exam, the Chair will sign a form stating the outcome of the Candidacy Exam process and submit it to the IGOV graduate advisor, along with a digital copy of the exam questions and student's answers. The form and exam questions and answers will be kept in the student's file to ensure proper record of the work is kept and sent to the Faculty of Graduate Studies.

#### **Dissertation Proposal:**

Upon successful completion of the Candidacy Exam, students will enroll in IGOV 695: Dissertation proposal (3.0) where they will prepare and defend a dissertation research proposal. At the defense, the student will give a 20-minute presentation on their proposed dissertation topic and answer questions posed by the dissertation committee. The proposal and oral defense will also be evaluated on a pass/fail basis.

Once these requirements have been fulfilled (normally by the end of the second year of full-time study), the student will have completed all requirements but the dissertation and will enroll in IGOV 699 Dissertation and begin their dissertation research.

#### **Dissertation:**

The dissertation is expected to be of the highest caliber and must reflect original research that makes a unique and significant contribution to a scholarly conversation or field. The dissertation must meet academic and community ethical standards.



***I. Does your proposed graduate program have learning outcomes? If yes, identify the learning outcomes.***

The PhD in Indigenous Governance offers flexibility for students to pursue their individual research interests while ensuring that they are grounded in both foundational and cutting-edge scholarship in the field. As an interdisciplinary program that values and centers Indigenous knowledge systems, community-engaged practices, Indigenous feminisms, and decolonial practices, students who complete the Indigenous Governance PhD program will:

**KNOW:**

1. Identify, analyze, and develop Indigenous governance models that are epistemologically and ontologically grounded in Indigenous world making while also attending to their impact and implications for Indigenous peoples/nations;
2. Situate their scholarly and community-based work within the specific historical and political contexts for present and future planning/visioning/policy/practice applicable to the Indigenous community with which they work;
3. Attend to the intersectional dimensions of power, privilege, and oppression that include but are not limited to genders, race, class, sexualities, sovereignty/status, and dis/ability;
4. Have working knowledge of the Indigenous language of the Native Nation with which they plan to work. Students will articulate the relationship between Indigenous knowledges, Indigenous languages, and Indigenous governance practices.

**DO:**

1. Enact ethical practices associated with Community-based or Participatory Action Research. Ethical considerations will include but are not limited to knowledge production, sharing, and dissemination;
2. Respectfully and reciprocally attend to the interface among Indigenous ontologies, cosmologies, and epistemologies in the process of producing and transmitting knowledge. This includes attending to the specificity of Indigenous knowledge at the tribal/nation level while recognizing the diversity and richness of knowledges across the Indigenous world;
3. Disseminate knowledge in multiple genres and modes including but not limited to written, oral, or visual formats appropriate to the audience and respond to feedback in productive and respectful ways;
4. Demonstrate information literacy: assess and evaluate the validity, reliability, and appropriateness of sources.

**VALUE:**

1. Embody a Sense of Place and Cultural acumen demonstrated in practices that reflect being good guests and good hosts;
2. Express a Sense of Respect, Responsibility, Reciprocity in all of their relationships with peers, colleagues, communities, and Nations;
3. Enact Indigenous Leadership practices.

***J. Does the proposed graduate program provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

The Indigenous Governance program continues to build on its traditional strengths and dedication to Indigenous ways of knowing and being through innovative scholarship and teaching methods. IGOV embodies a thorough understanding of the current political realities of Indigenous communities in an enriched program with greater emphasis on:

- Indigenous feminist and gender perspectives;
- Indigenous health and wellness;
- critiques of power, production, and use;
- strong connections with local community, languages, and the land;
- deeper engagement with land-based curriculum, community governance projects, and theses;
- enhanced academic cultural supports for students to navigate being good visitors in this territory; and
- engaging Indigenous governance from the perspective of sustainable development and water security during an era of climate change.

We seek students who are motivated to deepen their understanding of the complexity of Indigenous governance theories, methods, and practices and who are ready to map out a specialized course of study that provides a breadth of expertise. IGOV PhD projects will advance the field of Indigenous governance and nationhood through demonstrated abilities in comprehending, creating, and applying theories, conducting original community-engaged research, and communicating their work effectively in multiple modalities appropriate to their intended audience.

***K. Does the proposed graduate program promote justice, equity, diversity and inclusion? If yes, please provide details.***

The PhD in Indigenous Governance curriculum and attention to mentorship advances EDI and Decolonization and Indigenization (ED<sup>2</sup>I<sup>2</sup>). Our admissions process strives for diversity along dimensions of Indigenous/non-Indigenous status, gender, sexuality (as is appropriate by law), ability (as is appropriate by law), and nationality.

Our courses promote social justice by attending to the intersectional dimensions of power, privilege, and oppression that include but are not limited to genders, race, class, sexualities, sovereignty/status, and dis/ability. Additionally, many of our faculty utilize pedagogical strategies that meet universal design standards thus making our courses responsive to diverse learners and their needs. IGOV 675: Professional Practice & Preparation begins with the recognition that not all students come to the graduate experience with the same level of professional development and cultural capital. This is particularly true for Indigenous students who are often the first in their families to attend university and/or pursue graduate studies. Rather than expect students to navigate the complexities of advanced degree programs and the labor market on their own, our program provides them with resources and tools to develop the skills and cultural competencies needed to be successful in their future careers. We provide a welcoming and inclusive environment that is grounded in the values and practices of local First Nations upon whose land we all live and work. These values serve as the foundation for building reciprocal and respectful relationships with Elders, knowledge keepers, local communities and can be extrapolated to global contexts.

***L. Does the proposed graduate program provide opportunities for global engagement or perspectives? If yes, please provide details.***

Students will have several opportunities for community-engaged and research-enriched learning through the Indigenous Leadership Forum, exchanges with University of Hawai'i Indigenous Politics Program, Dechinta Center for Research and Learning, and the Summer Institute on Global Indigeneities. They will also have opportunities for research-enriched learning through area of specialization courses that may include Indigenous Law field courses, anthropological field schools and geography seminars.

***M. Does the proposed graduate program involve places for integration of teaching and research? If yes, please provide details.***

Students will be provided opportunities to teach undergraduate courses in Indigenous Governance. We will also encourage students to consider applying for sessional teaching positions in other departments and units if it matches their area of specialization. A number of the courses have a research component that also serves to prepare students to take on graduate research. As a number of the IGOV faculty have been successful in securing grants, students may also have the opportunity to serve as RA's on these projects. Students will also be encouraged to attend many of the professional development and research workshops held by the Centre for Indigenous Research and Community-led Engagement and offered by the HSD RSC.

***N. Enrolment plan for the proposed graduate program (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state)***

With five full-time research faculty and growth in the master's program, we are expecting to enroll 5 PhD students per year.

| Projected PhD Student Enrolment |          |          |           |           |           |           |
|---------------------------------|----------|----------|-----------|-----------|-----------|-----------|
|                                 | AY 2023  | AY 2024  | AY 2025   | AY 2026   | AY 2027   | AY 2028   |
| Current                         | 4        | 5        | 8         | 11        | 15        | 17        |
| Admitted                        | 2        | 5        | 5         | 5         | 5         | 5         |
| Convocated                      | 1        | 2        | 2         | 1         | 3         | 3         |
| <b>Total</b>                    | <b>5</b> | <b>8</b> | <b>11</b> | <b>15</b> | <b>17</b> | <b>19</b> |

***O. How do you plan to evaluate graduate student supervision?***

Students will complete an annual status report (a self and supervisor assessment) that will include questions related to faculty supervision. At the spring IGOV faculty meeting in April, there will be a collective review of each students' progress allowing us to respond to issues as needed.

Evaluation will be done as per Faculty of Graduate Studies requirements.

***P. Resources requirements (include a table of program revenue and expenditures)***

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

No additional faculty and staff resources are requested at this time.

***Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)***

Students admitted into the PhD program will be provided with a financial support plan that can include a combination of:

- Institutional funding in the form of FGS scholarship funding allocation;
- Teaching assistantships in Indigenous studies, Political Science, Public Administration; and
- Research assistantships supported by faculty research grants.

Upon advancing to candidacy, sessional teaching opportunities will be available in IGOV, Indigenous Studies, and other related departments.

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



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**January 16, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft  
Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read 'Elizabeth Croft'.

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program

**Basis for Jurisdiction:** Senate Committee on Planning meeting December 7, 2022  
Senate meeting on January 6, 2023

---

**Strategic Relevance:**

The proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program aligns with the following UVic's Strategic Framework strategies:

- 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.
- Strategy 5.1 – Continue to build world-leading research and educational programs that contribute to sustainability on a global scale.
- Strategy 5.4 – Ensure that students have opportunities to engage with issues, principles and practices that support social and environmental sustainability, and to develop the knowledge and ethical orientation to contribute to a just, socially responsible and sustainable future.

**Recommendation:**

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program, as described in the document “Master of Business Administration in Sustainable Innovation”, effective May 2023.*

**Background:**

In 2018 the Master of Business Administration program content was redesigned and approved with a focus on sustainable innovation.

The proposed new stream in Sustainable Innovation reflects the current program content and direction of the program. The program design incorporates sustainability and innovation within each delivery block whether through an integrated project, cases, or other contextualized content. The MBA in Sustainable Innovation is leading BC post-secondary institutions and is a catalyst for change, developing strong leadership skills grounded in innovation and sustainable practices.

The proposed new stream provides the opportunity for second order differentiation on parchments.

**Attachment(s):** January 2023 Senate docket for the proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program.



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 14, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program**

---

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to add a stream in Sustainable Innovation in the Master of Business Administration program.

The proposed new stream reflects the current contextualized content within the existing MBA program and provides the opportunity for second order differentiation on the degree parchment.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve the proposal to add a new stream in Master of Business Administration in Sustainable Innovation to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Sustainable Innovation".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair  
Dr. Evanthia Baboula  
Dr. Alexandre Brolo  
Ms. Hannah Brown  
Dr. Jo-Anne Clarke  
Dr. Adam Con  
Ms. Andrea Giles  
Dr. Robin Hicks  
Dr. Cindy Holder  
Dr. Sandra Hundza  
Ms. Alyssa Jackson

Dr. Michelle Lawrence  
Dr. Annalee Lepp  
Dr. Kin Fun Li  
Dr. Cynthia Milton  
Dr. Ulrich Mueller  
Dr. Maureen Ryan  
Ms. Ada Saab  
Ms. Wendy Taylor  
Dr. Jie Zhang  
Ms. Sandra Duggan (Secretary)

**UNIVERSITY OF VICTORIA**  
**PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE**

*[Master of Business Administration in Sustainable Innovation]*

Indicate the type of change being proposed:

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institution
- ☒ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, **new stream within existing program** or requirements (e.g. moving from a project-based to a course-based masters)
- ☐ Other, please specify

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

*Please provide dates of all approvals*

| Required approvals                                                            | Date              |
|-------------------------------------------------------------------------------|-------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)            | 18 August 2022    |
| Departmental approval                                                         |                   |
| Faculty Curriculum Committee approval                                         | 29 September 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | 21 September 2022 |
| Faculty of Graduate Studies Council approval                                  | 14 November 2022  |

*Please complete all rows with date or N/A*

| Consultations (as applicable; see notes below)<br>*supporting documentation required for all consultations                                      | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | n/a           |                                         |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               |               |                                         |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | 16 Sep 2022   |                                         |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | n/a           |                                         |
| Non-standard Tuition                                                                                                                            | Yes* or N/A   | Non-standard form attached (Y/N)        |
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>  | n/a           |                                         |





## Change to program title

## SUMMARY of PROPOSED CHANGE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                  |
| Name, Location, Academic units<br>(Faculties, departments, or schools)<br>offering the new Master's degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program |
| Anticipated change start date<br><br><b>*Note – the program <u>must not be</u> advertised/offered until all approvals are finalized.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | May 2023                                                                                                         |
| Name, title, phone number and e-mail<br>address of contact person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sheryl Karras, Director of Admin, Gill Graduate Programs<br>250-721-6433, mgbdiradmin@uvic.ca                    |
| <b>A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure, new stream within an existing program, or requirements (e.g. moving from a project-based to a course-based masters)</b>                                                                                                                                                                                                                                                                       |                                                                                                                  |
| <p>New stream within our existing MBA degree program</p> <p>MBA in Sustainable Innovation</p> <p>The proposed new stream within the existing MBA program reflects the current content and direction of the program. The program design incorporates sustainability and innovation within each delivery block whether through an integrated project, cases, or other contextualized content. The requested change provides the opportunity for second order differentiation on parchments. As the current program content is designed and focused on sustainable innovation we would like to provide current students with a degree parchment reflecting the new title starting this fall.</p> |                                                                                                                  |

***B. Provide a summary of the proposed change, and clearly articulate how the proposal aligns with current institutional plans and priorities. (maximum 1 page)***

In 2018 the MBA program content was redesigned and approved with a focus on sustainable innovation. We would have proposed this title in 2018 had we had the opportunity for differentiation on the parchment.

***C. What are the current labour market indicators to support the proposal?***

No change in the demand for the students or employment prospects.

***D. How is the proposed change aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?***

Distinguishing the program: MBA in Sustainable Innovation clearly identifies the focus of the program, The MBA in Sustainable Innovation is leading BC post-secondary institutions and is a catalyst for change, developing strong leadership skills grounded in innovation and sustainable practices. As such we would like the students' credential to adequately reflect this differentiation with the new name.

***E. How are the admission requirements affected by the proposed change?***

n/a

***F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves for research-based graduate programs). (Include short faculty CVs in an appendix)***

n/a

***G. Curriculum design (Include draft curriculum program and course change forms in an appendix)***

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.

n/a

- Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.

n/a

- Does the proposed 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.

- n/a – already incorporated in program

- Opportunities for community engaged and research-enriched learning

n/a – already incorporated in program

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

n/a

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

Existing policies on student evaluation will apply.

***I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.***

Yes, our MBA program has learning outcomes that are developed and evaluated regularly in terms of our external accreditation by AACSB. This stream will have the same learning outcomes as they focus on the acquisition of core business and management skills.

Master of Business Administration (MBA)

Competency Goal 1. Business Understanding: Gustavson MBA graduates will have a fundamental understanding of the core business disciplines.

Competency Goal 2. Global Mindset: Gustavson MBA Graduates will have a global perspective and the international business knowledge to succeed in a complex world.

Competency Goal 3. Sustainability/Social Responsibility: Gustavson MBA graduates will recognize that organizations and their members have a responsibility to the broader society of which they are a part, and act accordingly.

Competency Goal 4. Professionalism: Gustavson MBA graduates will conduct themselves professionally, communicating effectively, collaborating productively and maintaining high ethical standards.

***J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

The program incorporates content that aligns with the economic, cultural, social, and environmental challenges facing Indigenous peoples in British Columbia.

Through current and new case studies, integrated real-world projects, and reflective exercises, students will gain insight and understanding on how to be a leader in implementing change with sustainable thinking.

***K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.***

Same as our current processes

***L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.***

No change to existing program opportunities.

**M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.**

n/a

**N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).**

No change to current Daytime and Weekend enrolment targets.

**O. How do you plan to evaluate graduate student supervision?**

- The is a course-based program

**P. Resources requirements (include a table of program revenue and expenditures)**



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

n/a

***Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the program in a sample year at steady state)***

n/a

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



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**January 16, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft  
Vice-President Academic and Provost

A handwritten signature in blue ink, appearing to read 'Elizabeth Croft'.

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Proposal to add a new stream in Strategic Leadership to the existing Master of Business Administration program

**Basis for Jurisdiction:** Senate Committee on Planning meeting December 7, 2022  
Senate meeting on January 6, 2023

---

**Strategic Relevance:**

The proposal to add a new stream in Strategic Leadership to the existing Master of Business Administration program 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 add a new stream in Strategic Leadership to the existing Master of Business Administration program, as described in the document “Master of Business Administration in Strategic Leadership”, effective May 2023.*

**Background:**

The proposed new stream in Strategic Leadership reflects the current contextualized content within the existing modular delivery format, and provides the opportunity for second order differentiation on the degree parchment.

The program structure in terms of required courses follows the existing modular delivery format. The modular delivery enables course content to be contextualize for a targeted closed cohort of students. The modular delivery has a focus on Strategic Leadership and identifying this as a particular stream provides an appropriate level of distinction.

**Attachment(s):** January 2023 Senate docket for the proposal to add a new stream in Strategic Leadership to the existing Master of Business Administration program.



University  
of Victoria

Senate Committee on  
Planning

**MEMO**

**Date:** December 14, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to add a new stream in Master of Business Administration in Strategic Leadership to the existing Master of Business Administration program**

---

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to add a new stream in Master of Business Administration in Strategic Leadership to the existing Master of Business Administration program.

The proposed new stream reflects the current contextualized content within the existing modular delivery format, and provides the opportunity for second order differentiation on the degree parchment.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve the proposal to add a new stream in Master of Business Administration in Strategic Leadership to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Strategic Leadership".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair  
Dr. Evanthia Baboula  
Dr. Alexandre Brolo  
Ms. Hannah Brown  
Dr. Jo-Anne Clarke  
Dr. Adam Con  
Ms. Andrea Giles  
Dr. Robin Hicks  
Dr. Cindy Holder  
Dr. Sandra Hundza  
Ms. Alyssa Jackson

Dr. Michelle Lawrence  
Dr. Annalee Lepp  
Dr. Kin Fun Li  
Dr. Cynthia Milton  
Dr. Ulrich Mueller  
Dr. Maureen Ryan  
Ms. Ada Saab  
Ms. Wendy Taylor  
Dr. Jie Zhang  
Ms. Sandra Duggan (Secretary)

**UNIVERSITY OF VICTORIA**  
**PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE**

*[Master of Business Administration in Strategic Leadership]*

Indicate the type of change being proposed:

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☒ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, **new stream within existing program** or requirements (e.g. moving from a project-based to a course-based masters)
- ☐ Other, please specify

| Submitted by:     | Name and title                          | Email                                                        |
|-------------------|-----------------------------------------|--------------------------------------------------------------|
| Contact person    | Sheryl Karras, Admin Director Gill Grad | <a href="mailto:mgbdiradmin@uvic.ca">mgbdiradmin@uvic.ca</a> |
| Dean or designate | Saul Klein, Dean                        | <a href="mailto:bizdean@uvic.ca">bizdean@uvic.ca</a>         |

*Please provide dates of all approvals*

| Required approvals                                                            | Date              |
|-------------------------------------------------------------------------------|-------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)            | 18 August 2022    |
| Departmental approval                                                         |                   |
| Faculty Curriculum Committee approval                                         | 29 September 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | 21 September 2022 |
| Faculty of Graduate Studies Council approval                                  | 14 November 2022  |

*Please complete all rows with date or N/A*

| Consultations (as applicable; see notes below)<br>*supporting documentation required for all consultations                                      | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | n/a           |                                         |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | n/a           |                                         |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | 16 Sep 2022   |                                         |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | n/a           |                                         |
| Non-standard Tuition                                                                                                                            | Yes* or N/A   | Non-standard form attached (Y/N)        |
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>  | n/a           |                                         |



## Creation of a new stream within existing degree

## SUMMARY of PROPOSED CHANGE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                               |
| Name, Location, Academic units<br>(Faculties, departments, or schools)<br>offering the new Master's degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | New stream within MBA: Master of Business Administration, <u>in Strategic Leadership</u>      |
| Anticipated change start date<br><br><b>*Note – the program <u>must not be</u> advertised/offered until all approvals are finalized.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | May 2023                                                                                      |
| Name, title, phone number and e-mail<br>address of contact person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sheryl Karras, Director of Admin, Gill Graduate Programs<br>250-721-6433, mgbdiradmin@uvic.ca |
| <b>A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure, new stream within an existing program, or requirements (e.g. moving from a project-based to a course-based masters)</b>                                                                                                                                                                                                                                                                                                                |                                                                                               |
| <p>Identification of a stream within our existing MBA degree program</p> <p>MBA in Strategic Leadership</p> <p>The proposed new title reflects the current contextualized content within our existing modular delivery format. The requested recognition of a particular stream also provides the opportunity for second order differentiation on parchments.</p> <p>The program structure in terms of required courses follows the existing modular delivery format. The modular delivery enables course content to be contextualize for a targeted closed cohort of students. The modular delivery has a focus on Strategic Leadership and identifying this as a particular stream provides an appropriate level of distinction.</p> |                                                                                               |

***B. Provide a summary of the proposed change, and clearly articulate how the proposal aligns with current institutional plans and priorities. (maximum 1 page)***

The recognition of the title MBA in Strategic Leadership supports the contextualized delivery of this modular program. Being able to provide a second order differentiation on parchments provides students with a more accurate reflection of the focus of their modular MBA program.

***C. What are the current labour market indicators to support the proposal?***

No change in the demand for the students or employment prospects.

***D. How is the proposed change aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?***

This modular cohort provides distinct opportunities to contextualize content and, as such we would like the students' credential to adequately reflect this differentiation in the new name.

***E. How are the admission requirements affected by the proposed change?***

Same as our current process



***F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves for research-based graduate programs). (Include short faculty CVs in an appendix)***

n/a

***G. Curriculum design (Include draft curriculum program and course change forms in an appendix)***

**Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.**

All core and prerequisite courses are the same as in our existing MBA. The unique features of this modular delivery are the contextualization and application of concepts to provide a focus on Strategic Leadership.

- Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.

n/a

- Does the proposed 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.

n/a for this stream – already incorporated in program

- Opportunities for community engaged and research-enriched learning

n/a for this stream – already incorporated in program

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

The modular MBA structure includes residencies delivered in person interspersed with some online work.

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

Existing policies on student evaluation will apply.

***I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.***

Yes, our MBA program has learning outcomes that are developed and evaluated regularly in terms of our external accreditation by AACSB. This stream will have the same learning outcomes as they focus on the acquisition of core business and management skills.

Current Master of Business Administration (MBA) Competency Goals:

Competency Goal 1. Business Understanding: Gustavson MBA graduates will have a fundamental understanding of the core business disciplines.

Competency Goal 2. Global Mindset: Gustavson MBA Graduates will have a global perspective and the international business knowledge to succeed in a complex world.

Competency Goal 3. Sustainability/Social Responsibility: Gustavson MBA graduates will recognize that organizations and their members have a responsibility to the broader society of which they are a part, and act accordingly.

Competency Goal 4. Professionalism: Gustavson MBA graduates will conduct themselves professionally, communicating effectively, collaborating productively and maintaining high ethical standards.

***J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

The program incorporates content that aligns with the economic, cultural, social, and environmental challenges facing Indigenous peoples in Canada.

***K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.***

Same as our current processes

***L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.***

No change to existing program opportunities

**M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.**

n/a

**N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).**

No change to enrolment plan

- This is a close enrolment cohort with student nominated by the organization.

**O. How do you plan to evaluate graduate student supervision?**

No change

- This is a course-based program.

**P. Resources requirements (include a table of program revenue and expenditures)**

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

n/a

***Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the program in a sample year at steady state)***

n/a

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



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**January 16, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft  
Vice-President Academic and Provost



**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Proposed changes to the Master of Arts and Doctor of Philosophy in English Programs

**Basis for Jurisdiction:** Senate Committee on Planning meeting December 7, 2022  
Senate meeting on January 6, 2023

---

**Strategic Relevance:**

The proposed changes to the Master of Arts and Doctor of Philosophy in English programs align 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.

### **Recommendations:**

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed changes to the Master of Arts in English program, as described in the document "Department of English Course Offering Changes", effective May 2023.*

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed changes to the Doctor of Philosophy in English program, as described in the document "Department of English Course Offering Changes", effective May 2023.*

### **Background:**

Historically, the Department of English has offered an excellent education in the study of literature in English. The Department's disciplinary investment in the imaginative, aesthetic, and persuasive uses of language across time and place makes it inherently pluralistic and open to innovation and the challenges, possibilities, and experiences of our particular time and place. When the Department expanded in the early 1970s it decisively embraced the emergent study of African, Caribbean and Indian literatures of the postcolonial moment. In the late 1980s and early 1990s, the Department turned also to the interdisciplinary study of culture envisioned by the discipline of Cultural Studies. In the past twenty years, our courses have increasingly included Indigenous literatures. More recently, the Department has also promoted the study of media and rhetoric more broadly. The record of the Department's responsiveness to developments in the discipline testifies to its understanding of its mission to transmit the reading, writing, speaking, and critical-thinking skills that are vital attributes of democratic citizenship.

The Department of English has not undergone a wholesale curriculum revision since 1992, and incremental changes over the past 30 years have resulted in an unwieldy course roster that has lost its structural integrity. Many of the most popular courses that reflect recent trends in the field are taught under the Special Topics rubrics. More importantly, the current curriculum's emphasis on literary history does not reflect the state of the field, which values approaching literature and culture from different formal, theoretical and thematic perspectives in addition to historical ones. In order to update the English curriculum to keep pace with the state of the field and reflect what instructors actually teach, the Department proposes a revision that includes a new course roster, revised program requirements, and a new course code.

The department's graduate curriculum has lagged behind changes undertaken in undergraduate programmes at many other institutions. Many incoming students are coming from institutions



with updated undergraduate curricula, and are seeking precisely the kind of flexibility and problem-, theme-, and method-based approaches in the proposed course structure.

**Attachment(s):** January 2023 Senate docket for the proposed changes to the Master of Arts and the Doctor of Philosophy in English programs.



**Date:** December 14, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Master of Arts and Doctor of Philosophy in English Programs**

---

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposed changes to the Master of Arts and Doctor of Philosophy in English Programs.

The Department of English is making significant changes to their course organization, updating and streamlining their curriculum. The proposed changes move the current English graduate programs from a colonial focus to one that honours the disciplinary and methodological strengths of literary and cultural studies in English.

**The following motion is recommended:**

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposed changes to the Master of Arts in English program, as described in the document "Department of English Course Offering Changes".

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposed changes to the Doctor of Philosophy in English program, as described in the document "Department of English Course Offering Changes".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair  
Dr. Evanthia Baboula  
Dr. Alexandre Brolo  
Ms. Hannah Brown  
Dr. Jo-Anne Clarke  
Dr. Adam Con  
Ms. Andrea Giles  
Dr. Robin Hicks  
Dr. Cindy Holder  
Dr. Sandra Hundza  
Ms. Alyssa Jackson

Dr. Michelle Lawrence  
Dr. Annalee Lepp  
Dr. Kin Fun Li  
Dr. Cynthia Milton  
Dr. Ulrich Mueller  
Dr. Maureen Ryan  
Ms. Ada Saab  
Ms. Wendy Taylor  
Dr. Jie Zhang  
Ms. Sandra Duggan (Secretary)

**UNIVERSITY OF VICTORIA**  
**PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE**

*Department of English Course Offering Changes*

Indicate the type of change being proposed:

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or requirements (e.g. moving from a project-based to a course-based masters)
- ☐ Other, please specify

| Submitted by:     | Name and title | Email              |
|-------------------|----------------|--------------------|
| Contact person    | Stephen Ross   | englgradad@uvic.ca |
| Dean or designate |                |                    |

*Please provide dates of all approvals*

| Required approvals                                                            | Date          |
|-------------------------------------------------------------------------------|---------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)            | 18 July 2022  |
| Departmental approval                                                         | 27 April 2022 |
| Faculty Curriculum Committee approval                                         | 13 Sept 2022  |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | 20 Sept 2022  |
| Faculty of Graduate Studies Council approval                                  | 14 Nov 2022   |

*Please complete all rows with date or N/A*

| Consultations (as applicable; see notes below)<br>*supporting documentation required for all consultations                                      | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | 25 Aug 2022   | Y                                       |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | 24 Aug 2022   | Y                                       |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | 24 Aug 2022   | Y                                       |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | 20 Oct 2022   | Y                                       |
| Non-standard Tuition                                                                                                                            | N/A           | Non-standard form attached (Y/N)        |
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>  | N/A           | N                                       |



## Proposed Change to an Existing Graduate Program

### SUMMARY of PROPOSED CHANGE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                            |
| Name, Location, Academic units<br>(Faculties, departments, or schools)<br>offering the new Master's degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Department of English<br><br>MA Program<br><br>CLE C343                    |
| Anticipated change start date<br><br><b><i>*Note – the program <u>must not be</u> advertised/offered until all approvals are finalized.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | May 2023                                                                   |
| Name, title, phone number and e-mail<br>address of contact person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Dr. Stephen Ross<br>Graduate Advisor<br>250-721-7237<br>englgradad@uvic.ca |
| <b><i>A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters)</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |
| <p>We are making significant changes to our course organization, updating and streamlining our curriculum. There are no changes to program requirements, unit values, or prerequisites. We are not introducing a new stream or programme, changing a degree name or title, or switching mode between course-based and project-based.</p> <p>While retaining required courses and programme requirements, we are deleting most of our existing courses and replacing them with new courses.</p> <p>Concurrently with these proposed changes, the English Department is proposing a change to its course codes from ENGL to ENSH. We have used the proposed new course code in our proposal here. This change will necessitate a parallel change to the CSPT MA copy in the calendar as well, updating the course codes there from ENGL to ENSH. That change will be submitted separately.</p> |                                                                            |

**B. Provide a summary of the proposed change, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)**

The proposed changes involve replacing almost all our existing courses with an updated slate, reconfigured to enhance responsiveness, flexibility, and competitiveness. More importantly, they replace an out-dated curriculum anchored in colonialist politics and values with an agile slate of courses that honours the disciplinary and methodological strengths of literary and cultural studies in English while advancing beyond an organizational logic that centres British imperial history.

The changes will enhance our ability to

- A. Decolonize our curriculum,
- B. Bring policy in line with practice,
- C. Enhance the flexibility of our offerings,
- D. Meet changing student needs, and
- E. Align our programme with larger disciplinary shifts

Headnote to appear above courses in University Calendar: "The unit and its programs focus on texts and materials produced in English. Texts and materials in translation may be considered for their influence. Students are warmly encouraged to consider non-English texts and materials by pursuing instruction in languages other than English as well as complementary courses in the departments/programs of French, Germanic and Slavic Studies, Pacific and Asian Studies, and Greek and Roman Studies, some of which have courses that are cross-listed with English."

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGL500 - Research Methods and Professional Development<br>ENGL502 - Teaching English in Higher Education<br>ENGL503 - Special Studies<br>ENGL505 - Studies in Literary Theory: Area Course<br>ENGL506 - Studies in Literary Theory: Special Topic<br>ENGL507 - Digital Literary Studies: History and Principles<br>ENGL508 - Digital Literary Studies: Special Topic<br>ENGL510 - Studies in Old English Literature: Special Topic<br>ENGL515 - Studies in Middle English Literature: Area Course<br>ENGL516 - Studies in Middle English Literature: Special Topic<br>ENGL520 - Studies in Renaissance Literature: Area Course<br>ENGL521 - Studies in Renaissance Literature: Special Topic<br>ENGL530 - Studies in the Literature of the 17th Century: Area Course<br>ENGL531 - Studies in the Literature of the 17th Century: Special Topic<br>ENGL540 - Studies in the Literature of the 18th Century: Area Course<br>ENGL541 - Studies in the Literature of the 18th Century: Special Topic<br>ENGL550 - Studies in the Literature of the 19th Century: Area Course<br>ENGL551 - Studies in the Literature of the 19th Century: Special Topic<br>ENGL560 - Studies in 20th-Century British and Irish Literature: Area Course<br>ENGL561 - Studies in 20th-Century British and Irish Literature: Special Topic<br>ENGL570 - Studies in American Literature Pre-1914: Area Course<br>ENGL571 - Studies in American Literature 1914 to the Present: Area Course<br>ENGL572 - Studies in American Literature: Special Topic<br>ENGL580 - Studies in Commonwealth and Postcolonial Literatures: Area Course<br>ENGL581 - Studies in Commonwealth and Postcolonial Literatures: Special Topic<br>ENGL582 - Area Studies in Literatures of the West Coast<br>ENGL583 - Topics in Literature of the West Coast<br>ENGL585 - Studies in Canadian Literature: Area Course<br>ENGL586 - Studies in Canadian Literature: Special Topic | ENSH500 – Research Methods and Professional Development<br><a href="#">ENSH503 - Special Studies in Lit and/or Media</a><br><a href="#">ENSH522 – Topics in Cultural Studies</a><br><a href="#">ENSH532 - Topics in Literary History</a><br><a href="#">ENSH533 - Topics in Genre in Lit and/or Media</a><br><a href="#">ENSH534 - Topics in Theory and Criticism</a><br><a href="#">ENSH542 - Topics in Aesthetics in Lit and/or Media</a><br><a href="#">ENSH543 - Topics in Politics in Lit and/or Media</a><br><a href="#">ENSH544 - Topics in Ethics in Lit and/or Media</a><br><a href="#">ENSH545 - Topics in Place in Lit and/or Media</a><br><a href="#">ENSH546 – Topics in Religion in Lit and/or Media</a><br><a href="#">ENSH547 - Topics in Subjecthood in Lit and/or Media</a><br><a href="#">ENSH552 - Critical and Research Methodologies Workshop</a><br>ENSH590 – Directed Reading<br>ENSH598 – Master's Essay or Project<br>ENSH599 – MA Traditional or Alternative Thesis<br><br>* courses listed in <a href="#">blue</a> are new offerings<br>* all courses are 1.5 units, with the exceptions of 598 (3-6 units), and 599 (7.5 units) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**C. What are the current labour market indicators to support the proposed change?**

The discipline of English literary and cultural studies has changed dramatically in the last decade. Hiring is now done less and less along the lines of the previous century's historical period/nation-state based designations. Instead, departments are hiring agile and adaptable scholars to teach courses that range across traditional historical periods, genres, and national boundaries. As scholars come to recognize that it is impossible responsibly to study literature from a siloed approach, they are also embracing the imperative to decolonize the discipline by embracing alternative models of organizing and presenting literature and culture to students. Finally, students themselves are clamouring for a changed approach; fewer and fewer each year seek out a model of literary history like that our old curriculum presumes, instead preferring courses that are organized around themes, problems, or approaches.

The proposed changes respond to these shifts in the labour market and student demand.

**D. How is the proposed change aligned with, or is distinct from related undergraduate programs in other BC post-secondary institutions?**

The proposed changes are for our MA programme, not our undergraduate programme. Nevertheless, it remains true that our department's graduate curriculum has lagged behind changes undertaken in undergraduate programmes at many other institutions. Many of our incoming students are coming from institutions with updated undergraduate curricula, and are seeking precisely the kind of flexibility and problem-, theme-, and method-based approaches our proposed course structure is designed to enable. We have consulted with prospective applicants to our MA programme, as well as with three successive cohorts of graduate students, and found enthusiastic support for changes like those we are proposing. We believe that making such changes won't just improve our application and participation numbers, but that they are in fact essential to keeping our programme from dwindling away. Students still seeking the old-style curriculum tend to prefer institutions such as UBC and the University of Toronto. The proposed changes will clearly indicate that UVic is different and offers something the others do not.

Though some institutions still adhere to the model derived from the foundation of English departments as the pedagogical arm of the British Empire, increasing numbers are shifting to a more ecumenical approach that foregrounds problems, themes, and methods. The proposed changes will put our department in the vanguard of this larger disciplinary shift. Where we once taught a canon of works with a tightly controlled method (i.e., primarily close reading), we now teach a variety of methods (including close reading, but also many others) alongside a fluid and shifting range of cultural products. These changes are taking place across the discipline. It would be irresponsible of us not to take charge of how we configure and deliver our courses in their light. Particularly as SFU and UBC continue to adhere to the older model of curriculum design, this is a chance for UVic to stand apart as progressive and responsive to student demand.

**E. How are the admission requirements affected by the proposed change?**

Admission requirements are not affected by this proposed change.

***F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in an appendix)***

This course reorganization has no implications for changes in faculty expertise or complement. Though many of our faculty were trained in the model of curriculum we are seeking to decentre with this plan, all are more than capable of teaching across historical periods, genres, and methods. One of our rationales for the change recognizes that such flexibility is already the norm in particular courses: we seek to make our official organization reflect a practice that has become more and more the norm over the last twenty years. The proposed change brings policy in line with practice, and at no point depends precariously on the expertise of just a few faculty.

For our proposed reorganization, please find below a list of faculty whose expertise would allow them to teach in each of the proposed course areas:

**ENSH503 - Special Studies in Literature and/or Media:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright

**ENSH522 - Cultural Studies:** Bancroft, Blank, Boyarin, Dean, Douglas, Higgins, Mitchell, Ross, Sayers, Williams, Wong

**ENSH532 - Literary History:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright

**ENSH533 - Genre in Literature and/or Media:** Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Surridge, van Oort, Williams, Wright

**ENSH534 - Theory and Criticism:** Bancroft, Blank, Carson, Dean, Kuchar, Mitchell, Ross, Sayers, Shlensky, Siemens, van Oort, Wright

**ENSH542 - Aesthetics in Literature and/or Media:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright

**ENSH543 - Politics in Literature and/or Media:** Bancroft, Blank, Bradley, Chapman, Dean, Douglas, Grossi, Kelly, Kuchar, Leighton, Mitchell, Rabillard, Ross, Sayers, Shlensky, van Oort, Williams, Wright

**ENSH544 - Ethics in Literature and/or Media:** Bancroft, Dean, Ellerbeck, Grossi, Higgins, Kuchar, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wong, Wright

**ENSH545 - Place in Literature and/or Media:** Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Grossi, Higgins, Miller, Nowlin, Rabillard, Shlensky, Wright

**ENSH546 – Religion in Literature and/or Media:** Boyarin, Dopp, Douglas, Kuchar, Williams

**ENSH547 - Subjecthood in Literature and/or Media:** Bancroft, Chapman, Dean, Leighton, Mitchell, Rabillard, Sayers, Shlensky, Surridge, Williams, Wright

**ENSH552 - Critical and Research Methodologies Workshop:** Chapman, Dean, Ellerbeck, Kelly, Leighton, Sayers, Siemens, Surridge, van Oort, Williams, Wright

Short CVs can be provided upon request.

***G. Curriculum design (Include draft curriculum program and course change forms in an appendix)***

**Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.**

The proposed changes have no impact on programme requirements.

All MA students must still take ENSH500 in their first year of study (unless waived due to prior completion).

Additionally,

- All MA students must complete ENSH599, the MA Essay or Project, to complete their degree requirements.
- All MA students pursuing the CSPT concentration must also take CSPT501 and at least 1.5 units of CSPT500 as well as their ENSH programme requirements.

None of these is a change from the standing programme requirements, and none is affected by the proposed changes. ENSH500, ENSH599, CSPT501, and CSPT500 are unchanged by the proposed changes.

The English department's MA programme has no breadth requirements, no prerequisites for specific courses, and no other requirements that are affected by the proposed changes.

As is visible in the table above (in section B), the new courses replace old courses, but the structure and requirements of the programme remain consistent.

Topics courses may be repeated if content varies, and with permission of the Graduate Advisor, to a max of 3.0 units



- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

The proposed changes do not affect the curriculum design in any structural way, though they reshape how we present the discipline, our subject matter, and our approaches to studying it in the 21<sup>st</sup> century.

- **Does the proposed 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.

We have not built any such opportunities into the proposed courses specifically, though several of them are engineered to allow such flexibility that particular faculty can introduce experiential learning and community-engaged learning into them. All the courses will continue to emphasize research-enriched learning, as the present courses do as well, with their reliance upon assessment methods that foreground primary and secondary research.

- Opportunities for community engaged and research-enriched learning

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

Neither the proposed nor the current programme design includes such plans at present.

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

All courses are graded according to UVic's established grading standards (<https://www.uvic.ca/humanities/atwp/current-students/grading/index.php>).

The MA Essay/Alternative Project is evaluated independently by two faculty members and assessed on a PASS/FAIL basis.

#### ***I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.***

Our MA programme has the following specified learning outcomes:

**MA Learning Outcomes**

- evaluate and employ theoretical, methodological, material, generic, historical, and thematic approaches to literature, culture, and media in English
- conduct sophisticated critical analyses that demonstrate advanced research skills
- construct complex arguments and express them persuasively
- employ practical experience from the classroom and/or co-op learning
- evaluate colonial and post-colonial dimensions of English as a discipline
- demonstrate practical and analytical skills needed for higher levels of employment and doctoral programs

The proposed changes do not affect the learning outcomes.

***J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

Yes. One of our primary motivations in undertaking the proposed changes has been to begin the process of decolonizing and indigenizing our department's PhD programme. The study of English literature as the literature of England and the former British Empire is inextricable from that empire's history of imperialism and colonization. The discipline has evolved in the last decades, however, to include literatures of non-colonized and decolonized nations as well. Our old curriculum belongs to the old paradigm in which nation-state origin and historical period (often defined by reference to the reigns of British monarchs) determined the literary content of the courses. Our proposed change decentres this old model, putting in its place a framework that embraces more salient elements of literary study, including ethics, aesthetics, politics, and religion. It sidelines nation-state affiliation as a primary organizing category, and moves away from the imperialist framework which the old curriculum still maintains. It retains disciplinary specificity in its commitment to study literature and media originally produced in English—or materials in translation that are directly relevant to the study of such materials—at the forefront of our content. Rather than reproducing the old siloing gestures of having bespoke courses in women's writing, writing about race, or Indigenous writing, we are proceeding on the principle and with the expectation that such formerly marginalized traditions will be woven into a variety of offerings as a matter of course.

***K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.***

Without getting too grandiose in our claims, it is true that our proposed changes have been motivated by a desire to facilitate teaching of traditionally marginalized writers, stories from marginalized perspectives, and works pertaining to historically marginalized experiences. By decentring the historical-period and nation-state based curriculum of the past, we hope that these changes will encourage more teaching of texts and media that fall outside the traditional literary and cultural canon—without consigning that canon entirely to the dustbin of history. BIPOC writers, women writers, and queer writers will, we hope, be integrated more fully into course reading lists as a matter of course. Rather than holding particular “special interest” courses for such writers, we have tried to engineer flexible rubrics that encourage inclusion and diversity as standard operating procedure when courses are designed, proposed, and delivered.

***L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.***

In a limited way it does, yes. Where the prior curriculum favoured exploration of global perspectives primarily as filtered through the interests and history of the British and American empires, the proposed changes will encourage transnational, multi-ethnic, and culturally diverse conglomerations of material without using imperial logics as the *prima facie* means of giving those conglomerations meaning. Our restriction to materials produced in English places some inherent limit on the range we have for global engagement, though that limit is admittedly minimal. By treating the English-language literatures and cultures of nations around the world *on their own terms* rather than as legacies of colonialism, we hope that these proposed new courses will open up new—explicitly decolonial—ways of regarding the world.

***M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.***

Yes. Most of our courses at the graduate level involve faculty integrating their current research into the classroom setting. Some of the proposed courses, such as the Critical and Research Methodologies Workshop, explicitly involve getting students involved in active, ongoing research as part of the course work. Equally, it is common in our graduate courses to have students assigned research presentations, where they take a topic, conduct research into it, and then teach it to their peers. Faculty vary in their approaches, of course, but some who foreground experiential learning do so precisely through their integration of research and teaching in the graduate classroom. Ideally, students’ final papers or projects for courses will transform the foundational learning they do with independent research to produce innovative, sometimes publishable, research.

***N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).***

N/A

***O. How do you plan to evaluate graduate student supervision?***

We will continue with our current procedures, guided by the FGS documents outlining expectations of supervisors.

***P. Resources requirements (include a table of program revenue and expenditures)***

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

N/A

***Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)***

There are no funding implications attendant on the proposed changes, as they represent neither an increase nor a decrease in our programme's size, intake, or times-to-completion.

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

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on new courses  
**Date:** May 17, 2022 6:06:42 PM

---

Another one to file.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Steve Garlick - Sociology Chair <sociologychair@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 4:11 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Consultation on new courses

Looks great Stephen. My only comment is to wish you the best of luck with it.

Steve

Dr. Steve Garlick (he/his)  
Associate Professor & Chair  
COR A336  
Department of Sociology  
University of Victoria  
PO Box 3050 STN CSC  
Victoria BC V8W3P5

We acknowledge and respect the ləkʷəŋən 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:** Stephen Ross - English Graduate Advisor  
**Sent:** May 17, 2022 3:09 PM  
**To:** Steve Garlick - Sociology Chair <sociologychair@uvic.ca>  
**Subject:** Consultation on new courses

Hi Steve,

As I mentioned the other day in the CSPT retreat, we are in the throes of revising our graduate course offerings, and now that our department has

approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [Andrea Giles](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE  
**Date:** August 24, 2022 12:51:55 PM

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Thank you, Andrea! I really appreciate your quick response.

Best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** Andrea Giles <agiles@uvic.ca>  
**Date:** Wednesday, August 24, 2022 at 11:47 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Graduate Course Change Consultation - TIME SENSITIVE

Hello Stephen,

Thanks for reaching out. I've had a review of what you sent me last night, I think these changes to your grad curriculum are commendable. Please consider this email as a "good to go" for consultation from COOP.

I hope your summer is going well, as well.

Cheers,

Andrea



Andrea Giles, M.A.  
Executive Director  
Co-operative Education Program and Career Services

[University of Victoria](#)  
Business and Economics Building, Room 414  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2 Canada  
T 250-721-6211 or 250-721-7628 F 250-721-8996  
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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** August 23, 2022 7:06 PM

**To:** Andrea Giles <agiles@uvic.ca>

**Subject:** Graduate Course Change Consultation - TIME SENSITIVE

Dear Andrea,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum change consultation  
**Date:** July 18, 2022 1:05:44 PM

---

Please add this to the file, even though I've had to alert them to the extra changes and the headnote in particular. The more of these we can collect the better.

S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>  
**Date:** Monday, July 18, 2022 at 11:56 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>  
**Subject:** RE: Curriculum change consultation

Hi Stephen,

Robin and I have reviewed the English graduate program proposed changes. We agree the proposal is ready to enter the approval processes. Please note that each body will make it's own approval decision along the way regardless of our view of the proposed changes.

Best regards,

Elizabeth

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Sent:** July 5, 2022 10:16 AM  
**To:** Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>  
**Subject:** Curriculum change consultation

Hi Robin and Elizabeth,

I'm attaching here the final version of our proposed set of changes to our course offerings in the grad program in English. I've been through consultations with other units on campus, and we've made some changes to allay concerns and meet questions. We're just about ready to put it all into Kuali. Could you please have a look and let me know if you see any issues? If not, I'd love it if I could have emails from you endorsing the changes, so I can add them to the file.

Thank you,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: one more time!  
**Date:** May 31, 2022 2:52:34 PM

---

Here's GMST on board (at last!).

GRS is basically in agreement, so we're just waiting on AHVS and PAAS at this point.

Thanks!

S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>  
**Date:** Tuesday, May 31, 2022 at 2:26 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>  
**Cc:** Ingrid Holmberg <ingrid@uvic.ca>  
**Subject:** Re: one more time!

Hi both,

Yes, GERU is happy with the proposed changes/modifications. We would like to thank Stephen for listening to our concerns and for working together with us to address them.

I also wanted to thank Ingrid for raising all of these important points.

Have a nice afternoon,  
Charlotte

Charlotte Schallié (she/her)  
Chair | Department of Germanic and Slavic Studies  
Professor of Germanic Studies  
University of Victoria  
T 250-721-7321

I acknowledge and respect the ləkʷəŋən 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.

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Tuesday, May 31, 2022 at 2:12 PM

**To:** Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>

**Cc:** Ingrid Holmberg <ingrid@uvic.ca>

**Subject:** Re: one more time!

Hi Ingrid,

We shifted to “writing” from “literature” for two reasons. First, the grad students are either ambivalent about the term “literature” or else view it with open hostility. At best, they find it elitist and exclusionary; at worst, they find it imperialist, sexist, racist, homophobic and so on. Second, and more pertinently, the switch lets us work with popular writing (such as pulp fiction, magazines, etc.) that some might balk at calling “literature.” Personally, I’m fine with either, since I read “literature” with a small “l” to mean basically written material, but I am apparently in a shrinking minority on that one.

I think that Charlotte has said she’s good with the changes now, but as she’s looped in here I’ll let her confirm or deny as she sees fit. I have not heard back from Richard yet since sending him the latest iteration, but otherwise I have not heard substantial concerns.

All best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>

**Date:** Tuesday, May 31, 2022 at 9:49 AM

**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Charlotte Schallie - Chair

of Germanic and Slavic Studies <geruchair@uvic.ca>

**Cc:** Ingrid Holmberg <ingrid@uvic.ca>

**Subject:** Re: one more time!

Hi Stephen, thanks very much for this iteration of the courses. I do think putting “anglophone” in the titles and being more specific in the descriptions is very helpful. Why “anglophone writing” and not “anglophone literature”?

I’m interested in what Charlotte and the others have to say, too.

With best wishes, Ingrid

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Monday, May 30, 2022 at 11:46 AM

**To:** Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>

**Subject:** one more time!

Hi Ingrid and Charlotte,

In response to a very insightful email from Richard, I’m sending along another revision, this time with changed course *titles* and not just *descriptions*. I had been thinking that the issue was with the descriptions, but upon looking up graduate course offerings across the faculty, I see that while the practice is by no means universal, it is more common than not to specify the discipline in the course title. With that, I’m more than happy to send along a further update, this time with changed course titles that indicate where possible that we’re talking about anglophone studies.

Please let me know what you think of *this* revision, and don’t bother with the previous one.

All best,  
Stephen

---

Graduate Advisor,  
English Department,



**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on new courses  
**Date:** May 18, 2022 2:43:25 PM  
**Attachments:** [image001.png](#)

---

Another one to file

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Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** "Marc Lapprand, Acting Chair" <chairfran@uvic.ca>  
**Date:** Wednesday, May 18, 2022 at 10:50 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Consultation on new courses

Cher Stephen,

Good to hear from you. It all looks fantastic. The new curriculum design and course revamping looks terrific. Great move, and best of luck.

Cheers,

Marc


**Marc Lapprand**  
Professor / Professeur titulaire  
Acting Chair / directeur intérimaire

Department of French  
University of Victoria  
PO Box 1700 STN CSC  
Victoria BC  
Canada V8W 2Y2

<https://www.uvic.ca/humanities/french/about-us/faculty/lapprand-marc.php>

Tel. 1 (250) 721 8884  
Port. 1 (250) 661 0198





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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** May 17, 2022 3:10 PM

**To:** Marc Lapprand, Acting Chair <chairfran@uvic.ca>

**Subject:** Consultation on new courses

Hi Marc (je crois?),

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** Fw: Wording  
**Date:** August 29, 2022 4:48:52 PM

---

Here's the email from Ingrid Holmberg in GRS.

---

**From:** Ingrid Holmberg - Chair of Greek and Roman Studies  
**Sent:** July 10, 2022 3:15 PM  
**To:** Charlotte Schallie - Chair of Germanic and Slavic Studies; Stephen Ross - English Graduate Advisor  
**Subject:** Re: Wording

I would also be happy with this headnote. Hats off to the creator! Do we still need to come to the meeting on Wednesday??

---

**From:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>  
**Date:** Friday, July 8, 2022 at 2:46 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>  
**Subject:** Re: Wording

Dear Stephen,

I would be happy with this headnote.

All best,  
Charlotte

Charlotte Schallie (she/her)  
Chair | Department of Germanic and Slavic Studies  
Professor of Germanic Studies  
University of Victoria  
T 250-721-7321

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.

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Friday, July 8, 2022 at 1:43 PM  
**To:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>

**Subject:** Wording

The Associate Deans have suggested that we might obviate the problem by having a headnote in the calendar and on the English website that says something like, "The unit and its programs focus on cultural production (text/film/media) produced in English. Texts in translation will be considered for their influence on such production and on the theoretical analysis of it. Students are warmly encouraged to consider other cultural influences on literature and cultural production in English by pursuing additional language development as well as complementary courses in the departments/programs of X, Y, and X, some of which have courses that are cross-listed with English."

Would that work for you, in lieu of having some indicator in each course title?

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

**Subject:** Re: Graduate ENGL Course Change Consultation - TIME SENSITIVE  
**Date:** Thursday, October 20, 2022 at 5:15:01 PM Eastern Daylight Time  
**From:** Rob Hancock, IACE Associate Director Academic  
**To:** Lisa Surridge - Humanities Associate Dean, Academic, Stephen Ross - English Graduate Advisor  
**CC:** Jacquie Green  
**Attachments:** image001.png

Good afternoon, Lisa and Stephen,

Thank you for following up. On behalf of the Executive Director, Kundoqk Dr. Jacquie Green (cc'ed here), I am writing to confirm that IACE has reviewed the proposal. It makes clear the direction that the department is going and describes why the changes are necessary. We recognize that the proposal represents an important first step but represents only part of the work that needs to be done. Finally, we understand that the department is waiting for a scholar with subject matter expertise to join the faculty to contribute to the ongoing renewal process in a responsible and respectful way.

Thank you for the opportunity to be part of this process.

Rob H.

---

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Wednesday, October 19, 2022 at 3:36 PM  
**To:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>  
**Cc:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Graduate ENGL Course Change Consultation - TIME SENSITIVE

Dear Rob: I know how busy you are—I just saw you on Zoom again this morning at yet another meeting!—so I apologise in advance for bothering you!

I am writing in my role as chair of the Humanities Curriculum Committee. One of my duties is to ensure adequate consultation on all curriculum changes in each cycle.

In this case, IACE has been consulted but Stephen has yet to hear from Jacquie. I wonder if you could possibly follow up with her? I would be immensely grateful. Stephen has been specifically asked to provide evidence of consultation with IACE.

(I do have a copy of her email to Luke which we took to be concerning the UG changes.)

Thanks in advance for your help—Lisa.



Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](https://www.uvic.ca)  
Office: Cle C309  
T 250-721-7246

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---

**From:** Rob Hancock, IACE Associate Director Academic  
**Sent:** October 4, 2022 3:00 PM  
**To:** Stephen Ross - English Graduate Advisor  
**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for following up, Stephen. I'll connect with Jacquie and ask her to get in touch with you.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)  
Associate Director Academic  
Office of Indigenous Academic & Community Engagement  
University of Victoria

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, October 4, 2022 at 2:49 PM

**To:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Rob,

Just following up on this. We've made it through GEC now with our proposed changes, but they want me to add some official documentation of consultation with you guys as well. I did not hear from Jacquie after your email, but maybe it got mixed in with the undergrad consultation stuff. I have a small window to add consultations, and it would be great to hear from you and/or Jacquie.

Best,

Stephen

---

Graduate Adviser,

English Department,

University of Victoria.

---

**From:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Date:** Wednesday, August 24, 2022 at 7:48 PM

**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen, just a quick update — I've looked at the materials and provided some notes to Jacquie. She has set aside some time in her calendar before the end of this week to review the proposal for the undergraduate revisions that Luke sent and she'll look at the graduate documents then as well. RH

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)

Associate Director Academic

Office of Indigenous Academic & Community Engagement

University of Victoria

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Wednesday, 24 August, 2022 at 09:59

**To:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Many thanks for the quick response, Rob. I'm on a "break" at the moment, but of course the bureaucratic machine, though often chaotic and slow, never sleeps.

My best,

Stephen

---

Graduate Adviser,

English Department,

University of Victoria.

---

**From:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Date:** Wednesday, August 24, 2022 at 8:03 AM

**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for sharing this, Stephen — it's great to see this kind of work moving forward. I'll share the materials with the new IACE Executive Director, Kundoqk Dr. Jacquie Green, for her feedback and get back to you ASAP. I hope that you've had a chance to take a break this summer. Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)

Associate Director Academic, Office of Indigenous Academic and Community Engagement  
University of Victoria

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On Aug 23, 2022, at 19:07, Stephen Ross - English Graduate Advisor  
<englgradad@uvic.ca> wrote:

Dear Rob,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,



Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum consultation  
**Date:** May 12, 2022 2:08:10 PM  
**Attachments:** [image002.png](#)

---

Another one to file, please.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Jason Colby - Chair of History <histchr@uvic.ca>  
**Date:** Thursday, May 12, 2022 at 2:05 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Curriculum consultation

Stephen,

Thank you so much for the opportunity to review these changes to your graduate program. I have no concerns to voice. On the contrary, I want to commend you and the English Department for undertaking such an extraordinary reimagining of your program. The new structure doesn't just reflect the profound changes to the world and field over the past few decades; it also builds a flexibility into the system that will serve you and your students well for years to come.

Bravo.

All the best,

Jason

Jason M. Colby  
Chair, Department of History  
University of Victoria  
PO 1700, STN CSC  
Victoria, BC V8W 2Y2  
Phone: 250-721-7383

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Thursday, May 12, 2022 at 1:48 PM

**To:** Jason Colby - Chair of History <histchr@uvic.ca>

**Subject:** Curriculum consultation

Hi Jason,

When you get a chance, could you shoot me an email saying that we consulted on the proposed changes and you are good with them?

Thanks,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on new courses  
**Date:** May 18, 2022 2:44:34 PM

---

And this one

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Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Martha McGinnis <mjmcginn@uvic.ca>  
**Date:** Wednesday, May 18, 2022 at 10:55 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Consultation on new courses

Hi Stephen,

I've consulted with our Grad Advisor and Curriculum Chair. We're all happy to support the proposed changes to the graduate course offerings in your department. Thanks for consulting!

All the best,  
Martha

**Dr. Martha McGinnis (she/her)**

Associate Professor and Chair, Department of Linguistics  
University of Victoria, Clearihue D345, 250.721.7422  
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

***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:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 6:07 PM  
**To:** Martha McGinnis <mjmcginn@uvic.ca>  
**Subject:** Re: Consultation on new courses

Amazing – thank you, Martha!

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Martha McGinnis <mjmcginn@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 4:22 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Consultation on new courses

Dear Stephen,

Many thanks for this. I see no issues with these changes. I will pass them along to our Graduate Advisor and Curriculum Chair in case there's anything I'm missing, but I don't foresee any issues.

Best,  
Martha

**Dr. Martha McGinnis (she/her)**

Associate Professor and Chair, Department of Linguistics  
University of Victoria, Clearihue D345, 250.721.7422  
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

***We 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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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 3:11 PM  
**To:** Martha McGinnis <mjmcginn@uvic.ca>  
**Subject:** Consultation on new courses

Hi Martha,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Graduate Course Change Consultation - TIME SENSITIVE  
**Date:** August 24, 2022 12:49:26 PM

---

Here's our consultation with OREGSCP, so we can tick that box on the template. I'll try to get some work on that done today as well, so hang fire on any changes until I can share it back with you.

S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** OREG SCP Consultation <[oregscpconsultation@uvic.ca](mailto:oregscpconsultation@uvic.ca)>  
**Date:** Wednesday, August 24, 2022 at 12:13 PM  
**To:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>  
**Subject:** RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I believe that this is all part of the program refresh that has been under discussion between Corinne and Asia in Curriculum & Calendar. If so, then we have certainly consulted in this issue.

Thank you for connecting with us, however; I will ensure that this graduate-specific information is flagged for the GARO team.

Best,  
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.

Associate Registrar

Office of the Registrar

Division of Student Affairs

[University of Victoria](#)

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We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees,

Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Please tell us how we did today. Provide your feedback [here](#).

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** August 23, 2022 7:07 PM

**To:** OREG SCP Consultation <oregscpconsultation@uvic.ca>

**Subject:** Graduate Course Change Consultation - TIME SENSITIVE

Dear OREGSCP Consultation,

Please forgive my trespassing on the last days of the summer break with this, but I've **just** learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.



**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Graduate Course Change Consultation - TIME SENSITIVE  
**Date:** August 25, 2022 2:29:14 PM

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Libraries consultation complete.

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Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** Lisa Goddard <lgoddard@uvic.ca>  
**Date:** Thursday, August 25, 2022 at 9:37 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

Thanks for sending the proposed curriculum changes for my review. I fully support the proposal to reorganize topics thematically rather than temporally/spatially, and agree that this reflects an overall evolution in the discipline. At first pass, I am certain that UVic Libraries' collection has lots of great resources to support these courses, and I have no reservations at this point. It's my understanding that your submission to Kuali will trigger a more in-depth collections review by your subject librarian, Justin Harrison. I've given him a heads-up that this will be coming through the curriculum committee.

Best of luck!

Lisa

-----  
Lisa Goddard (she/they)  
Acting University Librarian  
[University of Victoria Libraries](#)  
[orcid.org/0000-0002-4970-053X](https://orcid.org/0000-0002-4970-053X)

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

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Sent:** Wednesday, August 24, 2022 9:58 AM  
**To:** Jonathan Bengtson <bengtson@uvic.ca>; Lisa Goddard <lgoddard@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Jonathan,

Great – thank you for the quick response!

Best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Jonathan Bengtson <[bengtson@uvic.ca](mailto:bengtson@uvic.ca)>

**Date:** Tuesday, August 23, 2022 at 9:55 PM

**To:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>, Lisa Goddard  
<[lgoddard@uvic.ca](mailto:lgoddard@uvic.ca)>

**Subject:** FW: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I'm on leave until January so copying this to Lisa G who is me for now.

Cheers,

JB

Jonathan B. Bengtson  
[University Librarian](#)  
University of Victoria

---

**From:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>

**Date:** Tuesday, August 23, 2022 at 7:05 PM

**To:** Jonathan Bengtson <[bengtson@uvic.ca](mailto:bengtson@uvic.ca)>

**Subject:** Graduate Course Change Consultation - TIME SENSITIVE

Dear Jonathan,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Richard as PAAS Chair](#)  
**To:** [Stephen Ross - English Graduate Advisor](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Revised Course Proposals  
**Date:** May 31, 2022 5:55:34 PM

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It's my pleasure, Stephen. I know how much work goes into this. And it's nice to know one can make even a small contribution to moving things forward!  
cheers,  
Richard

Sent from my iPhone

On May 31, 2022, at 5:51 PM, Stephen Ross - English Graduate Advisor  
<englgradad@uvic.ca> wrote:

Many thanks, Richard! I appreciate your input – it was instrumental in the changes and I'm really happy with how they've panned out.

Best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Date:** Tuesday, May 31, 2022 at 5:50 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Cc:** Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Re: Revised Course Proposals

Hi Stephen,

Thank you for your understanding—

And my thanks, too, for taking these brief remarks onboard.

As you say, regional and/or linguistic specification isn't universal in our course titles across the Faculty.

And I also agree on the inevitability – or even desirability – of overlap when it comes to themes and approaches.

I don't think I have much else to add at this point—other than to express my admiration for such a forward-looking renewal of your program.

With very best,

Richard

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Monday, May 30, 2022 at 11:43 AM

**To:** Richard as PAAS Chair <paaschair@uvic.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Re: Revised Course Proposals

Hi Richard,

No concern at all on the delayed response – I know it's a tricky time of year, and that's why I'm starting these consultations early.

You raise a good point re: course titles versus course descriptions. I had been going with the tersest possible course titles, relying on the descriptions to flesh things out, but in the wake of your email I checked the course offerings from GMST, LING, PHIL, HIST, and PAAS only to find that while specification in the course title is far from universal, it is broadly used. As such, I'm going to go ahead and change our course titles to clarify their remit (please see the attached revision). I can see the various rationales for doing so, and don't think it hurts our plans in the least.

Re: courses like Theory, several departments already offer versions of a theory course, as do the cross-listed offerings in CSPT, often traversing the same texts, and it has not been a problem so far, at least as far as I know. I'd like to think that we can overlap in some areas and offer students multiple perspectives as well as the chance to explore material intensively and expansively. What do you think?

Please let me know what you think of the revised course titles.

All best,  
Stephen

---

Graduate Advisor,  
English Department,  
University of Victoria

---

**From:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Date:** Monday, May 30, 2022 at 11:04 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Cc:** Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Re: Revised Course Proposals

Good morning, Stephen,

Many thanks for your note, and for the updated documents—

I hasten to add my apologies for the protracted delay in responding to the original consultation. I've been on the road, and so have fallen a little behind on correspondence.

With regard to the new docs, I would think the addition of 'anglophone' should help to address some of the questions that have arisen.

Am I right in thinking the English Department would extend reciprocal support to other Units wishing to include the designation of, e.g., 'francophone' or 'in Pacific and Asian Studies' *in the course description* — as opposed to the course title — when addressing such broadly utilized concepts (genre, literary history, etc.)?

For instance, this would mean our new Majors' core competency class on *Language, Media and Translation* will include the specification, 'in Pacific and Asian Studies', in the course description—but not in the course title.

I cannot speak for others. But, with an eye to decolonization, one presumably must ensure Theory (if that's the right word) is equally accessible for teaching within all linguistically-, culturally-, and

regionally-defined Units—English included. Put another way, I would think concepts like genre, literary history and the rest cannot go *unmarked* in the course titles for one Unit (as if their purview were Universal), while requiring specification in another (due to the limits of their particularity).

In any event, those are a few initial thoughts on the revised text—

Just let me know if any of this is unclear, or whether perhaps there's something I'm missing.

With very best,

Richard



**Richard Fox**  
Professor & Chair of Pacific and Asian Studies  
Professor of Anthropology (by courtesy)  
University of Victoria (BC, Canada)

[www.berubah.org](http://www.berubah.org)

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Monday, May 30, 2022 at 10:03 AM

**To:** Richard as PAAS Chair <paaschair@uvic.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Revised Course Proposals

Hi Richard,

Please find attached an updated rationale and set of course descriptions for our proposed course update. In response to some feedback I received from other units in Humanities, I've added "anglophone" everywhere it seemed appropriate (and added "proto-anglophone" to the one course that mentions manuscripts, to try to keep the medievalists happy), and included a note at the end of the paragraph on decolonization in the rationale to stipulate that we're focussing on English as a linguistic and cultural principle of organization, in lieu of

English as an imperialist nation-state. I'm trying to allay any concern that our department plans to begin teaching any and all literature and other media, with no concern for national, cultural, or historical specificity; that is certainly neither our intention nor within our capabilities.

Please let me know what you think.

Thank you!

Stephen

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Graduate Adviser,  
English Department,  
University of Victoria.



**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on Curriculum Changes  
**Date:** May 12, 2022 1:47:55 PM  
**Attachments:** [image001.png](#)

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Please put somewhere safe so we have it when we do the curriculum change submission on Kuali.

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Colin Macleod - Philosophy Chair <philchr@uvic.ca>  
**Date:** Thursday, May 12, 2022 at 1:34 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Consultation on Curriculum Changes

Dear Stephen,

I have reviewed the proposed curriculum changes to your graduate program. In my view, the changes are well-motivated and the direction in which the curriculum is moving should be appealing to students. I have no concerns about the content of new courses with respect to overlap with philosophy courses. Good luck moving the proposal forward.

Best  
Colin

Colin Macleod  
Professor of Philosophy & Law  
Chair of Philosophy  
University of Victoria

Clearihue Building B328 <http://web.uvic.ca/philosophy/>



*I acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Thursday, May 5, 2022 at 3:45 PM

**To:** Colin Macleod <cmacleod@uvic.ca>

**Subject:** Consultation on Curriculum Changes

Hi Colin,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Would you have time to meet up sometime over the next few weeks to this end? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to chatting,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Grad Curriculum Changes  
**Date:** May 26, 2022 11:21:50 AM

---

Here's one more for the hopper.

Thanks,  
S

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**From:** Scott Watson <sdwatson@uvic.ca>  
**Date:** Thursday, May 26, 2022 at 11:20 AM  
**To:** Stephen Ross <saross@uvic.ca>  
**Subject:** Grad Curriculum Changes

Hi Stephen

Thanks for the opportunity to discuss your proposed grad curriculum changes in English, and for consulting with our unit. I am excited by your proposed changes and support the initiative. In particular, I think our students would be drawn to your course on "Politics in Literature" and think it could help establish strong interdisciplinary connections between our units.

All the best  
Scott

Scott Watson  
Department Chair and Associate Professor  
Department of Political Science,  
University of Victoria  
250-853-3528  
[sdwatson@uvic.ca](mailto:sdwatson@uvic.ca)

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

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: one more time!  
**Date:** June 2, 2022 6:46:28 PM

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And one more for the hopper. Just WRIT to worry about now.

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Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Marcus Milwright <mmilwrig@uvic.ca>  
**Date:** Thursday, June 2, 2022 at 11:09 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

-----  
Dr Marcus Milwright  
Professor, Islamic Art & Archaeology  
Chair, Department of Art History and Visual Studies  
University of Victoria,  
P.O. Box 1700, Victoria, BC, V8W 2Y2,  
Canada

---

**From:** Stephen Ross - English Graduate Advisor  
**Sent:** Monday, May 30, 2022 11:49 AM  
**To:** Marcus Milwright  
**Subject:** one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,  
Stephen

---

Graduate Advisor,  
English Department,  
University of Victoria

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: one more time!  
**Date:** June 2, 2022 6:46:28 PM

---

And one more for the hopper. Just WRIT to worry about now.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Marcus Milwright <mmilwrig@uvic.ca>  
**Date:** Thursday, June 2, 2022 at 11:09 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

-----  
Dr Marcus Milwright  
Professor, Islamic Art & Archaeology  
Chair, Department of Art History and Visual Studies  
University of Victoria,  
P.O. Box 1700, Victoria, BC, V8W 2Y2,  
Canada

---

**From:** Stephen Ross - English Graduate Advisor  
**Sent:** Monday, May 30, 2022 11:49 AM  
**To:** Marcus Milwright  
**Subject:** one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,  
Stephen

---

Graduate Advisor,  
English Department,  
University of Victoria

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [Stefania Forlini](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Curriculum Consultation  
**Date:** October 7, 2022 1:24:54 PM

---

Dear Stefania,

Thank you so much! This is really great feedback and just what we need for our next steps.

All best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Stefania Forlini <sforlini@ucalgary.ca>  
**Date:** Friday, October 7, 2022 at 12:59 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Cc:** Deborah Ogilvie English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Re: Curriculum Consultation

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

Thank you for your email and congratulations on making some important changes to your graduate program curriculum! I am certainly happy to endorse these changes as they are indeed in line with developments in the discipline and would offer students rigorous preparation for further study and/or life outside the university setting. As GDP, I can also assure you that students who excel in your new courses would certainly be admissible into our own graduate program.

If you would like further assessment of your changes, I would happily share them with our Graduate Executive Committee for more fulsome feedback. Please let me know. If not, I send you all my best wishes in implementing these timely changes to your courses.

With best wishes,  
Stefania Forlini



--

S. Forlini, Ph.D.  
Associate Professor and Associate Head (Graduate)  
Department of English  
University of Calgary

*The University of Calgary is located on traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The traditional Blackfoot name of the place we now call Calgary is "Moh'kins'tsis".*

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Tuesday, October 4, 2022 at 3:53 PM

**To:** Stefania Forlini <sforlini@ucalgary.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Curriculum Consultation

[△EXTERNAL]

Dear Stefania,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other

programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.  
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**From:** [Frank, Adam](#)  
**To:** [Stephen Ross - English Graduate Advisor](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Curriculum Consultation  
**Date:** October 11, 2022 10:42:36 AM

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**Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.**

Dear Stephen,

I have reviewed the materials you provided and am happy to endorse the proposed changes to UVic's English MA and PhD Programmes. No doubt, the new courses will remain academically rigorous and they will prepare students well for further study and/or life outside the university setting. I can confirm that the Graduate Program in English Language and Literatures at UBC would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

By the way, our Grad Program is currently engaging in this kind of curriculum renewal as well. We also have a graduate curriculum that dates from at least the 1970s. Our undergraduate curriculum was renewed a few years ago, and we are now trying to do the same at the graduate level. So perhaps in the near future only U of Toronto will be describable as "the pedagogical arm of the British Empire." (Although my own more lively concern is to what degree a revised curriculum will become the pedagogical arm of the American Empire, but perhaps that is a story for another day.)

with best wishes,  
Adam

-----  
Adam J. Frank  
Professor and Associate Head (Graduate)  
Faculty of Arts | Department of English Language and Literatures  
The University of British Columbia | Vancouver Campus | Unceded Musqueam Traditional Territory  
#397, 1873 East Mall | Vancouver British Columbia | V6T 1Z1 Canada

604.822.4087  
[adafrank@mail.ubc.ca](mailto:adafrank@mail.ubc.ca)



THE UNIVERSITY OF BRITISH COLUMBIA

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** Tuesday, October 4, 2022 2:51:39 PM

**To:** Frank, Adam

**Cc:** English Graduate Secretary

**Subject:** Curriculum Consultation

[CAUTION: Non-UBC Email]

Dear Adam,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.

I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**Subject:** Re: Curriculum Consultation

**Date:** Thursday, November 10, 2022 at 8:44:05 AM Pacific Standard Time

**From:** Mark Simpson, ACGS, EFS

**To:** Stephen Ross - English Graduate Advisor

**CC:** English Graduate Secretary

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

Many thanks for sharing these curricular materials. Having reviewed them, I'm most happy on behalf of the Graduate Program in English at the U of Alberta to endorse the program changes you are proposing. These new courses are manifestly academically rigorous and exemplify, in their conception and design, vital intellectual and pedagogical values and commitments in English Studies today. As such these courses will prepare students well for further university study and/or for life outside academe. We would certainly consider students who have excelled in these new courses for admission to our own graduate programs in EFS.

All my best,

Mark

Dr Mark Simpson (he/him)  
Professor and Graduate Director  
Department of English and Film Studies  
Humanities Centre 3-5  
University of Alberta  
Treaty 6/Métis Territory  
Edmonton, AB  
T6G 2E5

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum Consultation  
**Date:** October 5, 2022 8:16:01 AM

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First fruits. Please keep a file.

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>  
**Date:** Wednesday, October 5, 2022 at 8:05 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Curriculum Consultation

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Hello Stephen,

I have reviewed the materials that you sent and congratulate you on the always tough work of reforming a graduate program. These changes look timely, adaptable, and well-thought through. I believe that they would provide rigorous training for graduate students and Queen's would certainly consider for PhD admission any MA student having trained within such a structure.

best wishes,  
Margaret Pappano

Associate Professor & Graduate Chair  
Department of English  
Queen's University  
Kingston, Ontario, Canada  
K7L 3N6

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Sent:** October 4, 2022 5:53 PM  
**To:** GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>  
**Cc:** English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Curriculum Consultation

Dear Margaret,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so. I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the



proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Proposed changes to your undergraduate course structure  
**Date:** October 7, 2022 8:18:30 AM

---

Another one for the file.

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Alice Brittan <Alice.Brittan@Dal.Ca>  
**Date:** Friday, October 7, 2022 at 7:20 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Proposed changes to your undergraduate course structure

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen;

The proposed changes to your undergrad course structure look great to me. I can see how they might provoke alarm about the loss of traditional historical fields, but I don't share that alarm. I can also say that U Vic graduates would *not* be at a disadvantage were they to apply to the MA at Dal. We no longer look at historical coverage on a transcript as a factor in admission.

When I was Undergrad Coordinator in our dept, I often reviewed transfer credit requests from UK, NZ, and Australian universities (as well as US schools) whose courses looked very similar to the ones you propose. This shift toward more transhistorical, concept-driven course structure is clearly well underway in English depts around the world, especially in younger universities.

Alice

Dr. Alice Brittan (she/her)  
Department of English  
Dalhousie University  
abrittan@dal.ca

My new book is available now:

[\*\*The Art of Astonishment\*\*](#)

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.  
We are all Treaty people.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum Consultation  
**Date:** October 19, 2022 9:01:39 AM

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Another one for the file.

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Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** Albert Kevin Pask <kevin.pask@concordia.ca>  
**Date:** Wednesday, October 19, 2022 at 8:41 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Curriculum Consultation

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

My apologies for a slow response. The first part of the month was very busy for me.

I have looked at the proposed changes to the MA and PhD at UVic, and they are very much in keeping with the kinds of graduate curricular changes occurring across Canada these days. This will allow your curriculum to remain rigorous while also addressing changing student interests and recent intellectual developments in the discipline of literary studies. For those reasons, students coming out of your new programmes will be well equipped to apply for further study (or jobs) at Concordia.

Best,

Professor Kevin Pask  
Graduate Program Director  
Department of English  
Concordia University  
Montréal (Québec) H3G 1M8

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, October 4, 2022 at 5:54 PM  
**To:** Albert Kevin Pask <kevin.pask@concordia.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Curriculum Consultation

**Attention** This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Dear Kevin,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.

I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**UNIVERSITY OF VICTORIA**  
**PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE**

*Department of English Course Offering Changes*

Indicate the type of change being proposed:

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or requirements (e.g. moving from a project-based to a course-based masters)
- ☐ Other, please specify

| Submitted by:     | Name and title | Email              |
|-------------------|----------------|--------------------|
| Contact person    | Stephen Ross   | englgradad@uvic.ca |
| Dean or designate |                |                    |

*Please provide dates of all approvals*

| Required approvals                                                            | Date          |
|-------------------------------------------------------------------------------|---------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)            | 18 July 2022  |
| Departmental approval                                                         | 27 April 2022 |
| Faculty Curriculum Committee approval                                         | 13 Sept 2022  |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | 20 Sept 2022  |
| Faculty of Graduate Studies Council approval                                  | 14 Nov 2022   |

*Please complete all rows with date or N/A*

| Consultations (as applicable; see notes below)<br>*supporting documentation required for all consultations                                      | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | 25 Aug 2022   | Y                                       |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | 24 Aug 2022   | Y                                       |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | 24 Aug 2022   | Y                                       |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | 20 Oct 2022   | Y                                       |
| Non-standard Tuition                                                                                                                            | N/A           | Non-standard form attached (Y/N)        |
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>  | N/A           | N                                       |



## Proposed Change to an Existing Graduate Program

### SUMMARY of PROPOSED CHANGE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                            |
| Name, Location, Academic units<br>(Faculties, departments, or schools)<br>offering the new Master's degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Department of English<br><br>PhD Program<br><br>CLE C343                   |
| Anticipated change start date<br><br><b><i>*Note – the program <u>must not be</u> advertised/offered until all approvals are finalized.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | May 2023                                                                   |
| Name, title, phone number and e-mail<br>address of contact person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dr. Stephen Ross<br>Graduate Advisor<br>250-721-7237<br>englgradad@uvic.ca |
| <b><i>A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters)</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                            |
| <p>We are making significant changes to our course organization, updating and streamlining our curriculum. There are no changes to program requirements, unit values, or prerequisites. We are not introducing a new stream or programme, changing a degree name or title, or switching mode between course-based and project-based.</p> <p>While retaining required courses and programme requirements, we are deleting most of our existing courses and replacing them with new courses.</p> <p>Concurrently with these proposed changes, the English Department is proposing a change to its course codes from ENGL to ENSH. We have used the proposed new course code in our proposal here. This change will necessitate a parallel change to the CSPT PhD copy in the calendar as well, updating the course codes there from ENGL to ENSH. That change will be submitted separately.</p> |                                                                            |



**B. Provide a summary of the proposed change, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)**

The proposed changes involve replacing almost all our existing courses with an updated slate, reconfigured to enhance responsiveness, flexibility, and competitiveness. More importantly, they replace an out-dated curriculum anchored in colonialist politics and values with an agile slate of courses that honours the disciplinary and methodological strengths of literary and cultural studies in English while advancing beyond an organizational logic that centres British imperial history.

The changes will enhance our ability to

- A. Decolonize our curriculum,
- B. Bring policy in line with practice,
- C. Enhance the flexibility of our offerings,
- D. Meet changing student needs, and
- E. Align our programme with larger disciplinary shifts

Headnote to appear above courses in University Calendar: "The unit and its programs focus on texts and materials produced in English. Texts and materials in translation may be considered for their influence. Students are warmly encouraged to consider non-English texts and materials by pursuing instruction in languages other than English as well as complementary courses in the departments/programs of French, Germanic and Slavic Studies, Pacific and Asian Studies, and Greek and Roman Studies, some of which have courses that are cross-listed with English."

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGL500 - Research Methods and Professional Development<br>ENGL502 - Teaching English in Higher Education<br>ENGL503 - Special Studies<br>ENGL505 - Studies in Literary Theory: Area Course<br>ENGL506 - Studies in Literary Theory: Special Topic<br>ENGL507 - Digital Literary Studies: History and Principles<br>ENGL508 - Digital Literary Studies: Special Topic<br>ENGL510 - Studies in Old English Literature: Special Topic<br>ENGL515 - Studies in Middle English Literature: Area Course<br>ENGL516 - Studies in Middle English Literature: Special Topic<br>ENGL520 - Studies in Renaissance Literature: Area Course<br>ENGL521 - Studies in Renaissance Literature: Special Topic<br>ENGL530 - Studies in the Literature of the 17th Century: Area Course<br>ENGL531 - Studies in the Literature of the 17th Century: Special Topic<br>ENGL540 - Studies in the Literature of the 18th Century: Area Course<br>ENGL541 - Studies in the Literature of the 18th Century: Special Topic<br>ENGL550 - Studies in the Literature of the 19th Century: Area Course<br>ENGL551 - Studies in the Literature of the 19th Century: Special Topic<br>ENGL560 - Studies in 20th-Century British and Irish Literature: Area Course<br>ENGL561 - Studies in 20th-Century British and Irish Literature: Special Topic<br>ENGL570 - Studies in American Literature Pre-1914: Area Course<br>ENGL571 - Studies in American Literature 1914 to the Present: Area Course<br>ENGL572 - Studies in American Literature: Special Topic<br>ENGL580 - Studies in Commonwealth and Postcolonial Literatures: Area Course<br>ENGL581 - Studies in Commonwealth and Postcolonial Literatures: Special Topic<br>ENGL582 - Area Studies in Literatures of the West Coast<br>ENGL583 - Topics in Literature of the West Coast<br>ENGL585 - Studies in Canadian Literature: Area Course<br>ENGL586 - Studies in Canadian Literature: Special Topic | ENSH500 – Research Methods and Professional Development<br><a href="#">ENSH503 - Special Studies in Lit and/or Media</a><br><a href="#">ENSH522 – Topics in Cultural Studies</a><br><a href="#">ENSH532 - Topics in Literary History</a><br><a href="#">ENSH533 - Topics in Genre in Lit and/or Media</a><br><a href="#">ENSH534 - Topics in Theory and Criticism</a><br><a href="#">ENSH542 - Topics in Aesthetics in Lit and/or Media</a><br><a href="#">ENSH543 - Topics in Politics in Lit and/or Media</a><br><a href="#">ENSH544 - Topics in Ethics in Lit and/or Media</a><br><a href="#">ENSH545 - Topics in Place in Lit and/or Media</a><br><a href="#">ENSH546 – Topics in Religion in Lit and/or Media</a><br><a href="#">ENSH547 - Topics in Subjecthood in Lit and/or Media</a><br><a href="#">ENSH552 - Critical and Research Methodologies Workshop</a><br>ENSH693 – Candidacy Examination<br>ENSH699 – PhD Dissertation<br><br>* courses listed in <a href="#">blue</a> are new offerings<br>* all courses are 1.5 units, with the exception of 699 (21-33 units) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

***C. What are the current labour market indicators to support the proposed change?***

The discipline of English literary and cultural studies has changed dramatically in the last decade. Hiring is now done less and less along the lines of the previous century's historical period/nation-state based designations. Instead, departments are hiring agile and adaptable scholars to teach courses that range across traditional historical periods, genres, and national boundaries. As scholars come to recognize that it is impossible responsibly to study literature from a siloed approach, they are also embracing the imperative to decolonize the discipline by embracing alternative models of organizing and presenting literature and culture to students. Finally, students themselves are clamouring for a changed approach; fewer and fewer each year seek out a model of literary history like that our old curriculum presumes, instead preferring courses that are organized around themes, problems, or approaches.

The proposed changes respond to these shifts in the labour market and student demand.

***D. How is the proposed change aligned with, or is distinct from related undergraduate programs in other BC post-secondary institutions?***

The proposed changes are for our PhD programme, not our undergraduate programme. Nevertheless, it remains true that our department's graduate curriculum has lagged behind changes undertaken in undergraduate programmes at many other institutions. Many of our incoming students are coming from institutions with updated undergraduate curricula, and are seeking precisely the kind of flexibility and problem-, theme-, and method-based approaches our proposed course structure is designed to enable. We have consulted with prospective applicants to our PhD programme, as well as with three successive cohorts of graduate students, and found enthusiastic support for changes like those we are proposing. We believe that making such changes won't just improve our application and participation numbers, but that they are in fact essential to keeping our programme from dwindling away. Students still seeking the old-style curriculum tend to prefer institutions such as UBC and the University of Toronto. The proposed changes will clearly indicate that UVic is different and offers something the others do not.

Though some institutions still adhere to the model derived from the foundation of English departments as the pedagogical arm of the British Empire, increasing numbers are shifting to a more ecumenical approach that foregrounds problems, themes, and methods. The proposed changes will put our department in the vanguard of this larger disciplinary shift. Where we once taught a canon of works with a tightly controlled method (i.e., primarily close reading), we now teach a variety of methods (including close reading, but also many others) alongside a fluid and shifting range of cultural products. These changes are taking place across the discipline. It would be irresponsible of us not to take charge of how we configure and deliver our courses in their light. Particularly as SFU and UBC continue to adhere to the older model of curriculum design, this is a chance for UVic to stand apart as progressive and responsive to student demand.

***E. How are the admission requirements affected by the proposed change?***

Admission requirements are not affected by this proposed change.

***F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in an appendix)***

This course reorganization has no implications for changes in faculty expertise or complement. Though many of our faculty were trained in the model of curriculum we are seeking to decentre with this plan, all are more than capable of teaching across historical periods, genres, and methods. One of our rationales for the change recognizes that such flexibility is already the norm in particular courses: we seek to make our official organization reflect a practice that has become more and more the norm over the last twenty years. The proposed change brings policy in line with practice, and at no point depends precariously on the expertise of just a few faculty.

For our proposed reorganization, please find below a list of faculty whose expertise would allow them to teach in each of the proposed course areas:

**ENSH503 - Special Studies in Literature and/or Media:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright

**ENSH522 - Cultural Studies:** Bancroft, Blank, Boyarin, Dean, Douglas, Higgins, Mitchell, Ross, Sayers, Williams, Wong

**ENSH532 - Literary History:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright

**ENSH533 - Genre in Literature and/or Media:** Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Surridge, van Oort, Williams, Wright

**ENSH534 - Theory and Criticism:** Bancroft, Blank, Carson, Dean, Kuchar, Mitchell, Ross, Sayers, Shlensky, Siemens, van Oort, Wright

**ENSH542 - Aesthetics in Literature and/or Media:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright

**ENSH543 - Politics in Literature and/or Media:** Bancroft, Blank, Bradley, Chapman, Dean, Douglas, Grossi, Kelly, Kuchar, Leighton, Mitchell, Rabillard, Ross, Sayers, Shlensky, van Oort, Williams, Wright

**ENSH544 - Ethics in Literature and/or Media:** Bancroft, Dean, Ellerbeck, Grossi, Higgins, Kuchar, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wong, Wright

**ENSH545 - Place in Literature and/or Media:** Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Grossi, Higgins, Miller, Nowlin, Rabillard, Shlensky, Wright

**ENSH546 – Religion in Literature and/or Media:** Boyarin, Dopp, Douglas, Kuchar, Williams

**ENSH547 - Subjecthood in Literature and/or Media:** Bancroft, Chapman, Dean, Leighton, Mitchell, Rabillard, Sayers, Shlensky, Surridge, Williams, Wright

**ENSH552 - Critical and Research Methodologies Workshop:** Chapman, Dean, Ellerbeck, Kelly, Leighton, Sayers, Siemens, Surridge, van Oort, Williams, Wright

Short CVs can be provided upon request.

***G. Curriculum design (Include draft curriculum program and course change forms in an appendix)***

**Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.**

The proposed changes have no impact on programme requirements.

All students must still take ENSH500 in their first year of study (unless waived due to prior completion). Additionally,

- All PhD students must complete ENSH693, the Candidacy Portfolio and ENSH 699, the Dissertation;
- All PhD students must also fulfil the Language Requirement to complete their degree requirements.
- All PhD students pursuing the CSPT concentration must also take CSPT601 and at least 1.5 units of CSPT600 as well as their ENSH programme requirements.

None of these is a change from the standing programme requirements, and none is affected by the proposed changes. ENSH693, ENSH699, CSPT601, and CSPT600 are unchanged by the proposed changes.

The English department's PhD programme has no breadth requirements, no prerequisites for specific courses, and no other requirements that are affected by the proposed changes.

As is visible in the table above (in section B), the new courses replace old courses, but the structure and requirements of the programme remain consistent.

Topics courses may be repeated if content varies, and with permission of the Graduate Advisor, to a max of 3.0 units

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

The proposed changes do not affect the curriculum design in any structural way, though they reshape how we present the discipline, our subject matter, and our approaches to studying it in the 21<sup>st</sup> century.

- **Does the proposed 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.

We have not built any such opportunities into the proposed courses specifically, though several of them are engineered to allow such flexibility that particular faculty can introduce experiential learning and community-engaged learning into them. All the courses will continue to emphasize research-enriched learning, as the present courses do as well, with their reliance upon assessment methods that foreground primary and secondary research as a matter of course.

- Opportunities for community engaged and research-enriched learning

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

Neither the proposed nor the current programme design includes such plans at present.

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

All courses are graded according to UVic's established grading standards (<https://www.uvic.ca/humanities/atwp/current-students/grading/index.php>).

Our Handbook further specifies the process for passing Candidacy (ENSH693), and the procedures for the final oral examination of the PhD dissertation. (See Section 5, appended here, for full details.)

We are in the process of replacing our Candidacy Examination with a Candidacy Portfolio, which will require students to select from an array of assignments to demonstrate mastery in a range of five learning objectives. Students mix and match the assignments to achieve sufficient coverage of all five learning objectives. The assignments to be selected from include an annotated bibliography, a literature review, an oral examination based on a reading list, a scholarly article fit for publication, a written examination based on a set reading list, and an advanced demonstration of a research methodology. The portfolio is graded by the Supervisory Committee according to standards laid out in our Handbook (section 5).

The final oral examination of the PhD Dissertation remains unchanged, consisting of an approximately three-hour oral examination by the supervisory committee, including one member from outside the department at UVic, and one member from outside UVic. It adheres to FGS prescribed guidelines, modes of assessment, and outcomes.

#### ***I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.***

Our PhD programme has the following specified learning outcomes:

PhD Learning Outcomes

- evaluate and employ theoretical, methodological, material, generic, historical, and thematic approaches to literature, culture, and media in English
- conduct independent, original, and publishable research
- demonstrate advanced research skills, theoretical acumen, and rhetorical ability
- deploy practical, professional experience in teaching and course design
- apply knowledge of the discipline of English in a variety of academic and professional contexts
- evaluate the challenges of decolonization in academic and professional contexts
- demonstrate practical and analytical skills needed for higher levels of employment in a variety of professions and institutions

The proposed changes do not affect the learning outcomes.

***J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

Yes. One of our primary motivations in undertaking the proposed changes has been to begin the process of decolonizing and indigenizing our department's PhD programme. The study of English literature as the literature of England and the former British Empire is inextricable from that empire's history of imperialism and colonization. The discipline has evolved in the last decades, however, to include literatures of non-colonized and decolonized nations as well. Our old curriculum belongs to the old paradigm in which nation-state origin and historical period (often defined by reference to the reigns of British monarchs) determined the literary content of the courses. Our proposed change decentres this old model, putting in its place a framework that embraces more salient elements of literary study, including ethics, aesthetics, politics, and religion. It sidelines nation-state affiliation as a primary organizing category, and moves away from the imperialist framework which the old curriculum still maintains. It retains disciplinary specificity in its commitment to study literature and media originally produced in English—or materials in translation that are directly relevant to the study of such materials—at the forefront of our content. Rather than reproducing the old siloing gestures of having bespoke courses in women's writing, writing about race, or Indigenous writing, we are proceeding on the principle and with the expectation that such formerly marginalized traditions will be woven into a variety of offerings as a matter of course.

***K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.***

Without getting too grandiose in our claims, it is true that our proposed changes have been motivated by a desire to facilitate teaching of traditionally marginalized writers, stories from marginalized perspectives, and works pertaining to historically marginalized experiences. By decentring the historical-period and nation-state based curriculum of the past, we hope that these changes will encourage more teaching of texts and media that fall outside the traditional literary and cultural canon—without consigning that canon entirely to the dustbin of history. BIPOC writers, women writers, and queer writers will, we hope, be integrated more fully into course reading lists as a matter of course. Rather than holding particular “special interest” courses for such writers, we have tried to engineer flexible rubrics that encourage inclusion and diversity as standard operating procedure when courses are designed, proposed, and delivered.

***L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.***

In a limited way it does, yes. Where the prior curriculum favoured exploration of global perspectives primarily as filtered through the interests and history of the British and American empires, the proposed changes will encourage transnational, multi-ethnic, and culturally diverse conglomerations of material without using imperial logics as the *prima facie* means of giving those conglomerations meaning. Our restriction to materials produced in English places some inherent limit on the range we have for global engagement, though that limit is admittedly minimal. By treating the English-language literatures and cultures of nations around the world *on their own terms* rather than as legacies of colonialism, we hope that these proposed new courses will open up new—explicitly decolonial—ways of regarding the world.

***M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.***

Yes. Most of our courses at the graduate level involve faculty integrating their current research into the classroom setting. Some of the proposed courses, such as the Critical and Research Methodologies Workshop, explicitly involve getting students involved in active, ongoing research as part of the course work. Equally, it is common in our graduate courses to have students assigned research presentations, where they take a topic, conduct research into it, and then teach it to their peers. Faculty vary in their approaches, of course, but some who foreground experiential learning do so precisely through their integration of research and teaching in the graduate classroom. Ideally, students’ final papers or projects for courses will transform the foundational learning they do with independent research to produce innovative, sometimes publishable, research.

***N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).***

N/A

***O. How do you plan to evaluate graduate student supervision?***

We will continue with our current procedures, guided by the FGS documents outlining expectations of supervisors.

***P. Resources requirements (include a table of program revenue and expenditures)***

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

N/A

***Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)***



There are no funding implications attendant on the proposed changes, as they represent neither an increase nor a decrease in our programme's size, intake, or times-to-completion.

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

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on new courses  
**Date:** May 17, 2022 6:06:42 PM

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Another one to file.

---

Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** Steve Garlick - Sociology Chair <sociologychair@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 4:11 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Consultation on new courses

Looks great Stephen. My only comment is to wish you the best of luck with it.

Steve

Dr. Steve Garlick (he/his)  
Associate Professor & Chair  
COR A336  
Department of Sociology  
University of Victoria  
PO Box 3050 STN CSC  
Victoria BC V8W3P5

We acknowledge and respect the ləkʷəŋən 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.

---

**From:** Stephen Ross - English Graduate Advisor  
**Sent:** May 17, 2022 3:09 PM  
**To:** Steve Garlick - Sociology Chair <sociologychair@uvic.ca>  
**Subject:** Consultation on new courses

Hi Steve,

As I mentioned the other day in the CSPT retreat, we are in the throes of revising our graduate course offerings, and now that our department has

approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [Andrea Giles](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE  
**Date:** August 24, 2022 12:51:55 PM

---

Thank you, Andrea! I really appreciate your quick response.

Best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Andrea Giles <[agiles@uvic.ca](mailto:agiles@uvic.ca)>  
**Date:** Wednesday, August 24, 2022 at 11:47 AM  
**To:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>  
**Subject:** RE: Graduate Course Change Consultation - TIME SENSITIVE

Hello Stephen,

Thanks for reaching out. I've had a review of what you sent me last night, I think these changes to your grad curriculum are commendable. Please consider this email as a "good to go" for consultation from COOP.

I hope your summer is going well, as well.

Cheers,

Andrea



Andrea Giles, M.A.  
Executive Director  
Co-operative Education Program and Career Services

[University of Victoria](#)  
Business and Economics Building, Room 414  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2 Canada  
T 250-721-6211 or 250-721-7628 F 250-721-8996  
Web: [uvic.ca/coopandcareer](http://uvic.ca/coopandcareer) | Portal: [learninginmotion.uvic.ca](http://learninginmotion.uvic.ca)

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** August 23, 2022 7:06 PM

**To:** Andrea Giles <agiles@uvic.ca>

**Subject:** Graduate Course Change Consultation - TIME SENSITIVE

Dear Andrea,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum change consultation  
**Date:** July 18, 2022 1:05:44 PM

---

Please add this to the file, even though I've had to alert them to the extra changes and the headnote in particular. The more of these we can collect the better.

S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>  
**Date:** Monday, July 18, 2022 at 11:56 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>  
**Subject:** RE: Curriculum change consultation

Hi Stephen,

Robin and I have reviewed the English graduate program proposed changes. We agree the proposal is ready to enter the approval processes. Please note that each body will make it's own approval decision along the way regardless of our view of the proposed changes.

Best regards,

Elizabeth

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Sent:** July 5, 2022 10:16 AM  
**To:** Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>  
**Subject:** Curriculum change consultation

Hi Robin and Elizabeth,

I'm attaching here the final version of our proposed set of changes to our course offerings in the grad program in English. I've been through consultations with other units on campus, and we've made some changes to allay concerns and meet questions. We're just about ready to put it all into Kuali. Could you please have a look and let me know if you see any issues? If not, I'd love it if I could have emails from you endorsing the changes, so I can add them to the file.

Thank you,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: one more time!  
**Date:** May 31, 2022 2:52:34 PM

---

Here's GMST on board (at last!).

GRS is basically in agreement, so we're just waiting on AHVS and PAAS at this point.

Thanks!

S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>  
**Date:** Tuesday, May 31, 2022 at 2:26 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>  
**Cc:** Ingrid Holmberg <ingrid@uvic.ca>  
**Subject:** Re: one more time!

Hi both,

Yes, GERU is happy with the proposed changes/modifications. We would like to thank Stephen for listening to our concerns and for working together with us to address them.

I also wanted to thank Ingrid for raising all of these important points.

Have a nice afternoon,  
Charlotte

Charlotte Schallié (she/her)  
Chair | Department of Germanic and Slavic Studies  
Professor of Germanic Studies  
University of Victoria  
T 250-721-7321



I acknowledge and respect the ləkʷəŋən 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.

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Tuesday, May 31, 2022 at 2:12 PM

**To:** Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>

**Cc:** Ingrid Holmberg <ingrid@uvic.ca>

**Subject:** Re: one more time!

Hi Ingrid,

We shifted to “writing” from “literature” for two reasons. First, the grad students are either ambivalent about the term “literature” or else view it with open hostility. At best, they find it elitist and exclusionary; at worst, they find it imperialist, sexist, racist, homophobic and so on. Second, and more pertinently, the switch lets us work with popular writing (such as pulp fiction, magazines, etc.) that some might balk at calling “literature.” Personally, I’m fine with either, since I read “literature” with a small “l” to mean basically written material, but I am apparently in a shrinking minority on that one.

I think that Charlotte has said she’s good with the changes now, but as she’s looped in here I’ll let her confirm or deny as she sees fit. I have not heard back from Richard yet since sending him the latest iteration, but otherwise I have not heard substantial concerns.

All best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>

**Date:** Tuesday, May 31, 2022 at 9:49 AM

**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Charlotte Schallie - Chair

of Germanic and Slavic Studies <geruchair@uvic.ca>

**Cc:** Ingrid Holmberg <ingrid@uvic.ca>

**Subject:** Re: one more time!

Hi Stephen, thanks very much for this iteration of the courses. I do think putting “anglophone” in the titles and being more specific in the descriptions is very helpful. Why “anglophone writing” and not “anglophone literature”?

I’m interested in what Charlotte and the others have to say, too.

With best wishes, Ingrid

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Monday, May 30, 2022 at 11:46 AM

**To:** Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>

**Subject:** one more time!

Hi Ingrid and Charlotte,

In response to a very insightful email from Richard, I’m sending along another revision, this time with changed course *titles* and not just *descriptions*. I had been thinking that the issue was with the descriptions, but upon looking up graduate course offerings across the faculty, I see that while the practice is by no means universal, it is more common than not to specify the discipline in the course title. With that, I’m more than happy to send along a further update, this time with changed course titles that indicate where possible that we’re talking about anglophone studies.

Please let me know what you think of *this* revision, and don’t bother with the previous one.

All best,  
Stephen

---

Graduate Advisor,  
English Department,



**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on new courses  
**Date:** May 18, 2022 2:43:25 PM  
**Attachments:** [image001.png](#)

---

Another one to file

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Graduate Adviser,  
English Department,  
University of Victoria.

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**From:** "Marc Lapprand, Acting Chair" <chairfran@uvic.ca>  
**Date:** Wednesday, May 18, 2022 at 10:50 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Consultation on new courses

Cher Stephen,

Good to hear from you. It all looks fantastic. The new curriculum design and course revamping looks terrific. Great move, and best of luck.

Cheers,


Marc

**Marc Lapprand**  
Professor / Professeur titulaire  
Acting Chair / directeur intérimaire

Department of French  
University of Victoria  
PO Box 1700 STN CSC  
Victoria BC  
Canada V8W 2Y2

<https://www.uvic.ca/humanities/french/about-us/faculty/lapprand-marc.php>

Tel. 1 (250) 721 8884  
Port. 1 (250) 661 0198



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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** May 17, 2022 3:10 PM

**To:** Marc Lapprand, Acting Chair <chairfran@uvic.ca>

**Subject:** Consultation on new courses

Hi Marc (je crois?),

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** Fw: Wording  
**Date:** August 29, 2022 4:48:52 PM

---

Here's the email from Ingrid Holmberg in GRS.

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**From:** Ingrid Holmberg - Chair of Greek and Roman Studies  
**Sent:** July 10, 2022 3:15 PM  
**To:** Charlotte Schallie - Chair of Germanic and Slavic Studies; Stephen Ross - English Graduate Advisor  
**Subject:** Re: Wording

I would also be happy with this headnote. Hats off to the creator! Do we still need to come to the meeting on Wednesday??

---

**From:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>  
**Date:** Friday, July 8, 2022 at 2:46 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>  
**Subject:** Re: Wording

Dear Stephen,

I would be happy with this headnote.

All best,  
Charlotte

Charlotte Schallie (she/her)  
Chair | Department of Germanic and Slavic Studies  
Professor of Germanic Studies  
University of Victoria  
T 250-721-7321

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.

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Friday, July 8, 2022 at 1:43 PM  
**To:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>

**Subject:** Wording

The Associate Deans have suggested that we might obviate the problem by having a headnote in the calendar and on the English website that says something like, "The unit and its programs focus on cultural production (text/film/media) produced in English. Texts in translation will be considered for their influence on such production and on the theoretical analysis of it. Students are warmly encouraged to consider other cultural influences on literature and cultural production in English by pursuing additional language development as well as complementary courses in the departments/programs of X, Y, and X, some of which have courses that are cross-listed with English."

Would that work for you, in lieu of having some indicator in each course title?

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

**Subject:** Re: Graduate ENGL Course Change Consultation - TIME SENSITIVE  
**Date:** Thursday, October 20, 2022 at 5:15:01 PM Eastern Daylight Time  
**From:** Rob Hancock, IACE Associate Director Academic  
**To:** Lisa Surridge - Humanities Associate Dean, Academic, Stephen Ross - English Graduate Advisor  
**CC:** Jacquie Green  
**Attachments:** image001.png

Good afternoon, Lisa and Stephen,

Thank you for following up. On behalf of the Executive Director, Kundoqk Dr. Jacquie Green (cc'ed here), I am writing to confirm that IACE has reviewed the proposal. It makes clear the direction that the department is going and describes why the changes are necessary. We recognize that the proposal represents an important first step but represents only part of the work that needs to be done. Finally, we understand that the department is waiting for a scholar with subject matter expertise to join the faculty to contribute to the ongoing renewal process in a responsible and respectful way.

Thank you for the opportunity to be part of this process.

Rob H.

---

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Wednesday, October 19, 2022 at 3:36 PM  
**To:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>  
**Cc:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Graduate ENGL Course Change Consultation - TIME SENSITIVE

Dear Rob: I know how busy you are—I just saw you on Zoom again this morning at yet another meeting!—so I apologise in advance for bothering you!

I am writing in my role as chair of the Humanities Curriculum Committee. One of my duties is to ensure adequate consultation on all curriculum changes in each cycle.

In this case, IACE has been consulted but Stephen has yet to hear from Jacquie. I wonder if you could possibly follow up with her? I would be immensely grateful. Stephen has been specifically asked to provide evidence of consultation with IACE.

(I do have a copy of her email to Luke which we took to be concerning the UG changes.)

Thanks in advance for your help—Lisa.





Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](https://www.uvic.ca)  
Office: Cle C309  
T 250-721-7246

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

---

**From:** Rob Hancock, IACE Associate Director Academic  
**Sent:** October 4, 2022 3:00 PM  
**To:** Stephen Ross - English Graduate Advisor  
**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for following up, Stephen. I'll connect with Jacquie and ask her to get in touch with you.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)  
Associate Director Academic  
Office of Indigenous Academic & Community Engagement  
University of Victoria

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, October 4, 2022 at 2:49 PM

**To:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Rob,

Just following up on this. We've made it through GEC now with our proposed changes, but they want me to add some official documentation of consultation with you guys as well. I did not hear from Jacquie after your email, but maybe it got mixed in with the undergrad consultation stuff. I have a small window to add consultations, and it would be great to hear from you and/or Jacquie.

Best,

Stephen

---

Graduate Adviser,

English Department,

University of Victoria.

---

**From:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Date:** Wednesday, August 24, 2022 at 7:48 PM

**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen, just a quick update — I've looked at the materials and provided some notes to Jacquie. She has set aside some time in her calendar before the end of this week to review the proposal for the undergraduate revisions that Luke sent and she'll look at the graduate documents then as well. RH

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)

Associate Director Academic

Office of Indigenous Academic & Community Engagement

University of Victoria

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Wednesday, 24 August, 2022 at 09:59

**To:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Many thanks for the quick response, Rob. I'm on a "break" at the moment, but of course the bureaucratic machine, though often chaotic and slow, never sleeps.

My best,

Stephen

---

Graduate Adviser,

English Department,

University of Victoria.

---

**From:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Date:** Wednesday, August 24, 2022 at 8:03 AM

**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for sharing this, Stephen — it's great to see this kind of work moving forward. I'll share the materials with the new IACE Executive Director, Kundoqk Dr. Jacquie Green, for her feedback and get back to you ASAP. I hope that you've had a chance to take a break this summer. Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)

Associate Director Academic, Office of Indigenous Academic and Community Engagement  
University of Victoria

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On Aug 23, 2022, at 19:07, Stephen Ross - English Graduate Advisor  
<englgradad@uvic.ca> wrote:

Dear Rob,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,

Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum consultation  
**Date:** May 12, 2022 2:08:10 PM  
**Attachments:** [image002.png](#)

---

Another one to file, please.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Jason Colby - Chair of History <histchr@uvic.ca>  
**Date:** Thursday, May 12, 2022 at 2:05 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Curriculum consultation

Stephen,

Thank you so much for the opportunity to review these changes to your graduate program. I have no concerns to voice. On the contrary, I want to commend you and the English Department for undertaking such an extraordinary reimagining of your program. The new structure doesn't just reflect the profound changes to the world and field over the past few decades; it also builds a flexibility into the system that will serve you and your students well for years to come.

Bravo.

All the best,

Jason

Jason M. Colby  
Chair, Department of History  
University of Victoria  
PO 1700, STN CSC  
Victoria, BC V8W 2Y2  
Phone: 250-721-7383

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Thursday, May 12, 2022 at 1:48 PM

**To:** Jason Colby - Chair of History <histchr@uvic.ca>

**Subject:** Curriculum consultation

Hi Jason,

When you get a chance, could you shoot me an email saying that we consulted on the proposed changes and you are good with them?

Thanks,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on new courses  
**Date:** May 18, 2022 2:44:34 PM

---

And this one

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Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Martha McGinnis <mjmcginn@uvic.ca>  
**Date:** Wednesday, May 18, 2022 at 10:55 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Consultation on new courses

Hi Stephen,

I've consulted with our Grad Advisor and Curriculum Chair. We're all happy to support the proposed changes to the graduate course offerings in your department. Thanks for consulting!

All the best,  
Martha

**Dr. Martha McGinnis (she/her)**

Associate Professor and Chair, Department of Linguistics  
University of Victoria, Clearihue D345, 250.721.7422  
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

***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.***

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 6:07 PM  
**To:** Martha McGinnis <mjmcginn@uvic.ca>  
**Subject:** Re: Consultation on new courses

Amazing – thank you, Martha!



---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Martha McGinnis <mjmcginn@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 4:22 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Consultation on new courses

Dear Stephen,

Many thanks for this. I see no issues with these changes. I will pass them along to our Graduate Advisor and Curriculum Chair in case there's anything I'm missing, but I don't foresee any issues.

Best,  
Martha

**Dr. Martha McGinnis (she/her)**

Associate Professor and Chair, Department of Linguistics  
University of Victoria, Clearihue D345, 250.721.7422  
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

***We 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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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, May 17, 2022 at 3:11 PM  
**To:** Martha McGinnis <mjmcginn@uvic.ca>  
**Subject:** Consultation on new courses

Hi Martha,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Graduate Course Change Consultation - TIME SENSITIVE  
**Date:** August 24, 2022 12:49:26 PM

---

Here's our consultation with OREGSCP, so we can tick that box on the template. I'll try to get some work on that done today as well, so hang fire on any changes until I can share it back with you.

S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** OREG SCP Consultation <[oregscpconsultation@uvic.ca](mailto:oregscpconsultation@uvic.ca)>  
**Date:** Wednesday, August 24, 2022 at 12:13 PM  
**To:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>  
**Subject:** RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I believe that this is all part of the program refresh that has been under discussion between Corinne and Asia in Curriculum & Calendar. If so, then we have certainly consulted in this issue.

Thank you for connecting with us, however; I will ensure that this graduate-specific information is flagged for the GARO team.

Best,  
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.

Associate Registrar

Office of the Registrar

Division of Student Affairs

[University of Victoria](#)

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We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees,

Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Please tell us how we did today. Provide your feedback [here](#).

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** August 23, 2022 7:07 PM

**To:** OREG SCP Consultation <oregscpconsultation@uvic.ca>

**Subject:** Graduate Course Change Consultation - TIME SENSITIVE

Dear OREGSCP Consultation,

Please forgive my trespassing on the last days of the summer break with this, but I've **just** learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Graduate Course Change Consultation - TIME SENSITIVE  
**Date:** August 25, 2022 2:29:14 PM

---

Libraries consultation complete.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Lisa Goddard <lgoddard@uvic.ca>  
**Date:** Thursday, August 25, 2022 at 9:37 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

Thanks for sending the proposed curriculum changes for my review. I fully support the proposal to reorganize topics thematically rather than temporally/spatially, and agree that this reflects an overall evolution in the discipline. At first pass, I am certain that UVic Libraries' collection has lots of great resources to support these courses, and I have no reservations at this point. It's my understanding that your submission to Kuali will trigger a more in-depth collections review by your subject librarian, Justin Harrison. I've given him a heads-up that this will be coming through the curriculum committee.

Best of luck!

Lisa

-----  
Lisa Goddard (she/they)  
Acting University Librarian  
[University of Victoria Libraries](#)  
[orcid.org/0000-0002-4970-053X](https://orcid.org/0000-0002-4970-053X)

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Sent:** Wednesday, August 24, 2022 9:58 AM  
**To:** Jonathan Bengtson <bengtson@uvic.ca>; Lisa Goddard <lgoddard@uvic.ca>

**Subject:** Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Jonathan,

Great – thank you for the quick response!

Best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Jonathan Bengtson <[bengtson@uvic.ca](mailto:bengtson@uvic.ca)>

**Date:** Tuesday, August 23, 2022 at 9:55 PM

**To:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>, Lisa Goddard <[lgoddard@uvic.ca](mailto:lgoddard@uvic.ca)>

**Subject:** FW: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I'm on leave until January so copying this to Lisa G who is me for now.

Cheers,

JB

Jonathan B. Bengtson  
[University Librarian](#)  
University of Victoria

---

**From:** Stephen Ross - English Graduate Advisor <[englgradad@uvic.ca](mailto:englgradad@uvic.ca)>

**Date:** Tuesday, August 23, 2022 at 7:05 PM

**To:** Jonathan Bengtson <[bengtson@uvic.ca](mailto:bengtson@uvic.ca)>

**Subject:** Graduate Course Change Consultation - TIME SENSITIVE

Dear Jonathan,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick “looks good to me” email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Richard as PAAS Chair](#)  
**To:** [Stephen Ross - English Graduate Advisor](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Revised Course Proposals  
**Date:** May 31, 2022 5:55:34 PM

---

It's my pleasure, Stephen. I know how much work goes into this. And it's nice to know one can make even a small contribution to moving things forward!  
cheers,  
Richard

Sent from my iPhone

On May 31, 2022, at 5:51 PM, Stephen Ross - English Graduate Advisor  
<englgradad@uvic.ca> wrote:

Many thanks, Richard! I appreciate your input – it was instrumental in the changes and I'm really happy with how they've panned out.

Best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Date:** Tuesday, May 31, 2022 at 5:50 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Cc:** Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Re: Revised Course Proposals

Hi Stephen,

Thank you for your understanding—

And my thanks, too, for taking these brief remarks onboard.

As you say, regional and/or linguistic specification isn't universal in our course titles across the Faculty.



And I also agree on the inevitability – or even desirability – of overlap when it comes to themes and approaches.

I don't think I have much else to add at this point—other than to express my admiration for such a forward-looking renewal of your program.

With very best,

Richard

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Monday, May 30, 2022 at 11:43 AM

**To:** Richard as PAAS Chair <paaschair@uvic.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Re: Revised Course Proposals

Hi Richard,

No concern at all on the delayed response – I know it's a tricky time of year, and that's why I'm starting these consultations early.

You raise a good point re: course titles versus course descriptions. I had been going with the tersest possible course titles, relying on the descriptions to flesh things out, but in the wake of your email I checked the course offerings from GMST, LING, PHIL, HIST, and PAAS only to find that while specification in the course title is far from universal, it is broadly used. As such, I'm going to go ahead and change our course titles to clarify their remit (please see the attached revision). I can see the various rationales for doing so, and don't think it hurts our plans in the least.

Re: courses like Theory, several departments already offer versions of a theory course, as do the cross-listed offerings in CSPT, often traversing the same texts, and it has not been a problem so far, at least as far as I know. I'd like to think that we can overlap in some areas and offer students multiple perspectives as well as the chance to explore material intensively and expansively. What do you think?

Please let me know what you think of the revised course titles.

All best,  
Stephen

---

Graduate Advisor,  
English Department,  
University of Victoria

---

**From:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Date:** Monday, May 30, 2022 at 11:04 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Cc:** Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Re: Revised Course Proposals

Good morning, Stephen,

Many thanks for your note, and for the updated documents—

I hasten to add my apologies for the protracted delay in responding to the original consultation. I've been on the road, and so have fallen a little behind on correspondence.

With regard to the new docs, I would think the addition of 'anglophone' should help to address some of the questions that have arisen.

Am I right in thinking the English Department would extend reciprocal support to other Units wishing to include the designation of, e.g., 'francophone' or 'in Pacific and Asian Studies' *in the course description* — as opposed to the course title — when addressing such broadly utilized concepts (genre, literary history, etc.)?

For instance, this would mean our new Majors' core competency class on *Language, Media and Translation* will include the specification, 'in Pacific and Asian Studies', in the course description—but not in the course title.

I cannot speak for others. But, with an eye to decolonization, one presumably must ensure Theory (if that's the right word) is equally accessible for teaching within all linguistically-, culturally-, and

regionally-defined Units—English included. Put another way, I would think concepts like genre, literary history and the rest cannot go *unmarked* in the course titles for one Unit (as if their purview were Universal), while requiring specification in another (due to the limits of their particularity).

In any event, those are a few initial thoughts on the revised text—

Just let me know if any of this is unclear, or whether perhaps there's something I'm missing.

With very best,

Richard



**Richard Fox**  
Professor & Chair of Pacific and Asian Studies  
Professor of Anthropology (by courtesy)  
University of Victoria (BC, Canada)

[www.berubah.org](http://www.berubah.org)

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Monday, May 30, 2022 at 10:03 AM

**To:** Richard as PAAS Chair <paaschair@uvic.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Revised Course Proposals

Hi Richard,

Please find attached an updated rationale and set of course descriptions for our proposed course update. In response to some feedback I received from other units in Humanities, I've added "anglophone" everywhere it seemed appropriate (and added "proto-anglophone" to the one course that mentions manuscripts, to try to keep the medievalists happy), and included a note at the end of the paragraph on decolonization in the rationale to stipulate that we're focussing on English as a linguistic and cultural principle of organization, in lieu of

English as an imperialist nation-state. I'm trying to allay any concern that our department plans to begin teaching any and all literature and other media, with no concern for national, cultural, or historical specificity; that is certainly neither our intention nor within our capabilities.

Please let me know what you think.

Thank you!

Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Consultation on Curriculum Changes  
**Date:** May 12, 2022 1:47:55 PM  
**Attachments:** [image001.png](#)

---

Please put somewhere safe so we have it when we do the curriculum change submission on Kuali.

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Colin Macleod - Philosophy Chair <philchr@uvic.ca>  
**Date:** Thursday, May 12, 2022 at 1:34 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Consultation on Curriculum Changes

Dear Stephen,

I have reviewed the proposed curriculum changes to your graduate program. In my view, the changes are well-motivated and the direction in which the curriculum is moving should be appealing to students. I have no concerns about the content of new courses with respect to overlap with philosophy courses. Good luck moving the proposal forward.

Best  
Colin

Colin Macleod  
Professor of Philosophy & Law  
Chair of Philosophy  
University of Victoria

Clearihue Building B328 <http://web.uvic.ca/philosophy/>



*I acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Thursday, May 5, 2022 at 3:45 PM

**To:** Colin Macleod <cmacleod@uvic.ca>

**Subject:** Consultation on Curriculum Changes

Hi Colin,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Would you have time to meet up sometime over the next few weeks to this end? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to chatting,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

**From:** [Stephen Ross](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Grad Curriculum Changes  
**Date:** May 26, 2022 11:21:50 AM

---

Here's one more for the hopper.

Thanks,  
S

---

**From:** Scott Watson <sdwatson@uvic.ca>  
**Date:** Thursday, May 26, 2022 at 11:20 AM  
**To:** Stephen Ross <saross@uvic.ca>  
**Subject:** Grad Curriculum Changes

Hi Stephen

Thanks for the opportunity to discuss your proposed grad curriculum changes in English, and for consulting with our unit. I am excited by your proposed changes and support the initiative. In particular, I think our students would be drawn to your course on "Politics in Literature" and think it could help establish strong interdisciplinary connections between our units.

All the best  
Scott

Scott Watson  
Department Chair and Associate Professor  
Department of Political Science,  
University of Victoria  
250-853-3528  
[sdwatson@uvic.ca](mailto:sdwatson@uvic.ca)

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

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: one more time!  
**Date:** June 2, 2022 6:46:28 PM

---

And one more for the hopper. Just WRIT to worry about now.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Marcus Milwright <mmilwrig@uvic.ca>  
**Date:** Thursday, June 2, 2022 at 11:09 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

-----  
Dr Marcus Milwright  
Professor, Islamic Art & Archaeology  
Chair, Department of Art History and Visual Studies  
University of Victoria,  
P.O. Box 1700, Victoria, BC, V8W 2Y2,  
Canada

---

**From:** Stephen Ross - English Graduate Advisor  
**Sent:** Monday, May 30, 2022 11:49 AM  
**To:** Marcus Milwright  
**Subject:** one more time!



Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,  
Stephen

---

Graduate Advisor,  
English Department,  
University of Victoria

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: one more time!  
**Date:** June 2, 2022 6:46:28 PM

---

And one more for the hopper. Just WRIT to worry about now.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Marcus Milwright <mmilwrig@uvic.ca>  
**Date:** Thursday, June 2, 2022 at 11:09 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

-----  
Dr Marcus Milwright  
Professor, Islamic Art & Archaeology  
Chair, Department of Art History and Visual Studies  
University of Victoria,  
P.O. Box 1700, Victoria, BC, V8W 2Y2,  
Canada

---

**From:** Stephen Ross - English Graduate Advisor  
**Sent:** Monday, May 30, 2022 11:49 AM  
**To:** Marcus Milwright  
**Subject:** one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,  
Stephen

---

Graduate Advisor,  
English Department,  
University of Victoria

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [Stefania Forlini](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Curriculum Consultation  
**Date:** October 7, 2022 1:24:54 PM

---

Dear Stefania,

Thank you so much! This is really great feedback and just what we need for our next steps.

All best,  
Stephen

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Stefania Forlini <sforlini@ucalgary.ca>  
**Date:** Friday, October 7, 2022 at 12:59 PM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Cc:** Deborah Ogilvie English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Re: Curriculum Consultation

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

Thank you for your email and congratulations on making some important changes to your graduate program curriculum! I am certainly happy to endorse these changes as they are indeed in line with developments in the discipline and would offer students rigorous preparation for further study and/or life outside the university setting. As GDP, I can also assure you that students who excel in your new courses would certainly be admissible into our own graduate program.

If you would like further assessment of your changes, I would happily share them with our Graduate Executive Committee for more fulsome feedback. Please let me know. If not, I send you all my best wishes in implementing these timely changes to your courses.

With best wishes,  
Stefania Forlini

--

S. Forlini, Ph.D.  
Associate Professor and Associate Head (Graduate)  
Department of English  
University of Calgary

*The University of Calgary is located on traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The traditional Blackfoot name of the place we now call Calgary is "Moh'kins'tsis".*

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Date:** Tuesday, October 4, 2022 at 3:53 PM

**To:** Stefania Forlini <sforlini@ucalgary.ca>

**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Curriculum Consultation

[△EXTERNAL]

Dear Stefania,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other

programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.  
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**From:** [Frank, Adam](#)  
**To:** [Stephen Ross - English Graduate Advisor](#)  
**Cc:** [English Graduate Secretary](#)  
**Subject:** Re: Curriculum Consultation  
**Date:** October 11, 2022 10:42:36 AM

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**Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.**

Dear Stephen,

I have reviewed the materials you provided and am happy to endorse the proposed changes to UVic's English MA and PhD Programmes. No doubt, the new courses will remain academically rigorous and they will prepare students well for further study and/or life outside the university setting. I can confirm that the Graduate Program in English Language and Literatures at UBC would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

By the way, our Grad Program is currently engaging in this kind of curriculum renewal as well. We also have a graduate curriculum that dates from at least the 1970s. Our undergraduate curriculum was renewed a few years ago, and we are now trying to do the same at the graduate level. So perhaps in the near future only U of Toronto will be describable as "the pedagogical arm of the British Empire." (Although my own more lively concern is to what degree a revised curriculum will become the pedagogical arm of the American Empire, but perhaps that is a story for another day.)

with best wishes,  
Adam

-----  
Adam J. Frank  
Professor and Associate Head (Graduate)  
Faculty of Arts | Department of English Language and Literatures  
The University of British Columbia | Vancouver Campus | Unceded Musqueam Traditional Territory  
#397, 1873 East Mall | Vancouver British Columbia | V6T 1Z1 Canada

604.822.4087  
[adafrank@mail.ubc.ca](mailto:adafrank@mail.ubc.ca)



THE UNIVERSITY OF BRITISH COLUMBIA

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**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

**Sent:** Tuesday, October 4, 2022 2:51:39 PM

**To:** Frank, Adam

**Cc:** English Graduate Secretary

**Subject:** Curriculum Consultation

[CAUTION: Non-UBC Email]

Dear Adam,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.

I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,



---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum Consultation  
**Date:** October 5, 2022 8:16:01 AM

---

First fruits. Please keep a file.

Thanks,  
S

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>  
**Date:** Wednesday, October 5, 2022 at 8:05 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Curriculum Consultation

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Hello Stephen,

I have reviewed the materials that you sent and congratulate you on the always tough work of reforming a graduate program. These changes look timely, adaptable, and well-thought through. I believe that they would provide rigorous training for graduate students and Queen's would certainly consider for PhD admission any MA student having trained within such a structure.

best wishes,  
Margaret Pappano

Associate Professor & Graduate Chair  
Department of English  
Queen's University  
Kingston, Ontario, Canada  
K7L 3N6

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Sent:** October 4, 2022 5:53 PM  
**To:** GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>  
**Cc:** English Graduate Secretary <englgradsec@uvic.ca>  
**Subject:** Curriculum Consultation

Dear Margaret,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so. I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the

proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Proposed changes to your undergraduate course structure  
**Date:** October 7, 2022 8:18:30 AM

---

Another one for the file.

Thanks,  
S

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Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Alice Brittan <Alice.Brittan@Dal.Ca>  
**Date:** Friday, October 7, 2022 at 7:20 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Proposed changes to your undergraduate course structure

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen;

The proposed changes to your undergrad course structure look great to me. I can see how they might provoke alarm about the loss of traditional historical fields, but I don't share that alarm. I can also say that U Vic graduates would *not* be at a disadvantage were they to apply to the MA at Dal. We no longer look at historical coverage on a transcript as a factor in admission.

When I was Undergrad Coordinator in our dept, I often reviewed transfer credit requests from UK, NZ, and Australian universities (as well as US schools) whose courses looked very similar to the ones you propose. This shift toward more transhistorical, concept-driven course structure is clearly well underway in English depts around the world, especially in younger universities.

Alice

Dr. Alice Brittan (she/her)  
Department of English  
Dalhousie University  
abrittan@dal.ca

My new book is available now:

[\*\*The Art of Astonishment\*\*](#)

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.  
We are all Treaty people.

**Subject:** Re: Curriculum Consultation

**Date:** Thursday, November 10, 2022 at 8:44:05 AM Pacific Standard Time

**From:** Mark Simpson, ACGS, EFS

**To:** Stephen Ross - English Graduate Advisor

**CC:** English Graduate Secretary

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

Many thanks for sharing these curricular materials. Having reviewed them, I'm most happy on behalf of the Graduate Program in English at the U of Alberta to endorse the program changes you are proposing. These new courses are manifestly academically rigorous and exemplify, in their conception and design, vital intellectual and pedagogical values and commitments in English Studies today. As such these courses will prepare students well for further university study and/or for life outside academe. We would certainly consider students who have excelled in these new courses for admission to our own graduate programs in EFS.

All my best,

Mark

Dr Mark Simpson (he/him)  
Professor and Graduate Director  
Department of English and Film Studies  
Humanities Centre 3-5  
University of Alberta  
Treaty 6/Métis Territory  
Edmonton, AB  
T6G 2E5

**From:** [Stephen Ross - English Graduate Advisor](#)  
**To:** [English Graduate Secretary](#)  
**Subject:** FW: Curriculum Consultation  
**Date:** October 19, 2022 9:01:39 AM

---

Another one for the file.

---

Graduate Adviser,  
English Department,  
University of Victoria.

---

**From:** Albert Kevin Pask <kevin.pask@concordia.ca>  
**Date:** Wednesday, October 19, 2022 at 8:41 AM  
**To:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Subject:** Re: Curriculum Consultation

**Notice:** This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

My apologies for a slow response. The first part of the month was very busy for me.

I have looked at the proposed changes to the MA and PhD at UVic, and they are very much in keeping with the kinds of graduate curricular changes occurring across Canada these days. This will allow your curriculum to remain rigorous while also addressing changing student interests and recent intellectual developments in the discipline of literary studies. For those reasons, students coming out of your new programmes will be well equipped to apply for further study (or jobs) at Concordia.

Best,

Professor Kevin Pask  
Graduate Program Director  
Department of English  
Concordia University  
Montréal (Québec) H3G 1M8

---

**From:** Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>  
**Date:** Tuesday, October 4, 2022 at 5:54 PM  
**To:** Albert Kevin Pask <kevin.pask@concordia.ca>



**Cc:** English Graduate Secretary <englgradsec@uvic.ca>

**Subject:** Curriculum Consultation

**Attention** This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Dear Kevin,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.

I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,  
Stephen Ross,

---

Graduate Adviser,  
English Department,  
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,



University  
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 16, 2023

FOR INFORMATION

**To:** Operations and Facilities Committee

**From:** Kristi Simpson  
Vice-President Finance and Operations

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** Status Report on Capital Projects

**Basis for Jurisdiction:** Committee's Terms of Reference



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**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.

There is a significant shift in the management of the Engineering and Computer Science Building Project. As highlighted in September, the tenders were significantly over budget, necessitating the collapse of the tender as we have neither sufficient funds to complete the project at the tender value nor an ability to adjust scope by such a large magnitude. The tender was collapsed with legal advice. More information on next steps are included in the report, including moving the project to construction management.

**Attachment(s):**

VPFO/FMGT Project Updates: January 01, 2023

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

|                 |                                     |
|-----------------|-------------------------------------|
| <b>PROJECT:</b> | <b>STUDENT HOUSING &amp; DINING</b> |
|-----------------|-------------------------------------|

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

| <b>BUDGET STATUS:</b> | <b>Approved Budget<br/>April 2020<br/>(in millions)</b> | <b>Known Costs<br/>December 2022<br/>(in millions)</b> |
|-----------------------|---------------------------------------------------------|--------------------------------------------------------|
|-----------------------|---------------------------------------------------------|--------------------------------------------------------|

|                           |                |                |
|---------------------------|----------------|----------------|
| Consulting – C1           | \$21.1         | \$22.2         |
| Construction – C2         | \$194.3        | \$201.5        |
| Completion – C3           | \$5.7          | \$6.2          |
| Contingency – C4          | \$4.0          | \$0.0          |
| <b>Sub-Total</b>          | <b>\$225.1</b> | <b>\$229.9</b> |
| GST (1.65%)               | <u>\$3.7</u>   | <u>\$3.8</u>   |
| <b>TOTAL PROJECT COST</b> | <b>\$228.8</b> | <b>\$233.7</b> |

- Total commitments to date are \$230.0M or 98.3%, and the project is currently forecasted to close as YELLOW. (Up to \$7.5M above approved budget.)

| <b>SCHEDULE STATUS:</b> | <b>Original Schedule<br/>January 2019</b> | <b>Actual / Forecasted<br/>December 2022</b> |
|-------------------------|-------------------------------------------|----------------------------------------------|
|-------------------------|-------------------------------------------|----------------------------------------------|

#### Tender Package 02 – Modular Food Services Facility

|              |              |               |
|--------------|--------------|---------------|
| Decommission | October 2022 | November 2022 |
|--------------|--------------|---------------|

#### Tender Package 04 – Construction Building One (SH1 - 398 beds, Dining)

|                           |             |             |
|---------------------------|-------------|-------------|
| Construction – Operations | August 2022 | August 2022 |
|---------------------------|-------------|-------------|

#### Tender Package 04 – Building Two (SH2 - 385 Beds, Conference, Classrooms)

|                                  |               |            |
|----------------------------------|---------------|------------|
| Construction – Building Envelope | January 2023  | April 2023 |
| Construction – Interiors         | October 2022  | June 2023  |
| Construction – Commissioning     | January 2023  | June 2023  |
| Construction – Operations        | February 2023 | July 2023  |

#### Major Risks:

- District of Saanich have confirmed they will not accept the same solution for the treatment of supply / return air shafts in B2 as in B1. UVic's only course of action is to appeal to the independent building code authority. A successful appeal will remove the risk, an unsuccessful appeal will have a major impact on both schedule and cost. Decision expected January 2023.
- Cost escalation on cash allowances and cost plus elements, day to day changes and the rectification of design deficiencies has increased known costs and forecast cost at completion beyond the \$5M previously tracked. Essential changes only are considered, and to assist in mitigating cost overruns, Building Committee approved an additional \$250K of cost savings at a late stage VE workshop in December 2022.
- Schedule risk for Building Two such as equipment start up and commissioning, labour shortages, procurement and material lead times, site coordination, design coordination, and occupancy related changes are mitigated by an occupancy target date seven weeks earlier in the calendar year compared with Building One, As the landscaping scope is critical path, any prolonged adverse weather conditions will impact completion.

|                 |                                            |
|-----------------|--------------------------------------------|
| <b>PROJECT:</b> | <b>NATIONAL CENTRE FOR INDIGENOUS LAWS</b> |
|-----------------|--------------------------------------------|

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

| <b>BUDGET STATUS:</b>      | <b>Approved Budget<br/>November 2022<br/>(in millions)</b> | <b>Forecasted Costs<br/>December 2022<br/>(in millions)</b> |
|----------------------------|------------------------------------------------------------|-------------------------------------------------------------|
| Consulting – C1            | \$3.86                                                     | \$3.86                                                      |
| Construction – C2          | \$30.90                                                    | \$30.90                                                     |
| Completion – C3            | \$3.37                                                     | \$3.37                                                      |
| Contingency – C4           | \$1.87                                                     | \$1.87                                                      |
| <b>Sub-Total</b>           | <b>\$40.00</b>                                             | <b>\$40.00</b>                                              |
| GST (1.65%)                | \$0.65                                                     | \$0.65                                                      |
| <b>TOTAL PROJECT COSTS</b> | <b>\$40.65</b>                                             | <b>\$40.65</b>                                              |

- The revised project budget of \$40.65M was approved at the November 2022 Board of Governors meeting.
- The Foundation and Superstructure Trade Packages were awarded in November 2022.
- Further budget clarity will be realized in early 2023 when the remaining seven trade packages are tendered.
- The remaining tender packages are valued at approximately \$16M and the Project Team continues to assess the current market conditions to mitigate financial impact.
- Value Engineering was completed in November 2022. NCIL Program requirements were not impacted during the VE process.
- The associated VE cost savings have been allocated to increase the budget contingency.

| <b>SCHEDULE STATUS:</b>                     | <b>Original Schedule<br/>February 2020</b> | <b>Actual / Forecasted<br/>December 2022</b> |
|---------------------------------------------|--------------------------------------------|----------------------------------------------|
| <b>Consultant Selection</b>                 | May 2020                                   | June 2020                                    |
| <b>Schematic Design</b>                     | October 2020                               | February 2021                                |
| <b>Design Development</b>                   | March 2021                                 | September 2021                               |
| <b>Construction Documents</b>               | September 2021                             | June 2022                                    |
| <b>Tender Complete</b>                      | November 2021                              | <i>April 2023</i>                            |
| <b>Construction Mobilization</b>            | December 2021                              | November 2022                                |
| <b>Construction Complete (Substantial)*</b> | March 2023                                 | <i>November 2024</i>                         |
| <b>Commissioning and Warranty</b>           | May 2023                                   | <i>November 2024</i>                         |
| <b>Fit-up and Move In</b>                   | July 2023                                  | <i>November 2024</i>                         |
| <b>Operation</b>                            | August 2023                                | <i>December 2024</i>                         |

NOTE: \* Substantial Performance as defined in the BC Builders Lien Act

- Chandos Construction mobilized in November 2022 to begin tree clearing and site preparation.
- NCIL excavation and foundation scope will commence in January 2023.

|                 |                                      |
|-----------------|--------------------------------------|
| <b>PROJECT:</b> | <b>ENGINEERING EXPANSION PROJECT</b> |
|-----------------|--------------------------------------|

Project No: 19-04057  
Project Consultants: Dialog  
Architecture/Engineering  
General Contractor: TBD

|                       |                                                            |                                                             |
|-----------------------|------------------------------------------------------------|-------------------------------------------------------------|
| <b>BUDGET STATUS:</b> | <b>Approved Budget<br/>November 2019<br/>(in millions)</b> | <b>Forecasted Costs<br/>December 2022<br/>(in millions)</b> |
|-----------------------|------------------------------------------------------------|-------------------------------------------------------------|

|                            |               |              |
|----------------------------|---------------|--------------|
| Consulting – C1            | \$6.6         |              |
| Construction – C2          | \$69.0        |              |
| Completion – C3            | \$8.4         |              |
| Contingency – C4           | <u>\$4.2</u>  |              |
| <b>Sub-Total</b>           | <b>\$88.2</b> | <b>\$TBD</b> |
| GST (1.65%)                | <u>\$1.4</u>  |              |
| <b>TOTAL PROJECT COSTS</b> | <b>\$89.6</b> | <b>\$TBD</b> |

- Current Provincial Commitment of \$64.8M; UVic to provide \$24.8M through internal/fundraising.
- The tender for the project was significantly over budget.
- The project is changing project delivery to Construction Management (CM) which will include a design assist and value engineering phase
- The university is exploring options for moving forward in consultation with the Ministry.
- The forecast schedule includes an RFP period to retain a Construction Manager and conduct Design-Assist / VE Phase. The remaining schedule will be determined once a CM is hired

|                         |                                            |                                              |
|-------------------------|--------------------------------------------|----------------------------------------------|
| <b>SCHEDULE STATUS:</b> | <b>Original Schedule<br/>November 2019</b> | <b>Actual / Forecasted<br/>November 2022</b> |
|-------------------------|--------------------------------------------|----------------------------------------------|

|                                              |                |                |
|----------------------------------------------|----------------|----------------|
| <b>Consultant Selection</b>                  | October 2019   | November 2019  |
| <b>Schematic Design</b>                      | May 2020       | June 2020      |
| <b>Design Development</b>                    | September 2020 | May 2021       |
| <b>Construction Documents</b>                | May 2021       | March 2022     |
| <b>Tender Complete</b> (not awarded)         | July 2021      | September 2022 |
| <b>RFP for CM / Design-Assist/VE Phase</b>   | N/A            | October 2023   |
| <b>Construction Completion (Substantial)</b> | December 2023  | April 2026     |
| <b>Commissioning</b>                         | December 2023  | TBD            |
| <b>Fit-up and Move In</b>                    | December 2023  | TBD            |
| <b>Operation</b>                             | January 2024   | TBD            |

NOTE: \* Substantial Performance as defined in the BC Builders Lien Act

#### Major Risks:

- Construction cost volatility; impact of high construction costs on project delivery is a risk to Engineering program accreditation.
- Current market supply and demand challenges and international events have led to general increased costs in market that may continue.



University  
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 16, 2023

FOR DECISION

To: Finance Committee

From: Kristi Simpson  
Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: January 31, 2023

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

Basis for Jurisdiction: Section E(2) of the Staff Pension Plan Governance Policy requires that the Board of Governors consider recommendations received from the Staff Pension Plan Investments and Administration Committee to review, adopt, and amend as necessary, the Staff Pension Plan Statement of Investment Policies and Procedures

---

**Strategic Relevance:**

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

**Previous Consultation:**

Finance Committee of the Board of Governors – #BOG-May31/22-08

University of Victoria Staff Pension Plan Investments and Administration Committee (IAC)

**Recommendation:**

*THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the proposed amendments to the University of Victoria Staff Pension Plan Statement of Investment Policies and Procedures, effective immediately.*



**Background:**

At the May Board of Governors meeting the Board was made aware of a compliance issue with the Staff Pension Plan that the President and Vice President Finance and Operations approved per policy. Following strong global equity returns, a technical compliance breach within Section II of the Statement of Investment Policies and Procedures (SIPP) occurred as the Plan's asset mix rebalance requirement resulted in \$25M of global equities being moved to fixed income. The SIPP also includes a requirement to hedge<sup>i</sup> 30% of the fixed income assets to reduce Plan solvency risk. When the assets were transferred, this requirement came into conflict with the fixed income fund allocation ranges which could not be resolved within the existing SIPP. Breaching these limits was the result of a rapidly changing interest rate and market environment not anticipated when the policy was developed.

The IAC instructed the Investment Consultant (PBI) and Fixed Income Manager (PH&N) to develop and propose changes to the SIPP that would resolve this conflict, maintain an adequate solvency liabilities hedge ratio and ensure governance of the Plan's funding framework will better reflect the intended operationalization of the strategy.

PBI, PH&N and IAC members worked together to finalize the SIPP changes and the development of a new letter of direction for PH&N. This letter of direction (attached as appendix 2) would provide PH&N detailed instructions on the management of the hedge. Given the complexity of the issue and that it would need more oversight, the recommended approach is for the letter to be overseen by the IAC and not included with the SIPP. As a result, the SIPP modifications are as follows:

- Update Section I B and II A to better reflect the current plan members and investment approach;
- Update Section II B and the removal of detailed allocations to fixed income funds from the Policy Asset Mix;
- Update Section II C and D and the introducing a single, Policy Asset Mix allocation to fixed income investments through a Custom Fixed Income Mandate;
- Update Section II D and the development of Custom Fixed Income Mandate within the SIPP; and
- Other housekeeping changes have also been reflected in the SIPP where appropriate.

The operational Letter of Direction for Compliance of the Custom Fixed Income Mandate for PH&N was developed to:

- State the objective of the mandate;
- Outline the desired hedge ratio for solvency liabilities (increased from 30% to 35% with a +/-7% range based on updated investment consultant recommendation);
- Establish the Custom Fixed Income Benchmark;
- Define which PH&N pooled funds can be used in the implementation of the Custom Fixed Income Mandate; and

- Outline that it is the responsibility of the investment manager to monitor the Custom Fixed Income Portfolio within the allowable mandate ranges for the Interest Rate Hedge Ratio and inform Pension Services if rebalancing requires a review of the target Interest Rate Hedge Ratio and Custom Fixed Income Benchmark.

This operational document, dealing with the implementation of fixed income investments, is meant to be regularly updated by the IAC as new liability estimates are received. Following such updates, the Board of Governors will be informed of changes consistent with the reporting requirements outlined in the IAC Terms of Reference.

The IAC approved a motion in January 2023 to approve the Letter for Direction for Compliance and that the updated SIPP be recommended for approval by the Board of Governors.

### **Next Steps**

Following the approval of the SIPP and the LOD, the ongoing monitoring and reporting will be referencing the updated documents.

### **Attachments:**

- Appendix 1: Draft amended Staff Pension Plan Statement of Investment Policies and Procedures
- Appendix 2: Letter for Direction for Compliance – Custom Fixed Income Mandate Details

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<sup>i</sup> A hedge is an investment strategy that seek to limit risk exposure.

**UNIVERSITY OF VICTORIA  
STAFF PENSION PLAN**

**STATEMENT OF INVESTMENT  
POLICIES AND PROCEDURES**

**29 January 2001**

~~Last Revised November 24, 2021~~  
~~Approval Date: 29 March 2022~~  
Last Revised January 5, 2023  
Approval Date: TBD January 2023

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## I – INTRODUCTION

### A – Purpose of the Investment Policy

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

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

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

### B – Nature of the Plan

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

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

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

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

~~The plan's last actuarial report and the nature of the plan indicates that a long-term investment horizon is appropriate. The ongoing nature of the Plan also means that short term volatility is less of a concern. The Plan's asset mix assumes investment risk to secure a long-term returns equal to or in excess of the actuarial discount rate.~~

~~The Plan is mature with a significant portion of members being retirees. Contributions are less than benefits in payment. Investment income is used to pay benefits. Asset mix needs to balance taking investment risk to secure long term returns but also manage the need to pay benefits from investment income.~~

## **C – Distinction of Responsibilities**

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

## II – ASSET MIX AND DIVERSIFICATION POLICY

### A – Long Term Mission Statement

~~The long-term investment goal of the Fund is to achieve a minimum annualized rate of return equal to or in excess of the actuarial discount rate. The investment goal of the fund is to pay retirement benefits in full and on time while keeping Plan contributions predictable and affordable. This return objective is consistent with the overall investment risk level that the Fund could assume in order to meet the pension obligations of the Plans, and normally will be assessed over longer time periods; i.e. over ten years or more. Progress towards this goal will be monitored on rolling 4-year bases. This means achieving a minimum annualized rate of return equal to or in excess of the actuarial discount rate and a pattern of return that manages risk with reference to the Plan's regulatory measures of funding and liabilities.~~

~~To achieve this long-term investment goal, the Fund has adopted an asset mix that has a bias to equity investments and active investment management. Active management provides the opportunity to outperform specific investment benchmarks, has a return objective, with a majority allocation to return seeking assets and a fixed income allocation that manages risk with respect to liabilities and regulatory measures of funding.~~

~~Risk is controlled by investing in a well diversified portfolio of asset classes and managers. Within the fixed income portfolio, risk is managed with reference to the interest rate and liquidity characteristics of the liabilities. The Fund mitigates the impact of a reduction in interest rates through an allocation to long maturity bonds within the fixed income portfolio.~~

### B – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Morgan Stanley Capital International World ~~ex-Canada~~ Net Index (the “MSCI World ~~ex-Canada~~ Net”) (in Canadian dollars), the ~~FTSE Canada Universe Bond Index (the “FTSE Canada Universe”) and FTSE Canada 20+ Strips (“FTSE Canada 20+ Strips”), Custom Fixed Income Benchmark (a portfolio of fixed income assets designed to replicate the risk characteristics of the liabilities) and~~ the Canadian Consumer Price Index plus 4% for the real estate investment and the Canadian Consumer Price Index plus 5% (for the infrastructure investment).

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

| COMBINED FUND BENCHMARK AND ASSET COMPONENT RANGES |               |                 |               |
|----------------------------------------------------|---------------|-----------------|---------------|
|                                                    | Minimum<br>%  | Benchmark*<br>% | Maximum<br>%  |
| <b>Equities*</b>                                   |               |                 |               |
| Global equities                                    | 29            | 40              | 51            |
| <b>Fixed Income**</b>                              | <b>28</b>     | <b>35</b>       | <b>42</b>     |
| <del>Universe Bonds</del>                          | <del>13</del> | <del>15</del>   | <del>17</del> |
| <del>Long Bond Overlay</del>                       | <del>15</del> | <del>20</del>   | <del>25</del> |
| <b>Alternatives</b>                                |               |                 |               |
| Infrastructure/private equity                      | 0             | 15              | 20            |
| Real estate                                        | 0             | 10              | 15            |
| TOTAL FUND                                         |               | 100             |               |

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

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

- liquidity;
- the possibility that active management may not add value or may be negative;
- the possibility that the annual volatility of returns may differ from long term returns; and
- interest rate, inflation, credit, longevity, currency and other economic and market risks.

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



## C – Manager Rebalancing Guidelines

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

| <b>MANAGER REBALANCING GUIDELINES</b><br><b>(% of Market Value – excluding Infrastructure assets)</b> |                      |                     |                      |
|-------------------------------------------------------------------------------------------------------|----------------------|---------------------|----------------------|
| <b>Manager</b>                                                                                        | <b>Minimum<br/>%</b> | <b>Target<br/>%</b> | <b>Maximum<br/>%</b> |
| Fixed Income Manager                                                                                  | 33                   | 41                  | 49                   |
| Equity Manager (s)                                                                                    | 34                   | 47                  | 60                   |
| Real Estate Manager                                                                                   | 6                    | 12                  | 18                   |

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

### Procedures

#### [General](#)

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

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

#### [Fixed Income](#)

[The Fixed Income Manager is responsible for rebalancing the Fixed Income allocation based on the Plan liability cashflows according to the procedures and limits set out in the Letter of Direction for the Custom \("LDC"\) Fixed Income Mandate.](#)

[The Fixed Income Manager has discretion to determine allocations to each fund mandate with respect to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.](#)

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

~~The primary objective of the Fixed Income Manager is to mitigate 30% of the nominal interest rate risk within the solvency liabilities within the fixed income portfolio. The Fixed Income Manager will work with Pension Services, the Investment Consultant and Actuary to obtain solvency liability cash flows and rebalance the fixed income portfolio to target an interest rate hedge ratio of 30%. The Investment Consultant and Actuary will provide the Fixed Income Manager updated cash flows on a periodic basis.~~

The Fixed Income Manager's customized liability benchmark (the "Liability Proxy") is constructed to proxy the characteristics of the solvency liabilities. The Liability Proxy is defined as the solvency liability cash flows discounted using a market based representation of commuted value and annuity purchase rates. Specifically, 67% of the Cash Flows will be discounted using provincial bond yields and 33% will be discounted with corporate bond yields. The Cash Flows are expected to age over time.

The Investment Manager shall monitor and maintain the interest rate hedge ratio within +/- 7% of the Target Hedge Ratio as established by the Plan. If the hedge ratio breaches the threshold limits, the Fixed Income Manager will work with the Investment Consultant and Actuary to confirm latest liability assumptions and determine the best course of action based on prevailing market conditions, before the decision to rebalance takes place.

## D – Asset Mix Ranges for the Active Managers

### Custom Fixed Income Mandate

The Fixed Income Manager determines allocations to each fixed income fund with respect to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.

The Fixed Income Manager manages a portfolio of fixed income funds against a Custom Fixed Income Benchmark. Procedures for determining a Custom Fixed Income Benchmark, risk limits and permitted funds are set out in the Letter of Direction for the Custom Fixed Income Mandate.

The Letter of Direction for the Custom Fixed Income Mandate gives the Fixed Income Manager discretion to determine allocations to a list of permitted funds according to the characteristics of the Custom Fixed Income Benchmark and the Plan's cashflows.

Changes in economic conditions that lead to changes in the Plan's regulatory funding metrics may require targets within the Letter of Direction for the Custom Fixed Income Mandate to be reviewed. Any updates to the Custom Fixed Income Mandate will be communicated to the Board at the next Board meeting following the change.

### Equity, Real Estate and Infrastructure Managers

The following table presents the asset mix policy for the fixed income manager, the Canadian and gGlobal Eequity Manager(s) and the Rreal Estate Manager. These limits are necessary-included to ensure that the Combined Fund asset mix remains within the ranges established in Section II.B above.

| <b><u>FIXED INCOME MANAGER**</u></b>                                                                                                                                                                                                           |                       |                          |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-----------------------|
|                                                                                                                                                                                                                                                | <b><u>Minimum</u></b> | <b><u>Benchmark*</u></b> | <b><u>Maximum</u></b> |
|                                                                                                                                                                                                                                                | <b><u>%</u></b>       | <b><u>%</u></b>          | <b><u>%</u></b>       |
| <u>Universe Bonds</u>                                                                                                                                                                                                                          | <u>25</u>             | <u>40</u>                | <u>55</u>             |
| <u>Long Bond Overlay</u>                                                                                                                                                                                                                       | <u>45</u>             | <u>60</u>                | <u>75</u>             |
| <u>Short term investments</u>                                                                                                                                                                                                                  |                       |                          | <u>15</u>             |
| <u>TOTAL</u>                                                                                                                                                                                                                                   |                       | <u>100</u>               |                       |
| <u>Investments in pooled funds are deemed to be fully invested even though the pooled fund may have cash reserves. The Long Bond Overlay may contain asset classes other than fixed income.</u><br><u>* — Effective April 2021</u><br><u>†</u> |                       |                          |                       |

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

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

## E – Foreign Currency Hedging

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

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

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

## III – PERMITTED AND PROHIBITED INVESTMENTS

### A – General Guidelines

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

With the approval of the Trustees, the Investment Managers may hold any part of the portfolio in one or more pooled or commingled funds managed by the Investment Managers, provided that such pooled funds are expected to be operated within constraints reasonably similar to those described in this Mandate. It is recognized by the Trustees that complete adherence to this Mandate may not be entirely possible; however, the Investment Managers is-are expected to advise the Trustees in the event that the pooled fund exhibits, or may exhibit, any significant departure from the Policy or this Mandate.

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

## **B – ~~Global~~ Equities**

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

## **C – Fixed Income - Bonds and Mortgages**

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian, U.S and foreign government and corporate issuers
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- Asset-backed securities
- Convertible bonds and loans
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H
- The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps, and repos.
- Derivatives should only be used to:
  - Manage interest rate risk and foreign currency exposure

## **D – Fixed Income - Cash and Short Term Investments**

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

## **E – Real Estate**

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

## **F – Infrastructure**

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

## **G – Other Investments**

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

## H – Minimum Quality Requirements

Within the investment restrictions for a [mM](#)anager's portfolio, including pooled funds, all portfolios should hold a prudently diversified exposure to the intended market.

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

## I – Maximum Quantity Restrictions

The following restrictions are to be respected:

### Equities (market value)

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

### Fixed income - Bonds, Mortgages and Short Term Investments

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the market value of a Manager's bond portfolio may be invested in the bonds of a single issuer and its related companies
- except for federal and provincial bonds, no one bond holding shall represent more than 10% of the market value of the total outstanding for that bond issue
- Bonds rated "BB+" and below may not be purchased if the purchase would raise the "BB+" and lower holdings to more than 25% of the market value of the bond portfolio
- up to 25% of the market value of the bond portfolio may be invested in high yield bonds as outlined in III -H above
- no more than 30% of the market value of the [mM](#)anager's bond portfolio shall be invested in bonds denominated in currencies other than Canadian dollars

### Pooled Fund/Limited Partnership Investments

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

## J – Prior Permission Required

The following investments require prior permission from the Committee:

- investments in private placement equities,
- direct investments in resource properties,
- direct investments in venture capital financing,

- investments in units of investment trusts (e.g. REITS or resource trust units), except where legislation has been enacted to limit liability
- [direct](#) investments in bonds of foreign issuers [that are not held in pooled funds](#)
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

## **K – Securities Lending**

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

## IV – MONITORING AND CONTROL

### A – Delegation of Responsibilities

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

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

The [mManagers](#) will:

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

The custodian/trustee will:

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

The actuary will:

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

The investment consultant will:

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

The Pension Services Department will:

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

The auditor will

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

## B - Compliance

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

## C – Performance Measurement

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

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

### Combined Fund Benchmark

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

| COMBINED FUND BENCHMARK*                 |      |
|------------------------------------------|------|
| MSCI World ex-Canada Net Index (Cdn. \$) | 40   |
| FTSE Canada Universe Bond Index          | 15   |
| FTSE Canada 20+ Strips                   | 20   |
| CPI plus 4% per annum                    | 10   |
| CPI plus 5% per annum                    | 15   |
|                                          | 100% |



## Active Manager Benchmarks

The benchmark portfolio consists of the following [market index benchmark](#) total returns weighted as indicated:

| FIXED INCOME MANAGER BENCHMARK*                 |      |
|-------------------------------------------------|------|
| <del>FTSE Canada Universe Bond Index</del>      | 40%  |
| <del>FTSE Canada 20+ Strips**</del>             | 60%  |
| <a href="#">Custom Fixed Income Benchmark**</a> | 100% |

\* effective ~~30 April 2021~~ 1 July 2022

\*\* Custom Fixed Income Benchmark is agreed upon by the Investment Consultant, Pension Services team and the Fixed Income Manager, and documented in the LDC. The primary goal of this benchmark is to mitigate interest rate risk relative to the Plan's liabilities using a target hedge ratio approach.

~~\*\*20+ strips are an approximate market based benchmark used to measure the performance for the long bond overlay funds. Long bond overlay funds are primarily designed to manage interest rate/duration in the liabilities rather than outperform a market index~~

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

\* effective 1 October 2007

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

\* effective 30 November 2010

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

\* effective 1 April 2008

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

|                 |   |                                                                                                                                                                       |
|-----------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Global equities | = | MSCI World ex-Canada Net Index (Cdn. \$) + 1.00% net of fees                                                                                                          |
| Fixed Income    | = | <a href="#">Custom Fixed Income Portfolio 40%</a> <del>FTSE Canada Universe Bond Index total return + 1.50%</del> + 60% <del>FTSE Canada 20+ Strip Index + 1.5%</del> |
| Real estate     | = | CPI +4%                                                                                                                                                               |
| Infrastructure  | = | Change in the Canadian Consumer Price Index plus 5% per annum                                                                                                         |

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

## D – Monitoring and Rebalancing the Fund's Asset Mix

In order to ensure that the Fund operates within the guidelines stated in this Policy, the Pension Services shall monitor the asset mix on a monthly basis. Subject to the rebalancing guidelines and procedures in Section II.C, the Pension Services will affect the rebalancing by transferring cash or securities between portfolios. Rebalancing may also be effected by redirecting the net cash flows to and from the Fund.

## E – Reporting by the Investment Managers

On a calendar quarterly basis, the [mManager](#) will provide a performance report and a strategy review for the portfolio under management.

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

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

If the [mManager](#) believes the Asset Mix Guidelines [or Letter of Direction for the Custom Fixed Income Mandate](#) are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee that a change in guidelines is desirable and the reasons therefore.

The [mManager](#) should advise the University immediately of changes in style or in the policies, personnel or ownership of the firm.

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

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

## **F – Investment Policy Review**

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

## **V – OTHER ISSUES**

### **A – Conflicts of Interest**

#### **Responsibilities**

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

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

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

#### **Disclosure**

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

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

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

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

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

### **B – Related Party Transactions**

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

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

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

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

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

### **C – Valuation of Securities Not Regularly Traded**

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

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

### **D – Voting Rights**

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

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

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

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

### **E – Directed Brokerage Commissions**

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

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

### **F – Reasons for Terminating an Investment Manager**

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

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

**- END -**

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

**APPENDIX**

|                                                           |                                                   | GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | POLICY<br>COMPLIED<br>WITH<br>YES/NO* |
|-----------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------|
| %                                                         |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |
| ASSET MIX (at Market Value)Custom<br>Fixed Income Mandate |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |
| Core Plus<br>BondsMonitor a<br>Target Hedge Ratio         |                                                   | 25% to 55%<br><br>Target Hedge Ratio is monitored within an allowable range<br>[fill in details as appropriate for the period from the LDC]<br><br>e.g. +/-7% vs a target of 35%                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                       |
| Long Bond Overlay                                         |                                                   | -45% to 75%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                       |
| SHORT TERM &<br>CASH                                      |                                                   | -0% — 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                       |
| CONSTRAINTS                                               |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |
| EQUITIES                                                  | - Publicly traded on recognized securities market |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |
|                                                           | - Diversification                                 | Max 15% of the market value of an equity portfolio in any single holding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                       |
|                                                           | - Concentration                                   | Max 10% of the voting or public float stock of any corporation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                       |
|                                                           |                                                   | Max 10% of the market value of a pooled fund                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                       |
| BONDS**                                                   | - Quality                                         | Min "BBB" at the time of purchase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                       |
|                                                           |                                                   | "BB and below permissible as part of diversified pool at the time of purchase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                       |
|                                                           |                                                   | Max 5% unrated securities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                       |
|                                                           | - Quantity                                        | Except for federal or provincial bonds, max 10% in one issuer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                       |
|                                                           |                                                   | Except for federal or provincial, max 10% of a bond issue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                       |
|                                                           |                                                   | Max 25% of bond portfolio market value in bonds rated "BB+" or below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                       |
|                                                           |                                                   | Max 25% in high yield bonds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                       |
|                                                           | - Foreign Pay                                     | Max 30% of market value of bond portfolio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                       |
| MORTGAGES                                                 | —Yield                                            | Net yield should exceed Government of Canada bonds of a similar term by 1%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                       |
| SHORT TERM<br>INVESTMENTS                                 | - Minimum<br>Quality                              | "R-1 Low" rating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                       |
| DERIVATIVES                                               |                                                   | <del>the fund may use derivatives for risk management purposes, currency<br/>and interest rate risk management purposes</del><br>- <del>permissible derivatives include options, futures, forwards and swaps</del><br>The use of the following derivatives are permitted within the PH&N pooled funds:<br>forwards, options, credit-linked notes, futures, swaps and repos.<br>Derivatives should only be used to:<br><ul style="list-style-type: none"><li>Create and maintain the LDI Portfolio's overlay strategy;</li><li>Manage interest rate risk and foreign currency exposure</li></ul> |  |                                       |
| OTHER<br>INVESTMENTS                                      | - Prior Approval Required                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |
| OTHER                                                     | - Statutory<br>Requirements                       | Must meet requirements for eligible investments outlined in the Pension<br>Benefits Standards Act (BC).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                       |
|                                                           |                                                   | Must meet requirements for eligible investments outlined in the Income Tax Act<br>(Canada).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                       |
| CONFLICTS OF<br>INTEREST                                  | - Disclosure                                      | Conflicts of interest (if any) disclosed to the Committee Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |

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

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

Note that from time to time, market movements and other external liquidity factors may cause short term deviations outside the allowable ranges contained in the table above. In such instances, the Investment Manager will promptly notify the Plan Administrator and the Investment Manager and the Plan Administrator will discuss and agree upon a course of action.

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

\_\_\_\_\_  
Signature and Title

\_\_\_\_\_  
Company Name

[illegible]

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

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

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

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

\_\_\_\_\_  
Signature and Title

\_\_\_\_\_  
Company Name



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

| GUIDELINES                              |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | POLICY<br>COMPLIED<br>WITH<br>YES/NO* |
|-----------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
|                                         |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| %<br><b>ASSET MIX (at Market Value)</b> |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| <b>REAL ESTATE</b>                      |                                                                                       | 90 <del>5</del> – 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                       |
| <b>SHORT TERM &amp; CASH</b>            |                                                                                       | 0 – 10 <del>5</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                       |
|                                         |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| <b>CONSTRAINTS</b>                      |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
| <b>REAL ESTATE</b>                      | Global real estate partial or full ownership<br>Global real estate-related securities |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |
|                                         | - Leverage                                                                            | Max 55% of the market value of the real estate portfolio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                       |
| <b>SHORT TERM INVESTMENTS</b>           | - Minimum Quality                                                                     | "R-1 low" rating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                       |
| <b>DERIVATIVES</b>                      |                                                                                       | <p>Permitted</p> <p>Derivatives include forward contracts, futures, options, and swaps. Derivatives can have equities, fixed income, interest rates, and currencies as underlying instruments. The use of derivatives is only permitted for the following purposes:</p> <ul style="list-style-type: none"> <li>i. Synthetic Indexing - Passively investing in an attempt to replicate the returns of an index.</li> <li>ii. Risk Control - Managing interest rate, equity, credit, currency, legal or tax risk through the use of hedging strategies.</li> <li>iii. Lower Transaction Costs and Liquidity Management- Reducing the transaction costs on trading, custody and brokerage costs through use of index futures. Substituting one combination of securities for another with the same net exposure to market variables for the purposes of exploiting pricing inefficiencies.</li> <li>iv. Asset Mix Shifts - Reduce market movement and transaction costs of shifting asset weights or rebalancing by</li> </ul> |                                       |

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

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

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

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

\_\_\_\_\_  
Signature and Title

\_\_\_\_\_  
Company Name

### Managers Released from Providing Quarterly Compliance Reports

| <b>Managers:</b> | <b>Manager Mandate</b> | <b>Date of Approval</b>         |
|------------------|------------------------|---------------------------------|
| Macquarie        | Infrastructure         | December 4 <sup>th</sup> , 2017 |
| JP Morgan        | Infrastructure         | December 4 <sup>th</sup> , 2017 |

## **Legislative Constraints**

### ***Pension Benefits Standards Act (BC) Constraints***

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

### ***Pension Benefits Standards Act Regulations, 1985 (Canada) Constraints***

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

- |    |                                                        |                                     |
|----|--------------------------------------------------------|-------------------------------------|
| 1. | Maximum investment in one company's securities         | 10% of the market value of the Fund |
| 2. | Maximum proportion of the voting shares of any company | 30%                                 |

### ***Income Tax Act (Canada) and Canada Revenue Agency Constraints***

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

## Appendix 2

January 5, 2023

To: PH&N Institutional, a division of RBC Global Asset Management (the “**Manager**”)

From: University of Victoria Staff Pension Plan (“**the Plan**”), with respect to the Custom Fixed Income Mandate

Subject: **Letter of Direction for Compliance – Custom Fixed Income Mandate Details**

---

With respect to the Custom Fixed Income Mandate from Section II.D of the Statement of Investment Policies and Procedures, please find below the detailed instructions for mandate compliance. These guidelines are effective January 5, 2023 and override any previous detailed instructions for mandate compliance.

The objective of the Custom Fixed Income Mandate is to manage interest rate risk within the Plan’s solvency liabilities.

### **1. Authorized Investments**

- 1.1 The Custom Fixed Income Mandate shall be invested in pooled funds which may include various government, corporate, and mortgage funds, as well as money market funds. The assets will be allocated as deemed appropriate by the Manager based on the objectives of this Mandate. The Custom Fixed Income Mandate may be comprised of units of the following pooled funds:
  - (a) PH&N Core Plus Bond Fund
  - (b) PH&N Enhanced PRisM Long Fund
  - (c) PH&N Enhanced Long Government Bond Fund
  - (d) PH&N Canadian Money Market Fund
  - (e) PH&N Enhanced Long Bond Pension Trust
- 1.2 The Custom Fixed Income Mandate is invested in an overlay strategy via the PH&N Enhanced PRisM Long Fund and/or the PH&N Enhanced Long Government Bond Fund (the “Enhanced Fixed Income funds”). The structure of the overlay strategy is comprised of two components: 1) synthetic exposure to interest rates through government bond derivatives, and 2) an investment in the PH&N PRisM Balanced Fund, which is a diversified portfolio of short term fixed income securities, mortgages, high yield bonds, emerging market debt and equities.

## **2. Investment Guidelines**

### **2.1 Description of the Custom Fixed Income Mandate**

The Manager manages a portfolio of fixed income funds against a Custom Fixed Income Benchmark set with reference to the characteristics of the liabilities.

- (i) University of Victoria Pension Services, the Manager, the Actuary and Investment Consultant set the Custom Fixed Income Benchmark as proportion of the Solvency Liabilities.
- (ii) The Interest Rate Hedge Ratio reflects the proportion of interest rate risk within Solvency Liabilities managed by the Custom Fixed Income Portfolio.
- (iii) The Custom Fixed Income Benchmark is reviewed when new Solvency Liability information is available, or when the Interest Rate Hedge Ratio is outside the ranges set in this document.
- (iv) The manager will monitor the Custom Fixed Income Portfolio within the allowable mandate ranges for the Interest Rate Hedge Ratio.
- (v) The manager will inform University of Victoria Pension Services if rebalancing requires a review of the target Interest Rate Hedge Ratio and Custom Fixed Income Benchmark
- (vi) The Custom Fixed Income Benchmark is intended to be a notional benchmark if levered funds are used by the Fixed Income Manager.
- (vii) Rebalancing could change the size of the Custom Fixed Income Mandate relative to the solvency liabilities. The Interest Rate Hedge Ratio is intended to allow the level of interest rate risk managed by the Fixed Income Mandate relative to the Solvency Liabilities to be monitored and reviewed as the Plan's experience changes.

### **2.2 Custom Fixed Mandate Guidelines**

- (i) The Manager shall manage a Custom Fixed Income Mandate with the objective of tracking the interest rate characteristics risk of the Custom Fixed Income Benchmark.
- (ii) The Custom Fixed Income Benchmark is set when Solvency valuation information is available, with reference to nominal accrued cash flows supplied by the Plan's actuary (the "Cash Flows"). The Cash Flows are expected to roll to preserve the demographic profile over time.
- (iii) The Custom Fixed Income Benchmark is intended to be an investible proxy that is constructed to proxy the characteristics of the solvency liabilities. The Custom Fixed Income Benchmark is a blend of fixed income indices: 60% FTSE Canada Universe Bond Index, 40% FTSE Canada 20+ Strip Index. For the purposes of determining a Custom Fixed Income Benchmark, the Solvency Liabilities are nominal accrued benefit liability cash flows discounted using a market based representation of commuted value and annuity purchase rates. Specifically, 67% of the Cash Flows are discounted using provincial bond yields and 33% will be discounted with corporate bond yields

- (iv) Interest rate risk is measured by the Interest Rate Hedge Ratio. The Interest Rate Hedge Ratio is defined as the dollar duration of the Custom Fixed Income Portfolio by the dollar duration of the Solvency Liabilities. The Target Interest Rate Hedge Ratio is 35%.
- (v) The Manager shall monitor the Interest Rate Hedge Ratio within +/-7% of the Target Interest Rate Hedge Ratio and notify Pension Services if this range is exceeded
- (vi) The Custom Fixed Income Portfolio uses leverage through its investment in the Enhanced Fixed Income funds (described in 1.2), which target a leverage exposure of 1:1 (and have a range of 0.97x – 1.03x). The Custom Fixed Income Mandate's maximum allocation to the Enhanced Fixed Income funds is 90%.
- (vii) The Manager will be responsible for prudently managing all counterparty risk associated with such derivative instruments, including credit ratings and total exposure limits for each counterparty.

### **3. Benchmarking & Performance Standards**

- 3.1 Custom Fixed Income Benchmark: Performance and characteristics of the Custom Fixed Income Benchmark will be included in the quarterly reporting process.
- 3.2 Tracking error is expected as the level of credit exposure in the Custom Fixed Income Portfolio is different than the Custom Fixed Income Benchmark. Additional tracking error may come from fluctuations in interest rate exposure. Tracking Error is expected to range from 4-5%.
- 3.3 PH&N Enhanced PRisM Long Fund – The PH&N Enhanced PRisM Long Fund is invested in the PRisM Balanced Fund which is expected to achieve a return of 1.75% (net of fees) in excess of FTSE TMX 30-Day T-Bill Index, over the long term.
- 3.4 PH&N Core Plus Bond Fund targets a return of 1.50% in excess of FTSE Canada Universe Bond Index over the long term.
- 3.5 PH&N Enhanced Long Bond Pension Trust targets a return of 0.60% in excess of the FTSE Canada Long Bond Index over the long term.

*[Signature page follows]*

**University of Victoria Staff Pension Plan**

Per:

Per:

---

Name: Andrew Coward

---

Name: Oliver Cown

Title: Acting AVP, Financial Planning and  
Operations

Title: Acting Director, Pension Services






University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**January 17, 2023**

**FOR INFORMATION**

**To:** Finance Committee

**From:** Kristi Simpson  
Vice-President Finance and Operations 

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** University of Victoria Staff Pension Plan Investment Performance  
Report for the Period Ended September 30, 2022

**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.

The Fund's asset allocation remains within the established allowable ranges for all asset classes. 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, 2022. In summary:

|        | Total Fund<br>performance | Total Fund<br>Benchmark<br>performance |
|--------|---------------------------|----------------------------------------|
| 1 year | -11.2%                    | -9.7%                                  |
| 4 year | 4.2%                      | 3.4%                                   |
| 5 year | 4.8%                      | 4.0%                                   |

Due to the large increase in inflation, the Plan underperformed its long-term, risk-adjusted target of CPI + 4%. On a one year basis the Plan underperformed its policy benchmark; however, it outperformed its policy benchmark over 4 and 5 year time horizons. Over the 4 and 5 year time periods, outperformance relative to the total fund benchmark was attributable to all asset classes except for real estate that detracted from performance. On an absolute and relative basis, the long term performance remains strong for all asset classes. Global equities have contributed well, despite recent losses. Over the one year horizon equities underperformed their benchmark by 1.1% (not shown) but over the five year period, equity outperformed by 1.3%. 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 2022, the fixed income mandate transitioned from a Canadian Universe Bonds mandate to a longer-term fixed income mandate designed to better match the long-term nature of Plan liabilities and to provide better protection against the increases in the value of liabilities and thus improving the degree of protection of the funded status of the Plan. In practical terms, this meant repositioning part of the Plan's fixed income portfolio from bonds with 5-10 year maturities to bonds that mature

in 15 to 20 years, or even longer. Those longer maturity bonds were more severely impacted than shorter-term bonds as a result of an unprecedented increase in interest rates in 2022, resulting in considerable losses in the bond portfolio. However, Plan liabilities were impacted correspondingly, and the funded status of the Plan remains strong. 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, 2022.

# Appendix 1

## University of Victoria Staff Pension Plan

### Performance as of September 30, 2022

|                                                                               |   |                                                                                                                          |
|-------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|
| Change in Funded Ratio                                                        | ✓ | Going Concern: <b>106%</b> Since Dec 2019: <b>Decrease</b><br>Solvency Proxy: <b>97%</b> Since Dec 2019: <b>Increase</b> |
| Plan Performance <sup>1</sup> vs Asset Mix BM, net (Value-add)                | ✓ | 1 Year: <b>-11.2%</b> vs. <b>-9.7%</b> ( <b>-1.5%</b> ) , 5 Year: <b>4.8%</b> vs. <b>4.0%</b> ( <b>+0.8%</b> )           |
| Plan Performance <sup>1</sup> vs Balanced Fund <sup>2</sup> , net (Value add) | ✓ | 1 Year: <b>-11.2%</b> vs. <b>-10.2%</b> ( <b>-1.0%</b> ) , 5 Year: <b>4.8%</b> vs. <b>4.0%</b> ( <b>+0.8%</b> )          |

PBI

## Staff Pension Plan

### – Manager Value Add (net of fees)

| Returns (Net of Fees)                                                     | 4 Year Period |             | Comments                                                                                                                                                                                       |
|---------------------------------------------------------------------------|---------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           | Value Added   | Met Target? |                                                                                                                                                                                                |
| <b>Total Plan</b><br><i>Asset Mix Benchmark</i>                           | <b>0.7%</b>   | <b>Yes</b>  |                                                                                                                                                                                                |
| <b>BCI Global Equities</b><br><i>MSCI World ex Canada</i>                 | <b>1.0%</b>   | <b>Yes</b>  |                                                                                                                                                                                                |
| <b>PH&amp;N Fixed Income</b><br><i>Uvic - Fixed Income BM<sup>1</sup></i> | <b>1.0%</b>   | <b>Yes</b>  | \$43.1 million is invested in PH&N Enhanced PRiSM Long Fund, while \$66.8 million is invested in PH&N Core Plus Bond Fund as at September 30, 2022.                                            |
| <b>BCI Real Estate</b><br><i>CPI + 4.0%</i>                               | <b>-0.4%</b>  | <b>No</b>   | BCI's 8.0% 4-year performance is lower than peers and underperformed the CPI + 4% benchmark.                                                                                                   |
| <b>Infrastructure</b><br><i>CPI + 5.0%</i>                                | <b>6.5%</b>   | <b>Yes</b>  |                                                                                                                                                                                                |
| <b>JP Morgan Infrastructure<sup>2</sup></b><br><i>CPI + 5.0%</i>          | <b>-2.5%</b>  | <b>No</b>   | JP Morgan Infrastructure's 4.9% 4-year performance has underperformed the CPI + 5.0% benchmark. During the third quarter, the fund deployed over US\$0.6 billion through platform investments. |
| <b>Macquarie Infrastructure</b><br><i>CPI + 5.0%</i>                      | <b>11.5%</b>  | <b>Yes</b>  |                                                                                                                                                                                                |

**Notes:**

1. Since September 2021, Uvic Fixed Income BM is composed of 60% FTSE 20+ Strip and 40% FTSE Canada Universe Bond.
2. JPM infrastructure equity inception April 1, 2017



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**January 16, 2023**

**To:** Board of Governors

**From:** Chris Horbachewski, Vice-President External Relations

**cc:** President and Vice-Chancellor

**Meeting Date:** January 31, 2023

**Subject:** External Relations Update – JANUARY OPEN

A handwritten signature in blue ink that reads "C. Horbachewski".

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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

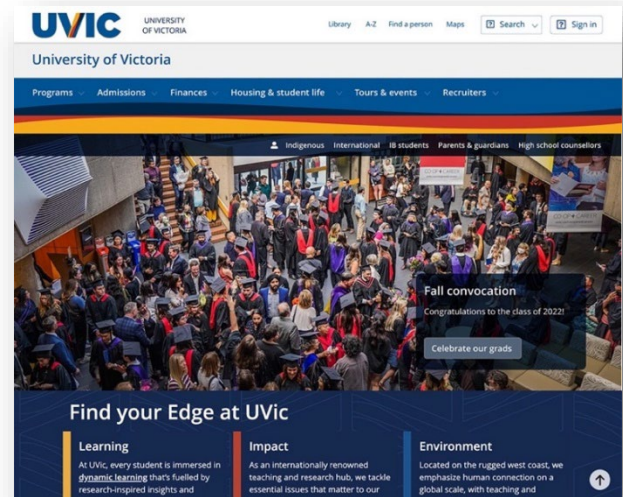
### MAJOR MARKETING AND PROMOTIONAL ACTIVITIES

#### Brand and Positioning Campaigns

##### Fall Convocation (November)

Fall convocation had four ceremonies with three honorary-degree recipients and approximately 1,380 graduates. It provided an opportunity for UVic to celebrate the achievements of its students, as well as begin to solidify the life-long relationship with the institution through its alumni.

Promotions from Oct. 15 to Nov. 18 highlighted this milestone achievement, while encouraging new grads to remain connected to the university for years to come as part of the alumni family.



##### Taapwaywin Podcast (Ongoing)

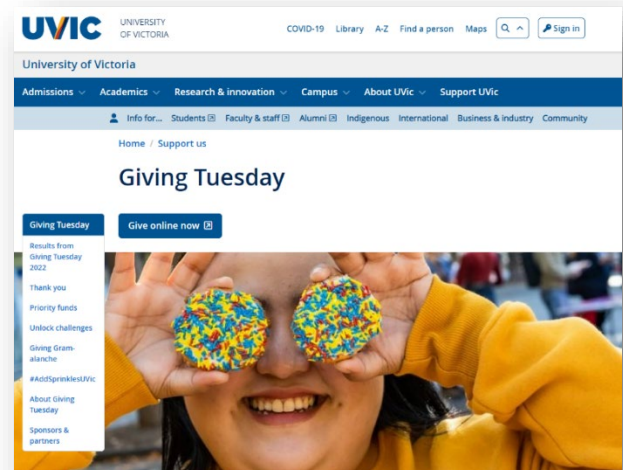
In September, UVic Libraries launched a podcast series about memory, power and the journey to find truth. The eight-episode series, *Taapwaywin: Talking about what we know and what we believe*, features deep conversations and analysis with Survivors, Elders, Knowledge Keepers and others on seeking truth before reconciliation can begin.

Throughout November and December, the Taapwaywin podcast team released episodes 2, 3 and 4.

### Alumni and Development Marketing Campaigns

##### Giving Tuesday (Nov. 29)

On Nov. 29, alumni, community members, employees and students came together to donate, participate in events and unlock dollars towards UVic's Giving Tuesday goals. In total, UVic and its donor community raised more than \$150,000 for UVic's 24 priority funds.



## INTERNAL COMMUNICATIONS

### **Employee Housing Survey**

Finding available and affordable housing in Victoria is a very real challenge for students, staff and faculty—one that affects UVic’s ability to recruit and retain students and employees.

To find out about the specific housing needs of our employees, UVic conducted its first employee housing assessment from Oct. 3-23, 2022. The results of the survey will help inform a strategy for campus development plans and future employee housing programs.

All staff, faculty and librarians were encouraged to take the survey, which was promoted through posters distributed to every department across campus, along with digital signage, Campus Checklist, social media, a broadcast email and targeted email promotion through the President’s Leadership Council and Dean’s Council.



Take the survey: [uvic.ca/housingsurvey](https://uvic.ca/housingsurvey)



### **5 Days of Action: 365 Days of Commitment (Nov. 14-18)**

This week-long event celebrates diversity and encourages people to work together to create a more inclusive and equitable campus and community throughout the year.

Promotion of the event included a full range of activities, including web, social media (takeovers and posts), Campus Checklist, Office of Student Life (OSL) newsletter, Alumni Newsletter, the Ring, digicaster, posters, stake signs, broadcast emails and more. The event had 900 registrations with 629 people signed up.



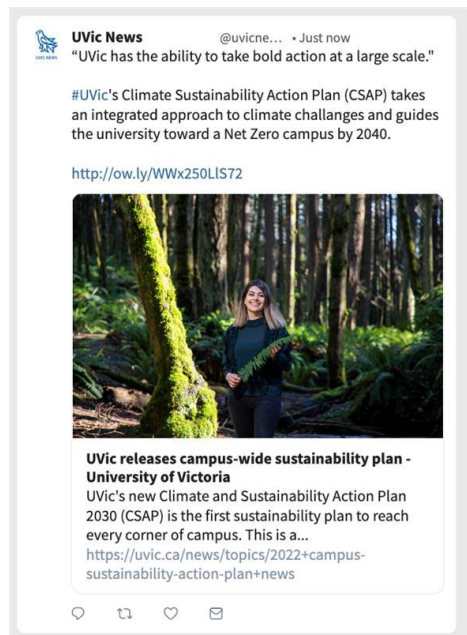
### **Equity Action Plan update**

UVic’s first [Equity Action Plan](#) (EAP) launched on Oct. 12. The EAP sets a course for the entire campus by providing overarching goals and specific actions to advance equity, diversity and inclusion in all areas of the university. UC+M worked with the office of Equity and Human Rights (EQHR) to promote engagement throughout the four phases of this project. Ongoing communications opportunities and tactics in support of the EAP are in development.

### **Climate and Sustainability Action Plan update**

UVic launched its *Climate and Sustainability Action Plan 2030* (CSAP) on Oct. 26, 2022—the first sustainability plan to reach every corner of campus. The plan provides an integrated approach to guide the university’s approach to sustainability in every domain. As part of the larger university strategy, CSAP includes an action plan that encourages all members of the UVic community to work together for positive change.





The launch was promoted online via a [UVic News story](#), a new [website](#), social media, Campus Checklist item, digital screens across campus, a broadcast email and will appear in the print and digital versions of *The Ring*.

### United Way Fundraising Campaign (ongoing)

The 2022-23 [United Way campaign](#) continued in November and December with three events, including a Coffee Day on Nov. 24, an Artisans Market on Nov. 30 and samosa sales in December. Promotional activities also continued towards increasing employee payroll giving through an end-of-the-year tax reminder. A new events page was created on the United Way website and we also used the UVic Calendar of Events more consistently.

#### Coffee Day (Nov. 24)

UVic Food Services sponsored Coffee Day on campus on Nov. 24. They donated \$1 from each brewed cup of coffee and \$2 from each specialty coffee to the United Way. UC+M helped promote Coffee Day for United Way through UVic Calendar of Events, Campus Checklist and social media—posts and video [reel](#)—as well as stake signs, tent cards, digicaster, Office of Student Life (OSL) newsletter and more.

#### UVic Artisans Market (Nov. 30)

This free event featured more than 35 talented local artisans from UVic and Greater Victoria offering a range of handmade items. UC+M helped promote the market through the Facebook event page, boosted ads, Campus Checklist, Office of Student Life (OSL) Newsletter, posters, the UVic Events Calendar, internal emails, digicaster, community postings and more. As a result, the market saw a steady stream of visitors throughout the day.



## Samosas for United Way (Dec. 14)


Students, staff and faculty were invited to order veggie or beef samosas for pick up in time for the holidays. UC+M helped promote sales through Campus Checklist, the UVic Events Calendar, internal reminder emails and digicaster.


## End-of-Year Tax Reminder (December)

Reminders about the opportunity to donate to the United Way campaign before the end of the calendar (tax) year went out to the campus community, including through the Campus Checklist, digicaster and via a promotional banner on the staff and faculty web page.

## PUBLIC RELATIONS/MEDIA ANNOUNCEMENTS

### Human Rights Day (Dec. 10)

 **Facebook**


 **University of Victoria**  
Just now

Today, December 10th marks the [United Nations Human Rights Day](#) and the 75th anniversary of the Universal Declaration of Human Rights: Dignity, Freedom & Justice for All.  
[#StandUp4HumanRights](#)




The Joe Arvey Legacy Fund at UVic is dedicated to supporting the next generation of lawyers to advance equity and access to justice for all.

“My grandfather, after the civil war in Lebanon, led reconciliation and peace talks with the people in his village on opposing sides, who had been trying to kill each other previously, and sought to rebuild community from the ground up—there is an important part of me that wants to continue this familial legacy.”- JD student Nick Sayed, the first recipient of Joe Arvey Legacy Fund.

Learn more about the fund and UVic's support of universal human rights and freedoms:  
<http://ow.ly/CKkh50LZJeN>



**Nick Sayed**  
First recipient of the Joe Arvey Legacy Fund

 Like  Comment  Share

In recognition of Human Rights Day, UVic highlighted our support of universal human rights and freedoms by telling the story of Nick Sayed, JD (law) student and the first recipient of the Joe Arvey Legacy Fund, on social media.


 **Twitter**

 **UniversityOfVict...** @uvic · Just now

Dec 10 marks @UN Human Rights Day: Dignity, Freedom & Justice for All.  
[#StandUp4HumanRights](#)

The Joe Arvey Legacy Fund recognizes the late Joe Arvey & his commitment to the pursuit of justice for disadvantaged & disenfranchised members of our society.

<http://ow.ly/cvrf50LZJeP>



**Nick Sayed**  
First recipient of the Joe Arvey Legacy Fund

## National Day of Remembrance and Action on Violence Against Women (Dec. 6)

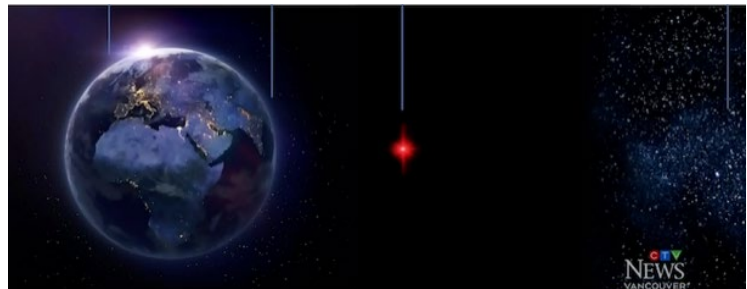
On Dec. 6, UVic joined the rest of the country in marking the annual [National Day of Remembrance and Action on Violence Against Women](#). Approximately 100 people came together in the quad for [the UVic event and walk to end gender-based violence](#), coordinated by EQHR; classes were cancelled at midday and flags were lowered across campus.

The event was promoted across UVic's channels including digicaster screens starting Nov. 25, in Campus Checklist on Nov. 29, in UVic's central news feeds, on social media and as a banner image on the UVic.ca student webpage. An Instagram story specifically framed for students was posted on the day of action. In addition, CHEK News attended the walk (after seeing UVic's social media promo) as part of its coverage of ceremonies across the region, featuring UVic's event on [its evening news cast](#) and [online](#).



## ORCASat: UVic's first satellite blasts off (Nov. 26)

Built by a team of engineering students and scientists led by UVic aerospace systems engineer Afzal Suleman, the [ORCASat satellite](#) is the size of a milk carton and packed full of ingenuity. After winning a national competition as part of [CubeSat initiative](#), it blasted into space Nov. 26 as one of the first from Canadian universities to launch with the NASA missions.



The UVic CubeSat is also the first designed and manufactured in BC—another first for academia and industry. In January, it will deploy from the International Space Station to collect data for 18 months in orbit.

Media coverage began with the first count-down (delayed by weather) and didn't lift till the final lift-off on Nov. 26, with a full range of print, online, TV and radio coverage.

- **CFOX Radio** (Nov. 21): <https://www.iheartradio.ca/cfax-1070/podcasts/adam-stirling-hour-3-november-21-2022-1.18820808>
- **CTV Vancouver Island** (Nov. 22): <https://vancouverisland.ctvnews.ca/video?clipId=2569329>
- **Times Colonist** (Nov. 26): <https://www.timescolonist.com/local-news/in-a-bc-first-uvic-mini-satellite-launched-into-space-after-four-years-of-work-6162065>
- **CTV Vancouver** (Nov. 26): <https://vancouverisland.ctvnews.ca/video?clipId=2572117>
- **Victoria Buzz** (Nov. 28): <https://www.victoriabuzz.com/2022/11/uvics-satellite-launched-into-space-on-board-a-spacex-rocket-last-weekend-video/>

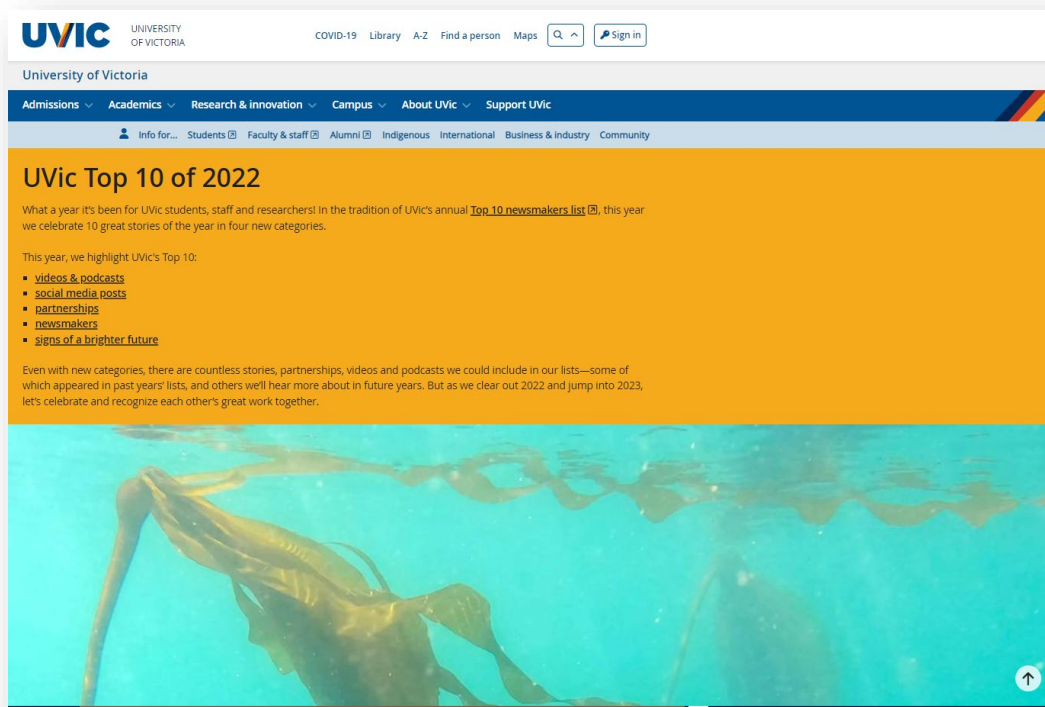
## Top 10 of 2022

Each year since 2010, UVic has promoted a top 10 list of newsmakers to provide retrospective, year-end content in keeping with the winter break. This list helps keep the UVic website and social media feeling fresh over the closure and provides an additional opportunity for media looking for year-end roundup content of their own.

This year, in recognition of the many new mediums in which stories are told—and to recognize the many types of stories that connect with different audiences—UVic's "Top 10" list was expanded to become five "Top 10" lists, each with a different focus. The new categories are:

- [videos & podcasts](#)
- [social media posts](#)
- [partnerships](#)
- [newsmakers](#)
- [signs of a brighter future](#)

A new mobile-friendly campaign page for the lists was created at <https://www.uvic.ca/stories/top-10-of-2022/index.php>, with promotion including presence on the main university landing page, social media support over the closure, a centre-spread feature in January's print edition of the Ring, and a custom URL ([www.tiny.cc/uvic-2022](http://www.tiny.cc/uvic-2022)) to track print readership. Launched on Dec. 22, 2022, initial response has been good.



## SAMPLING OF OTHER MEDIA HIGHLIGHTS

**Media Presence:** The below summary represents highly visible UVic stories for the period November to December 2022.

Indigenous Studies:

- [Gina Starblanket, Indigenous Governance Program](#) sat down with "All Points West" to discuss Leroy Little Bear, who is widely recognized for his work on Indigenous rights, Indigenous sovereignty, and self-determination. Starblanket is set to co-facilitate an event with Little Bear that is aimed at shedding light on the significance of the Buffalo Treaty. (Nov. 4)
- The BC Association of Aboriginal Friendship Centres, in collaboration with UVic, is developing a new [MBA that focuses on Indigenous reconciliation](#) and is set to launch in the spring of 2023. (Nov. 29)
- [Ry Moran, UVic Libraries](#), sat down with APTN's "Nation to Nation" to discuss his role at UVic, Taapwaywin podcast as well as Bill C-29 and how it will impact long-term actions leading to reconciliation. (Dec. 1)
- New funding from the Law Foundation of BC will assist UVic's Indigenous Law Research Unit in the revitalization of laws and legal systems. [Val Napoleon, Indigenous Law](#), said the new funding builds on the foundation of many years of partnerships and legal research in collaboration with communities to rebuild Indigenous laws throughout Canada. It was also featured in [UVic News](#). (Dec. 17)

## Climate & Sustainability:

- *National Observer* deep dives into the conservation measures proposed for Canada's West Coast marine protected area network plans. [Natalie Ban, Environmental Studies](#), stated that coastal residents need detailed protection measures to provide informed feedback to the government. (Nov. 4)
- [Sean Holman, Writing](#), the Crookes Professor of Environmental and Climate Journalism, spoke with CBC Radio's "On The Island" about the upcoming COP27 summit and climate adaptation, as well as his ongoing Climate Disaster Project. (Nov. 4)
- [Devin Todd, Pacific Institute for Climate Solutions](#), joined CBC Victoria's "On the Island" to discuss the climate crisis. Todd outlines that historically the world has not met its targets, as emissions continue to go up. It was also featured in [The Globe and Mail](#).
- [Simon Pek, Gustavson School of Business](#), co-authored an analysis piece for Conversation Canada on how businesses are failing to address and adjust to current global issues such as climate crisis and inequality. The article outlined several ways to improve multi-stakeholder initiatives including incorporating mini-publics, which bring randomly selected groups of citizens together to work on specific issues. (Nov. 13)
- Climate experts and residents alike are tempering any optimism about recovery from last year's flooding, with new climate disasters looming on the horizon and predictions about big storms coming sooner than later, [Francis Zwiers, Pacific Climate Impacts Consortium](#), provided context from a PCIC study which shows how human-induced climate crisis has increased the probability of such events by up to 50%. (Nov. 14)
- *National Observer* published an article about protecting B.C.'s at-risk species pivotal to Canada's biodiversity goals at the global UN Biodiversity Conference ("COP15") in Montreal. [Brian Starzomski, Environmental Studies](#), emphasized the need for provincial legislation and funding to protect species and ecosystems. (Nov. 16)
- [Alina Fisher, Environmental Studies](#), has authored an opinion piece in *The Hill Times* discussing ways that Canada can save wildlife species without hurting the country's economy, and even offer new opportunities for the renewable resources sector. (Dec. 12)
- In an interview aired on CKNW and other programs across the national Global Radio network, [Sarah Sharma, Political Science](#), discussed what Canada needs to do to achieve its goal of net zero emissions by 2050. Sharma also commented on Canadians' awareness and understanding of the climate crisis and Canada's climate action. (Dec. 20)
- [Basma Majerbi, Gustavson School of Business](#), authored an explainer for The Conversation Canada on how businesses and investors can play a critical role in reversing biodiversity loss by making targeted investments in nature-friendly solutions. (Dec. 15)

## Vikes Athletics:

- UVic Vikes take home the U Sports women's field hockey championship trophy after winning against the York University Lions. Head coach [Lynne Beecroft](#) commented on what the win means to her as she is retiring after nearly four decades with the team. This is the Vikes' fourth consecutive national championship. It was also featured on [Saanich News](#). (Nov. 6)



#### Remembrance Day:

- [Oliver Schmidtke, Centre for Global Studies](#) joined CBC Vancouver's "On the Coast" to speak on the importance of Remembrance Day in Canada. Schmidtke also shared insights into his research on "memory politics," as well as on Russia's invasion of Ukraine and its geopolitical impacts. It was also featured on [CBC Radio One's "All Points West."](#) (Nov. 11)

#### Science & Technology:

- [Bob Chow and postdoctoral fellow Bridget Ryan, Biology](#), joined CBC Radio's "All Points West" to talk about being part of the top three of "Eye on the Cure," a vision research competition held by Fighting Blindness Canada and their plan on using the prize to develop a Stargardt disease therapy. (Nov. 21)
- [Jasper Kanes, Ocean Networks Canada Society](#), talked to CBC Radio's "The World This Hour" about how creatures of the sea use sound and how echolocation can affect the clarity of communication between species. The story was featured on Australia Broadcasting Corporation's "Future Tense," which was replayed nationally on [CBC Radio](#) including in Vancouver, Montreal, Ottawa, Toronto and Calgary. (Nov. 28)
- [Ocean Networks Canada's](#) network of sensors providing real-time information about seismic events is expected to be integrated into a nationwide early warning earthquake alert system by early 2024. Following the earthquake near Tofino in November, [Kate Moran](#) gave insight into how the 35-second advanced warning system protects infrastructure and lives. Kate Moran also appeared on [CHEK news](#), [CHEK late news](#), [CBC Radio's "On the Island"](#) and [CTV News](#). (Nov. 28-30)
- [Kate Moran, Ocean Networks Canada](#), appeared on a special segment on CHEK News with "Road to Recovery" host Hannah Lepine to discuss how the Solid Carbon Project works and what it aims to achieve. (Dec. 4)
- CBC News highlighted research initiatives that aim to mitigate and possibly reverse the negative effects of marine heat waves on kelp forests along Canada's West Coast, [Julia Baum, Biology](#), lead of the Blue Carbon Canada project, noted the promising potential of kelp forests and other coastal ecosystems as nature-based solutions to the climate crisis. (Dec. 4)
- [Jerome Etwaroo, Research Partnerships & Knowledge Mobilization](#), received the Colin Lennox Award for Technology Champion during last week's Tech Community Awards gala. The awards recognize people and organizations for their significant contributions to Greater Victoria's technology sector. (Dec. 10)
- [David Castle, Public Administration](#), outlined why current protocols for managing and benefit-sharing genetic information are outdated in a digital era. Castle states that theoretically, one could sequence the genome of an organism with a handheld device and upload it to the cloud via satellite link without ever having to transport a physical specimen. This article appeared in the national edition of *The Globe and Mail*. (Dec. 10)

#### Equity & Human Rights:

- *Vancouver Sun* published the Canadian Press story on Canada's first trans woman [Rhodes scholar Julia Levy, alumna](#), who shares her thoughts on this opportunity to gain more knowledge and power in hopes of giving back to the trans community. The CP article was

also picked up by 158 other outlets, while CBC News ran its own story. It was also featured on [CBC News](#) and [UVic News](#). (Dec. 6-7)

- UVic held the annual event and walk in remembrance of the 14 young women killed in 1989 and to reflect upon all lives lost and affected by gender-based violence. [Mina Hoofar, Engineering & Computer Science](#), spoke with CHEK News on-site about the importance of standing up and taking action. It was also featured in [CHEK News](#) article and [UVic News](#). (Dec. 6)

#### Humanities:

- [Jordan Stanger-Ross, History](#), joined CBC Victoria's "On the Island" to discuss the UVic-led, multi-partner Landscapes of Injustice project. Stanger-Ross, who was recently awarded an SSHRC Impact Award for the outstanding quality of his scholarship and the far-reaching impact of this highly collaborative public history project, outlines its focus. It was also featured on [UVic News](#). (Dec. 6)
- [John Lutz and Jason Colby, History](#), co-authored an opinion piece in the *Times Colonist* on the dismantling of historical displays in the Royal BC Museum and the underfunding of museums and historical sites across the province. Jason Colby also sat down with [CBC Victoria's "On The Island"](#) to speak about this piece. (Dec. 7)

#### Social Sciences:

- A Canadian senator has introduced a bill that would place labels on alcohol to warn of links to cancer and remind consumers about low-risk drinking guidelines and how many standard drinks are contained in the package. The *Toronto Star* talked to [Tim Stockwell, Canadian Institute for Substance Use Research](#), about lessons learned from a 2017 study piloting the application of warning labels on liquor containers in the Yukon. (Nov. 28)
- [Nathan Lachowsky, Public Health & Social Policy](#), joined Global Radio's "A Little More Conversation" on World AIDS Day, to discuss "HIV In My Day," an oral history archive held at UVic Libraries of voices, stories and experiences of those who lived through the early days of HIV/AIDS pandemic. He also talks about the play premiering today in Vancouver based on the collection. The interview airs on CKNW and the national network of affiliate stations. Nathan Lachowsky also sat down with [CBC Radio's "All Points West"](#), [CBC Radio's "On The Coast"](#), [France24](#), and [UVic News Expert Q&A](#). (Dec. 1)
- [Stephanie Calce, Anthropology](#), joined Global News Radio to discuss the complexity and feasibility of efforts to locate the remains of two Indigenous women at a site north of Winnipeg. It also aired on [Global News National](#). (Dec. 9 and 12)
- Island Health has launched a new text alert system to warn the public of drug poisonings in their area. [Bruce Wallace, Canadian Institute for Substance Use Research / Social Work](#), suggested texting is a good tool, but gives insight into potential shortcomings of the system. The article also focused on a drug-checking project by Wallace and his colleagues which aims to create an open dashboard to share information on substances on the streets. Wallace also sat down with [CBC Radio Vancouver](#) to discuss. (Dec. 16 and 21)
- [Nathan Lachowsky, Public Health & Social Policy](#), co-authored an analysis piece for The Conversation Canada discussing the efficacy of a new drug, cabotegravir, in preventing HIV infection. The piece outlined the benefits of injectable treatment. (Dec. 18)

#### Human and Social Development:

- *Vancouver Sun's* article cites a study co-authored by [Alison Gerlach, Child & Youth Care](#), about a mother with diverse needs who expressed her disappointment in the federal government's new affordable-child-care program. This article also appeared in *The Province* and *Times Colonist*. (Dec. 3)

#### Business:

- [Simon Pek, Gustavson School of Business](#), co-authored an analysis piece in *Conversation Canada* about the Ontario Assembly on Workplace Democracy (OAWD). Pek outlined the recommendations that the assembly has put forth to ensure workers have a more meaningful say in workplace decisions. (Dec. 11)

### **BUILDING MEANINGFUL PARTNERSHIPS**

#### Federal Government

- January 16<sup>th</sup> – Vice-President Chris Horbachewski hosted Chris Bittle, Parliamentary Secretary to the Minister of Canadian Heritage to announce funding to support the Farquhar Auditorium and its Voices in Circle engagement series.

#### Provincial Government

- On December 7<sup>th</sup>, Premier David Eby announced his first Cabinet - 23 Ministers and 4 Ministers of State.
  - Fourteen Parliamentary Secretaries will support Cabinet in their work.
- Cabinet's primary focus will be acting on the cost of living, health care, housing and climate change.
- The Ministry of Advanced Education, Skills and Training was renamed the Ministry of Post-Secondary Education and Future Skills and will play a significant role in meeting the demands of growing the economy and the expected one million job openings by 2032.
  - [Selina Robinson](#) will serve as Minister of Post-Secondary and Future Skills
  - [Andrew Mercier](#) will work with Minister Robinson as Minister of State for Workforce Development.
- The following members of Cabinet have UVic Connections (Five alums as Ministers, two alums as Parliamentary Secretaries and two former Faculty)
  - The Honourable [Murray Rankin](#), Minister of Indigenous Relations and Reconciliation – former Faculty (Law)
  - The Honourable [Lisa Beare](#), Minister of Citizens' Services – Alum
  - The Honourable [Pam Alexis](#), Minister of Agriculture – Alum
  - The Honourable [Grace Lore](#), Minister of State for Childcare – former Faculty (Political Science)
  - The Honourable [Ravi Kahlon](#), Minister of Housing – Alum
  - The Honourable [Brenda Bailey](#), Minister Jobs, Economic Development and Innovation – Alum
  - The Honourable [Rob Fleming](#), Minister of Transportation and Infrastructure – Alum



- [Bob D'Eith](#), Parliamentary Secretary for Arts and Film – Alum
  - [Amandeep \(Aman\) Singh](#), Parliamentary Secretary for Environment – Alum
- At the Deputy Minister and Associate Deputy Minister Level, UVic is represented by 17 alumni.
- UVic Alumni Doug White has been named Special Counsel to the Premier on Indigenous Reconciliation, in this role, Mr. White will be responsible for working across government on issues that encompass multiple ministries.
- CGR is supporting UVic Leadership to engage and build meaningful partnerships with Cabinet and government.

### Community

- The United Way Campaign, led by co-chairs, Trevor Sanderson and Mauricio Garcia-Barrera, is well underway. Several activities brought in donations at the end of the year including a Holiday Artisan Market which had 36 vendors and raised over \$1,800 for the United Way. The samosa sale raised close to \$1,000 and the United Way Coffee Day brought in \$1,485. The campaign not only raises money for the United Way but also engages faculty, staff and students and increases awareness about the alignment between the United Way's themes and UVic's priorities. The campaign will run until the end of March.
- UVic, in partnership with Government House, hosted the third and final Women Leading Change panel on January 11. The free event featured a discussion with leading entrepreneurs who shared their experiences and strategies for supporting, inspiring and empowering innovation and business leadership. [www.uvic.ca/wlc](http://www.uvic.ca/wlc) Panelists included:
  - Mandy Farmer, CEO, Accent Inns / Hotel Zed
  - Katie Gamble, Founder, Nature Bee
  - Sage Lacerte, Founder & CEO, Sage Initiative
  - Tessa McLoughlin, Founder & Director, Club Kwench

Building off the success of the Women Leading Change series, Community and Government Relations will be working with Government House to identify a new partnership for 2023 / 2024.

### **FOSTERING A CULTURE OF PHILANTHROPY**

- Annual Giving closed out the busy giving season. Fundraising drivers include the comprehensive fall appeal, student calling program, Vikes Championship Breakfast, Stocktober, Giving Tuesday, Libraries appeal, Law appeal, tribute and peer-to-peer fundraising, and year-end appeals.
- Since September, we have continued to engage alumni through a range of programming, including the signature UVic Alumni Guest Speaker Series which ran from October 13-25. Outside of the speaker series, many of the fall's alumni activities have been collaborations with other areas of campus, including an Economics Pub Night with the Faculty of Social Sciences, a Sip and Learn Cider Tasting with the Gustavson School of Business, the annual

Lipson Lecture with Faculty of Science, a Vikes Basketball Game in Ottawa with Student Affairs, and special merchandise targeted at alumni showcased by the UVic Bookstore.

## **ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES**

### Farquhar Auditorium

- January through March will be a busy time for presenting at the Farquhar. Upcoming presentations include:
  - January 15 – The Queer Songbook Orchestra, a community collaboration with Intrepid Theatre, presenting QSO are a Toronto-based 13-piece chamber pop ensemble dedicated to exploring and uplifting 2SLGBTQ+ narratives in pop music.
  - January 25 – International Guitar Night, showcasing the best finger-style guitarists in the world. The event is very popular.
  - February 18 – Voices in Circle Variety Show, a cabaret style evening of local Indigenous performances in multiple genres complemented by an Indigenous Maker's Market in the JCC Lobby.
  - March 11 – Voices in Circle presents Sebastian Gaskin, an award winning Rhythm and Blues artists.
- The Department of Canadian Heritage plans an announcement at the Farquhar to commemorate funding received through Cultural Spaces Canada (\$75,000) and Canada Arts Presentation Fund (\$22,000). Parliamentary Secretary Chris Bittle will come to campus to make the announcement on January 16.
- March 31 will see the completion of the Cultural Spaces Canada capital project to upgrade sound, lighting and video equipment in the Venue. The project budget is approximately \$150,000.

### Ceremonies & Events

- Spring Convocation planning is underway and the schedule for it will be posted by the end of February along with the roster of Honorary Degree Recipients to be honoured.
- Upcoming events being supported by Ceremonies & Events include:
  - Women Leading Change, Panel #3 – January 11
  - REACH Awards – February TBC
  - National Centre for Indigenous Law unveiling – February TBC
  - Student Residence Naming Ceremony – March TBC
  - Coop Employer Awards 2023 – April TBC

## Legacy Art Galleries

**Gule Wamkulu: Dancing Indigenous Governance**, Legacy Downtown Jan 14 - Apr 8, 2023 Guest curators Dr. Devi Mucina, Program Director, UVic School of Indigenous Governance & Kl. Peruzzo de Andrade. (Photo: Kl. Peruzzo de Andrade, *Quintal*, 2018)



The exhibition invites the visitor to bear witness to the Great Dance that serves as the governance structure of the Chewa people. This immersive exhibition features photographs, films, and objects that celebrate how we, as diverse African Canadians, build community while being relationally respectful of all Coast Salish expressions of sovereignty.

Opening event Sat Jan 28 3-5pm

### **Dance Like Everybody's Watching**

Jan 14-April 8, 2023

Legacy Downtown Sidewalk Gallery

Local artist Simone Blais presents her debut documentary, *Dance Like Everybody's Watching*. The short film exposes the lives of three Black dancers in Victoria, BC (ləkʷəŋən territory) as they expose their worlds of flamenco, hip hop, and dancehall. While the dancers grapple with racism, tokenism, and stereotypes, we are reminded that dance is always political. This film deals with themes of cultural appropriation in dance and is uniquely a BC production. 100% of the production, cast and crew are based in Victoria, BC.

(Still from *Dance Like Everybody's Watching*, film by Simone Blais)



**Shaping Relations, Tethered Together**, Legacy Maltwood Mearns Centre-McPherson Library, Nov 21, 2022 - Aug 25, 2023 guest curated by Mel Granley

• *Shaping Relations, Tethered Together* dives into Legacy's permanent collection to explore ideas of togetherness and that which cultivates relationships. Each work examines a different facet of the relationships people form with one another, the world around us, and our relationships with ourselves. Tenderness and the importance of connection are meditated on throughout the exhibition, through a diverse selection of media and artists. Additional events are in the planning stages for March.